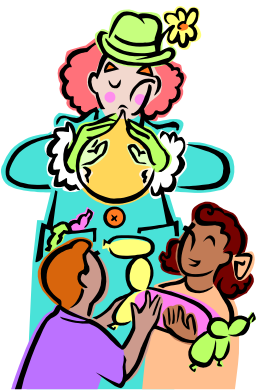
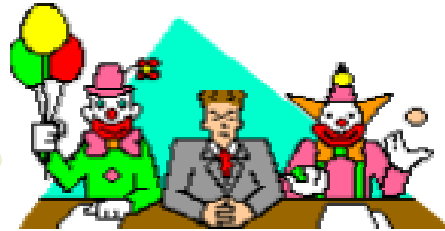


# DESIGN ASSESSMENT GUIDES FOR DUMMIES

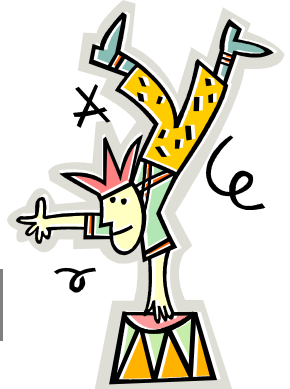
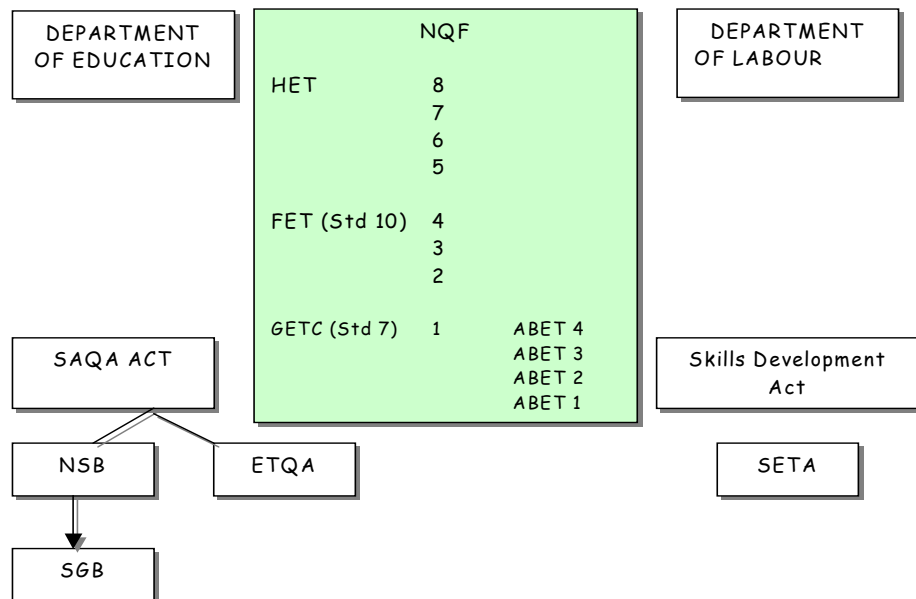


*DEVELOPED BY A KENWRIGHT*  
*annken@mweb.co.za*



THIS PART OF THE DOCUMENT ACTS AS A QUICK REVIEW OF ASSESSMENT PRACTICES BEFORE WE LOOK AT COMPILING ASSESSMENT GUIDES.

NQF Level	Band	Qualification Type
8	Higher	<ul style="list-style-type: none"> <li>• Post-doctoral research degrees</li> <li>• Doctorates</li> <li>• Masters degrees</li> <li>• Professional qualifications</li> <li>• Honours degrees</li> <li>• National first degrees</li> <li>• Higher diplomas</li> <li>• National diplomas</li> <li>• National certificates</li> </ul>
7	Education	
6	and	
5	Training	
Further Education and Training Certificate (FETC)		
4	Further	National certificates
3	Education	
2	and Training	
General Education and Training Certificate (GETC)		
1	General Education and Training	Grade 9   ABET Level 4  National certificates



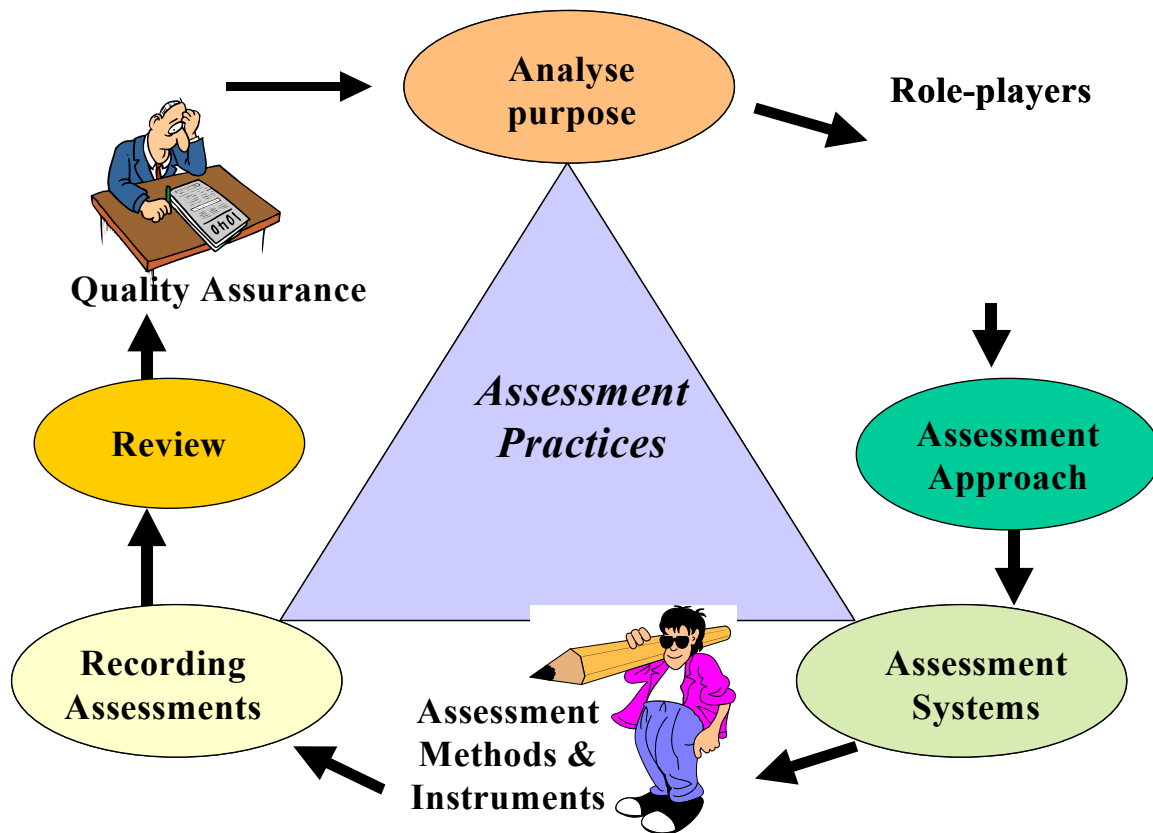


FUNDAMENTAL	CORE	ELECTIVE
<i>Learning which forms the grounding or basis needed to undertake the education, training or further learning required in obtaining a qualification</i>	Compulsory learning required in situations contextually relevant to the particular qualification	Selection of additional credits at the level of the NQF specified, from which a choice may be made to ensure that the purpose of the qualification is achieved

**Definitions and Terms**



Applied competence	means the ability to put into practice in the relevant context, the learning outcomes acquired in obtaining a qualification
Assessor	registered by the ETQA, to assess specified national qualifications
Critical outcomes	those generic outcomes that inform all teaching and learning
Outcomes	demonstrate end products of the learning process.
<b>ACRONYMS</b>	
NQF:	The National Qualifications Framework
SAQA:	The South African Qualifications Authority
ETQA:	Education and Training Quality Assurance body
NLRD:	National Learners' Record Database
NSB:	National Standards Body
SGB:	Standards Generating Body
SETA	Sector Education and Training Authority



- Step 1**     Analysing the purpose of assessment
- Step 2**     Identifying and developing the role-players
- Step 3**     Selecting the most appropriate assessment approach
- Step 4**     Developing assessment systems, policies and procedures
- Step 5**     Compiling assessment guides
- Step 6**     Conducting and recording assessments
- Step 7**     Reviewing assessment practices
- Step 8**     Quality Assurance of all assessment practices

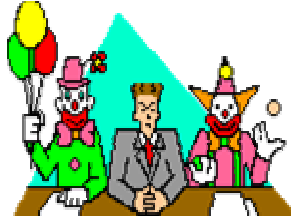


*Competence is about focusing on what is expected of an employee in the workplace. This includes the ability to transfer and apply skills and knowledge, and what a person knows and can do.*

## Assessment Approach

Integrated assessment

The integration of assessment involves choosing a variety of assessment methods, which can integrate a number of assessment activities on a particular occasion. The integration can be across one specific outcome or across a series of specific outcomes and unit standards.

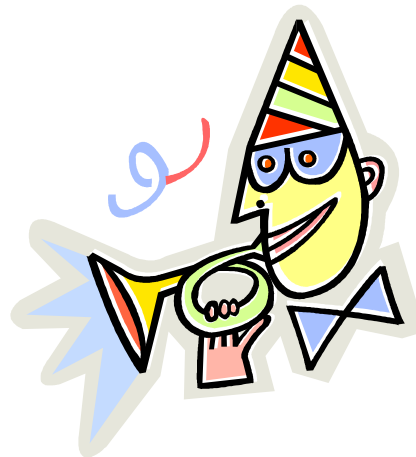


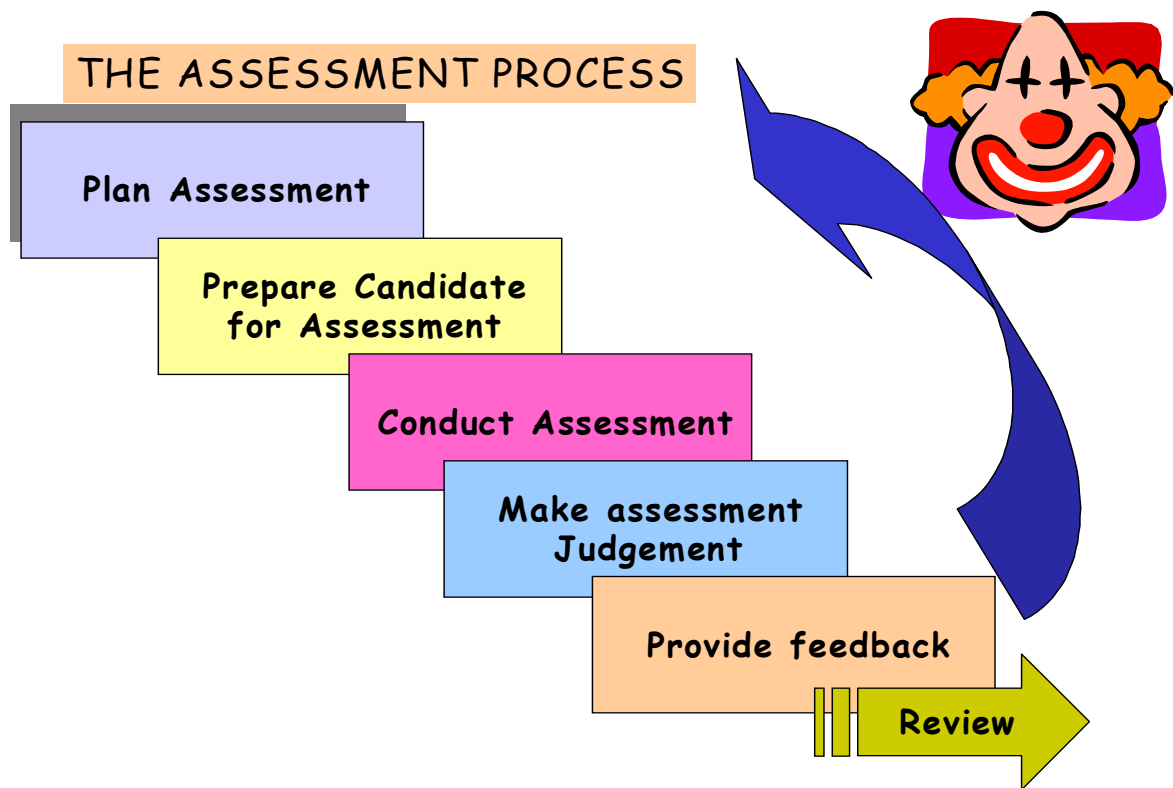
**Formative assessment** refers to assessment that takes place during the process of learning and teaching

**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 learning programme.

## The Principles of Assessment

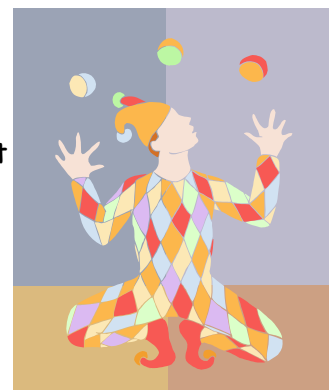
- **Appropriateness**
- **Fairness**
- **Manageability**
- **Time efficient**
- **Integration into work or learning**
- **Validity**
- **Direct**
- **Authenticity**
- **Sufficient**
- **Systematic**
- **Open**
- **Consistent**





## Steps in planning and preparing for assessment

- Step 1 Analyse the requirements from the unit standards**
- (1) What type of evidence is required?
  - (2) How will the evidence be collected?
  - (3) Identify the most suitable assessment method
  - (4) Identify the most suitable assessment instrument
- Step 2 Identify organisation requirements and specifications that will affect your assessment plan**
- (1) Familiarise yourself with the assessment policy
  - (2) Identify all resources required
  - (3) Make all logistical arrangements
- Step 3 Identify opportunities for assessment and develop a strategy to set target dates**
- (1) Consult with candidate and other role players
  - (2) Identify special needs and potential unfair barriers

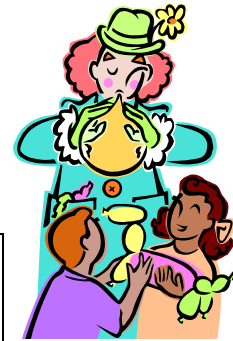


# Evidence



Direct evidence	Indirect evidence	Historical evidence
<p>Actual evidence produced by the learners.</p> <p>This involves the assessor observing the learner's performance directly.</p>	<p>Evidence produced about the learner from another source.</p> <p>Can be used to verify the authenticity of evidence from other sources.</p>	<p>This type of evidence verifies what the learner was capable of doing in the past.</p> <p>This is the least reliable, because it does not guarantee what the learner is capable of doing at present.</p>
<b>Value of evidence:</b>		
<p>Authentic</p> <p>Valid</p> <p>Reliable</p> <p>Current</p>	<p>Verify authenticity</p> <p>Supplementary evidence</p> <p>Sufficient</p>	<p>Supplementary evidence</p> <p>Sufficient</p>
<b>Ways to collect evidence</b>		
<p>⇒ Direct observation</p> <p>⇒ Questioning: oral written</p> <p>⇒ Video tape</p> <p>⇒ Product and output evaluation</p>	<p>⇒ Team outputs</p> <p>⇒ Performance appraisal</p> <p>⇒ Training records</p> <p>⇒ Testimonials</p> <p>⇒ Reviews</p> <p>⇒ Projects</p> <p>⇒ Customer reviews</p>	<p>⇒ Certificates</p> <p>⇒ Qualifications</p> <p>⇒ CVs</p> <p>⇒ Medals, prizes and trophies</p>
<b>Format</b>		
<p>⇒ Observation checklist</p> <p>⇒ Questionnaire</p>	<p>⇒ Project Review Sheet</p> <p>⇒ Team Report</p> <p>⇒ Performance Appraisal Report</p>	

# Conduct Assessment



## Step 1

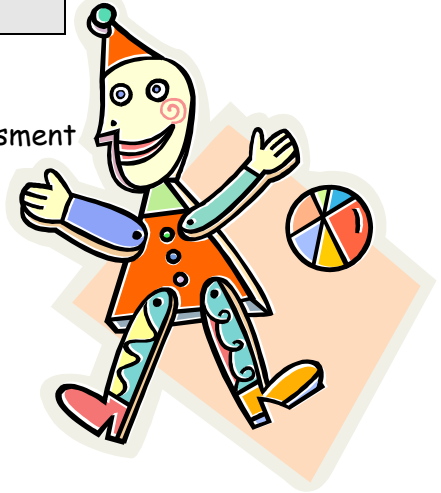
1. Put your candidate at ease.
2. Confirm with the candidate if he/she wants to continue with the assessment.
3. Review the assessment plan and assessment activities.
4. Revise and confirm the assessment principles relevant to the assessment.
5. Adapt approach as required by the situation

## Step 2

1. Follow assessment instructions.
2. Adapt approach as required and address unforeseen events without compromising the validity and fairness of the assessment.
3. Use appropriate questions and language.
4. Check the candidate's understanding without leading the candidate.
5. Respond in a positive manner.
6. Record answers, describe what you observe, make comments that will support the evidence.
7. Constantly check the sufficiency of evidence.
8. Involve candidate in reviewing activities and record responses made by candidate.

## Rules for effective communication whilst conducting assessments

1. Follow the assessment plan.
2. Focus on the candidate.
3. Ensure that there are minimal barriers in the assessment process.
4. Be sincere, honest and open.
5. Act consistently.
6. Communicate regularly without interrupting the assessment process.
7. Re-assure the candidate during the assessment.
8. Listen carefully.



## Judging Evidence

### Valid

Is the evidence relevant?

Does it relate to the specific outcomes and assessment criteria?

Does the evidence show that the candidate can perform the function?

Is the evidence in a form that will allow accurate judgement to be made of the candidate's level of competence?

Does it demonstrate real behavioural practice?

### Sufficient

Have you collected enough evidence?

Does the evidence cover all conditions shown in the range?

Does the evidence show, beyond reasonable doubt that the required standards have been reached?

Does the evidence show that the candidate can repeat the performance to the level shown?

Evidence for recognition of prior learning:

**Authentic**

Is the evidence the candidate's own work?  
Did the candidate really produce the evidence?  
Is the evidence direct or indirect?  
Where the evidence is produced as a certificate of attainment, how was the candidate assessed when achieving the level shown?

**Currency**

Is the evidence related to current competence?  
How recent is the evidence?

**Relevancy**

Does it relate to the specific outcomes and assessment criteria?  
Does the evidence show that the candidate can perform the function?  
Is the evidence in a form that will allow accurate judgement to be made of the candidate's level of competence?  
Does it demonstrate real behavioral practice?

**Consistency**

Can the evidence produce the same results when assessed by more than one assessor?  
Would the same assessment results be achieved if the evidence were judged over a number of occasions?

# ASSESSMENT GUIDE

Version.....: OCT 2003

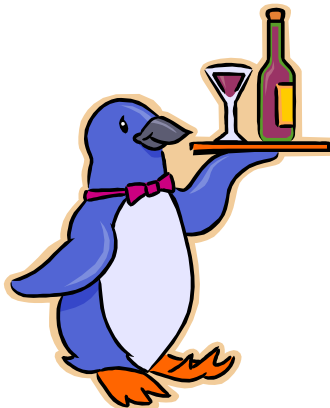
(TITLE)

(UNIT STANDARD NUMBER)

NQF LEVEL

Provider Information

Provider LOGO



## CONTENTS OF AN ASSESSMENT GUIDE

SECTION 1	Administration Learner Registration Learner Agreement Learner Contracts Letter of Intent
SECTION 2	Copy of National Unit Standard Assessment Strategy for Learner/Learner
SECTION 3	Learner assessment plan and preparation
SECTION 4	Assessment Instruments
SECTION 5	Assessor Feedback and Review Records
SECTION 6	Moderators Reports

**Guideline comments:**  
Section 1 could be separate from the assessment guide.

A provider might prefer to keep all the administrative information about the learner in a personal learner's file

### Copyright and Confidentiality Clause:

This assessment guide is the property of (organisations *name*) and should be used by registered assessors only. No part of this assessment guide may be copied or used for any other purpose other than stipulated in the Assessment strategy.

This assessment guide is a confidential document and should always be stored inline with organisational security practices.

**Guideline comments:**

It is always important to ensure that confidentiality is enforced and furthermore to protect the copyright of your

### ***A REMINDER:***

- Follow the assessment plan
- Focus on the learner/learner
- Ensure that there are minimal barriers in the assessment process
- Be sincere, honest and open
- Act consistently
- Communicate regularly without interrupting the assessment process
- Re-assure the learner during the assessment
- Listen carefully and provide feedback related to the outcomes of this guide!
- **Assessment is part of life-long development and learning.**

**Guideline comments:**

Never allow an unqualified assessor to use the pre-developed assessment guides without induction into your organisational practices.

Assessors must sign a code of conduct and must be familiar with your assessment and

SECTION 3

**LEARNER REGISTRATION FORM**

**PROVIDER DETAIL:**

Name

Provider Accreditation Number

Contact Person

Contact Number

**EMPLOYER DETAIL:**

Name

SDL Number

Contact Person

Contact Number

**LEARNER DETAILS:**

**1. Registered Learners**

Name

ID Number

Mobile Number

Guideline comments:

You might not want to have a registration form in the guide if you have it in the learner's personal file. If so reduce this form to the basic information of the learner. Just enough information to ensure that an external moderator or verifier can validate whether this learner met the entry requirements and is in an environment that will enable him to deliver the evidence required for this particular assessment.

Always keep in mind what statistics will be required from you as the provider of assessment and

Other Contact Number

## 2. New Registration

This part of the form must only be filled in when this particular learner has not previously been registered on any Learning Programme

Title

Name

Surname

Maiden Name

Initials

ID Number

Alternative ID

Date of Birth

Gender: Male  Female

Equity

Nationality

Citizen residential status

Home Language

Disability Status

Geographical Area

Socio - Economic Status

(Employed / Previously Employed)

Business Telephone Number

E-mail

Mobile Number

**LEARNING PROGRAMME DETAIL**

Name of Registered Programme

Date of Registration

Signature of Learner/Learner



## LETTER OF COMMITMENT FROM THE LEARNER/LEARNER

Dear learner

You have requested to be assessed (*or Your company has requested an assessment*) through our organisation. To ensure effective assessment, there needs to be a commitment from you, that you will attend training if required and submit evidence of workplace application as required by the assessor.

### Declaration of commitment:

I undertake to fulfil all the requirements of the assessment practices as specified by the assessor and service provider.

Company

\_\_\_\_\_

Full names of learner

\_\_\_\_\_

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

\_\_\_\_\_

### NOMINATED BY:

Name and Surname

\_\_\_\_\_

Position in company:

\_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

### Guideline comments:

It is important to get commitment from the learner.

The learner should take responsibility for his own development.

This is a basic letter of commitment: it could be

*Insert copy of the Learner Contract*

.....→ Guideline  
comments:

SECTION 3

*Insert copy of the Unit Standards*

Guideline  
comments:

Your assessment guide will be very bulky if you include the unit standards however, it is important for the moderator and for the verifier to validate assessments.

Learners also need to develop an insight to unit standards and how it fits into the NQF framework.

You could have your unit standards and assessment strategy as a separate document.

If you do that, make sure that your assessors always have the documents with them when they conduct assessment.

Also submit a copy of this document to the moderator and external verifier

Remember an assessment guide has to ensure that the assessment process is structured and organized.

To many loose documents makes it difficult to administrate at the same time the cost for bulky assessment guides are enormous.

Find a way to those suits  
your needs

SECTION 2

**ASSESSMENT STRATEGY**

<b>TARGET GROUP</b>	<i>Describe who this assessment strategy is intended for</i>		
<b>UNIT STANDARD TITLE</b>	<i>List all the unit standards against which this assessment guide has been developed</i>	<b>UNIT STANDARD NUMBER</b>	
<b>LEVEL</b>	<i>NQF levels</i>	<b>CREDITS</b>	
<b>ENTRY LEVEL REQUIREMENTS</b>	<i>Learning assumed to be in place and/or workplace requirements.</i>		

**Guideline comments:**

This document provides the assessor with an overview of how the assessment will be conducted and how is

**Guideline comments:**

The workplace requirements are important to ensure that learners have the opportunity to practice

<b>PURPOSE OF ASSESSMENT</b>	<i>Describes the reasons for this assessment</i>
<b>ASSESSMENT APPROACH</b>	<p><i>Describes how you intend to conduct this assessment. You need to define when this assessment is taking place.</i></p> <p><i>EG: Learners will be assessed during the training process (formative assessment).</i></p> <p><i>Learners will be assessed after the completion of their portfolio (summative assessment) This assessment will include components of knowledge, product and process</i></p>

<b>CONTEXT OF ASSESSMENT</b>	
<b>ASSESSMENT CONDITIONS</b>	
<i>Describe where the assessment will take place, and how long it will take. Also list any special arrangements that have to be made, if any special equipment is required</i>	
<b>SPECIAL ASSESSMENT NEEDS OR ORGANISATION</b>	<i>This relates to special needs of learners, for instance a translator or a deaf or blind or disabled learner.</i>

**Guideline comments:**

The context in which the assessment is conducted has to be described. For a verifier to validate evidence it is important to compare it with the context in which evidence

SECTION 2

<b>SPECIFIC REQUIREMENTS</b>	<i>Organisation might have specific safety requirements that require to be considered or due to trading hours, special arrangements need to be made to ensure that assessments are not interrupted.</i>
<b>RESOURCES</b>	<i>List all the resources required by the assessors and learners</i>

Guideline comments:

If you have the assessment strategy separate from this assessment guide you need to list which assessment guide to use and where to find them.

If you are using loose assessment instruments you need to list those.

Remember to number and date all documents to

<b>ROLE-PLAYERS</b>	
<b>Assessor</b>	<i>Describe who will be involved and what will be expected from them.</i>  <i>Also describe the SME areas for assessors.</i>
<b>Learner</b>	<i>Describe the learner responsibility</i>
<b>Moderators</b>	<i>Describe the moderators role and responsibility</i>
<b>Other</b>	<i>Describe any other role-players role and responsibility such as supervisor in the workplace etc.</i>

<b>ASSESSMENT SPECIFICATION</b>
---------------------------------

Unit Standard Title			Assessment Approach and Methods								
			Formative				Summative				
SO Number	AC Number	Question Number	Knowledge	Role-play	Simulation	product	Case Studies	Observation	Interview	Product	Other

Guideline comments:

This is the most important part of the strategy as this indicates exactly how the assessment instruments relate to the unit standards. This shows whether sufficient evidence will be collected, it provides the assessor/moderator and verifier with a birds eye view of assessment practices, this shows the variety of assessment methods, validates the approach described earlier on .

This confirms unit standard alignment.

This is also extremely useful when unit standards are reviewed and you have to update your assessment

Range Statement/ Embedded Knowledge	Question Number	Knowledge	Role-play	Simulation	Case Studies	Observation	Interview	Product	Other

SECTION 2

Critical Cross-fields	Question Number	Knowledge	Role-play	Simulation	Case Studies	Observation	Interview	Product	Other

<b>QUALITY ASSURANCE</b>	<i>Describe the moderation procedures</i>
<b>APPEALS PROCEDURES</b>	<i>Describes the appeals procedures</i>

**Guideline comments:**

You could include your appeals policy procedure here, or have it as an attachment to this

<b>ASSESSMENT PROCESS</b>	
<i>What:</i>	<i>How:</i>

**Guideline comments:**

You describe the assessment process to make sure that all assessors conduct assessments consistently, and that all learners are treated fairly and in the same manner.

This is also your opportunity to ensure that all assessment principles are implemented.

This is putting the strategy into practice, you can consider this the

SECTION 3

**LEARNER ASSESSMENT PLAN & PREPARATION SHEET**

What the learner should know:	Documents Required	Date	Venue	Time	Other Role players	Contingency Plans
<p><i>Everything the learner should know is recorded in this column.</i></p> <ol style="list-style-type: none"> <li>1. Explain and discuss the assessment process and assessment practices in their organisation.</li> <li>2. Explain the purpose of assessment and obtain agreement from the learner.</li> <li>3. Explain the implications of standards-based assessment within the context of the NQF.</li> </ol> <p><b>Note:</b> Check level of understanding all the time and use appropriate language.</p> <ol style="list-style-type: none"> <li>4. Identify prior competence to ensure that the learner is ready for assessment.</li> <li>5. Briefly discuss the related unit standards.</li> <li>6. Identify naturally occurring opportunities to demonstrate learner's ability to perform. Always kept the range statements in mind.</li> <li>7. Identify available evidence, which might already have been produced by the learner for other products, records or qualifications.</li> <li>8. Identify the need for alternative forms of assessment such as simulation to fully cover the range, knowledge and understanding.</li> <li>9. Identify and explain ways to collect evidence.</li> <li>10. Agree on an assessment plan, times, date, venues, methods, resources, requirements and assessment instruments.</li> <li>11. Check that the learner is ready for assessment</li> </ol>	<p>List all the resources required per activity</p>					<p>The assessor uses this column if during the planning and preparation special needs are identified also when unforeseen happens during assessment all changes are recorded here,</p>
		↑	↑	↑	↑	

**Guideline comments:**  
 This document act as an assessment plan for the learner as well as a preparation checklist when preparing the learner for assessment  
 The first two columns are pre-prepared and the last 5 column are completed as learners are prepared and agree upon the process. This becomes an

**Guideline comments:**  
 The date, venue, time and role-players are agreed upon during the preparation of the learner.  
 This can therefore not be completed before the actual preparation.  
 This acts as evidence that the learner was prepared.

**Guideline comments:**  
 This is to ensure that the learner agrees with the assessment plan and that

**Guideline comments:**  
 The moderator will sign this document when he/she

**Learner's declaration of understanding**  
 I herewith declare that I am ready for the assessment, that we have reviewed the assessment plan, I understand the assessment process and am happy that the assessment will be conducted in a fair manner.

Learner	Date	Assessor	Date	Moderator	Date
---------	------	----------	------	-----------	------

BEHAVIOURAL OBSERVATIONS					
Unit Standard Title		NQF LEVEL		CREDITS	

<b>Context of this assessment</b> <i>(Where, time any special conditions)</i>	
<b>Instructions to Assessor</b>	
<b>Resources Required:</b>	
<b>Guidelines to the Learner</b>	

**Guideline comments:**  
The type of assessment methods are reflected in the title of the assessment

**Guideline comments:**  
This is provider specific. When you design an assessment instrument you always identify

**Guideline comments:**  
To ensure consistency among all assessors, you need to provide detailed instructions to the assessor as to how to

**Guideline comments:**  
This is to ensure that the learner agrees with the assessment plan and that

**Guideline comments:**  
Any additional resources and equipment required are listed here  
If any special arrangements are required explain the

SECTION 4

<b>Name of Learner</b>	<b>Name of Assessor</b>
<b>Venue</b>	<b>Time</b>

**Guideline comments:**  
This admin column is extremely important as this validates the actual assessment. This is completed on the day of the assessment. Moderators will use this

AC NUMBER	Assessment Criteria (question)	Required Evidence (answer)	Comments/Description of Evidence Observed	Requirements met		Comments/Future improvements and/or Action required
				Yes	No	
	<i>Formulate the questions to collect the required evidence or describe a statement of what it is that the assessor is observing. Don't leave room for any interpretation or perception from the assessor</i>	<i>Describe the required evidence and qualify the standard, as well as quantify how many times to you need to observe particular skills/ process or how many products will confirm repeat performance</i>	<i>During the actual assessment the assessor will record the evidence he /she has observed in this column.  This is an important part of the assessment instrument if the assessor does not record the evidence in detail it is difficult for any moderator to validate the assessment decision that was made based on the evidence collected</i>			<i>If the learners do not meet the requirements an action plan is developed to assist the learner to meet all the requirements. If a coaching session is arranged it's recorded here.  Sometimes the assessor wants to provide the learners with some guidance on how to improve practices in future; it gets recorded in this column.</i>
	<i>The more detailed, the more consistent your assessment practices will be.</i>					<i>You could also record outstanding performance in this column</i>

**Guideline comments:**  
List the number of the specific outcomes/ assessment criteria/range statement/critical cross fields that the particular question/statement relates too. This is also a perfect way

**Guideline comments:**  
The assessors judge the evidence that he/she collected against the evidence required and makes a judgement, which

**Guideline comments:**  
This part is prepared in much detail possible. This ensures consistent assessment

SECTION 4

FEEDBACK
<p><b>COMMENTS AND/OR QUESTIONS FROM LEARNER</b></p> <p><i>Learners should be given an opportunity to comment or ask questions, the assessor should record it here!</i></p>

JUDGEMENT
<p> <b>Meet the requirements</b> <input type="checkbox"/>      <b>Do not meet the requirements</b> <input type="checkbox"/>  <b>Requires additional evidence</b> <input type="checkbox"/>      <b>Requires another assessment by another assessor</b> <input type="checkbox"/>  <b>Can continue to the next assessment</b> <input type="checkbox"/> </p>
<p><b>Action required:</b> <span style="float: right;"><b>By When</b></span></p> <p><i>If the learner requires more coaching and/or training I get recorded in this column. Make sure the action is clearly defined and that a target date for completion is recorded and agreed upon</i></p>

ASSESSOR'S FEEDBACK REMARKS
<p><i>The assessor provides the learner with positive and constructive feedback that is more generic to his/her total performance. Generally comments summarise this particular assessment activity.</i></p> <p><i>Guidance for further develop should also be given.</i></p>

Declaration by learner
<p>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.</p>

Learner	Date	Assessor	Date
Moderator	Date		

**Guideline comments:**  
 The assessor has judged the evidence during the assessment and should make an assessment decision. A judgement reflecting the achievement of the learner in this particular instrument

**Take note: The assessor is not making a competence decision as this is only part of the evidence that is collected against the full unit**

**Guideline comments:**  
 This admin column is extremely important as this validates the actual assessment. This is completed on the day of the assessment. Moderators will use this

**Guideline comments:**  
 The learner has to complete this after the feedback was given to him/her.

**Guideline comments:**  
 The moderator will sign and date this once he/she has moderated the assessment

SECTION 4

STRUCTURED INTERVIEW			
Unit Standard Title		NQF LEVEL	
<b>Context of this assessment</b> <i>(Where, time any special conditions)</i>			
<b>Instructions to Assessor</b>			
<b>Resources Required:</b>			
<b>Guidelines to the Learner</b>			

**Guideline comments:**  
The type of assessment methods is reflected in the title of the assessment.

**Guideline comments:**  
This is provider specific. When you design an assessment instrument you always identify

**Guideline comments:**  
To ensure consistency among all assessors provide detailed instructions to the assessor as to how to use this specific

**Guideline comments:**  
This is to ensure that the learner agrees with the assessment plan and that

**Guideline comments:**  
Any additional resources and equipment required are listed here. If any special arrangements are required explain the

SECTION 4

AC Number	Questions related to Assessment Criteria (AC)	Evidence Required (Model Answer)	Requirements met		Comments
			Yes	No	
	<i>Formulate the questions to collect the required evidence or describe a statement of what it is that the assessor is observing. Don't leave room for any interpretation or perception from the assessor</i>	<i>Describe the required evidence and qualify the standard, as well as quantify how many times to you need to observe particular skills/ process or how many products will confirm repeat performance</i>			<p><i>During the actual assessment the assessor will record the evidence he /she has observed in this column.</i></p> <p><i>This is an important part of the assessment instrument if the assessor does not record the evidence in detail it is difficult for any moderator to validate the assessment decision that was made based on the evidence</i></p>
	<i>The more detailed the more consistent your assessment practice will be.</i>				

**Guideline comments:**  
 List the number of the specific outcomes/ assessment criteria/range statement/critical cross fields that the particular question/statement relates to. This is also a perfect way to

**Guideline comments:**  
 The assessors judge the evidence that he/she collected against the evidence required and makes a judgement, which

SECTION 4

FEEDBACK	
<b>COMMENTS AND/OR QUESTIONS FROM LEARNER</b>	
<i>Learners should be given an opportunity to comment or ask questions, the assessor should record it here!</i>	

JUDGEMENT	
<b>Meet the requirements</b> <input type="checkbox"/>	<b>Do not meet the requirements</b> <input type="checkbox"/>
<b>Requires additional evidence</b> <input type="checkbox"/>	<b>Can continue to the next assessment</b> <input type="checkbox"/>
<b>Requires another assessment by another assessor</b> <input type="checkbox"/>	

<b>Action required:</b>	<b>By When</b>
<i>If the learner requires more coaching and/or training I get recorded in this column. Make sure the action is clearly defined and that a target date for completion is recorded and agreed upon</i>	

ASSESSOR'S FEEDBACK REMARKS
<i>The assessor provides the learner with positive and constructive feedback that is more specific to his/her total performance. Generally comments summarise this particular assessment activity.</i>
<i>Guidance for further develop should also be given.</i>

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.

<b>Learner</b>	<b>Date</b>	<b>Assessor</b>	<b>Date</b>
<b>Moderator</b>	<b>Date</b>		

**Guideline comments:**  
 The assessor has judged the evidence during the assessment and should make an assessment decision. A judgement reflecting the achievement of the learner in this particular instrument

**Take note: The assessor is not making a competence decision as this is only part of the evidence that is collected against the full unit**

**Guideline comments:**  
 This admin column is extremely important as this validates the actual assessment. This is completed on the day of the assessment. Moderators will use this

**Guideline comments:**  
 The learner has to complete this after the feedback was given to him/her.

**Guideline comments:**  
 The moderator will sign and date this once he/she has moderated the assessment

SECTION 4

KNOWLEDGE QUESTIONNAIRE					
Unit Standard Title		NQF LEVEL		CREDITS	
<b>Context of this assessment</b> <i>(Where, time any special conditions)</i>					
<b>Instructions to Assessor</b>					
<b>Resources Required:</b>					
<b>Guidelines to the Learner</b>					

**Guideline comments:**  
The type of assessment methods is reflected in the title of the assessment

**Guideline comments:**  
This is provider specific. When you design an assessment instrument you always identify

**Guideline comments:**  
To ensure consistency among all assessors provide detailed instructions to the assessor as to how to use this specific

**Guideline comments:**  
This is to ensure that the learner agrees with the assessment plan and that

**Guideline comments:**  
Any additional resources and equipment required are listed here  
If any special arrangements are required explain the

SECTION 4

<b>Name</b>		<b>Assessor</b>	
<b>Venue</b>		<b>Date</b>	
<b>Title</b>			
<b>Instructions</b>			
<b>Question 1: (4)</b>		<b>Specific Outcome:.....</b>	
		<b>Assessment Criteria</b>	
<p><i>Evidence Required:</i></p> <p><i>Describe the required evidence and qualify the standard, as well as quantify how many times you need to observe particular skills/ process or how many products will confirm repeat performance</i></p>			
<p><i>Learner's Answer:</i></p> <p><i>During the actual assessment the assessor will record the learners answer this column.</i></p>			

**Guideline comments:**  
 This particular instrument is a test. You would not like to let the learner have the answers to the questions. You will therefore have the evidence requirements in a separate document, using the same format. You replace the evidence

SECTION 4

<p><b><u>Question 2:</u></b></p>	<p>Specific Outcome:..... Assessment Criteria</p>
<p><i>Evidence Required:</i></p>	
<p><b><u>Question 3:</u></b></p>	<p>Specific Outcome:..... Assessment Criteria</p>
<p>Evidence Required</p>	
<p><b><u>Question 4:</u></b></p>	<p>Specific Outcome:..... Assessment Criteria</p>
<p>Evidence Required</p>	
<p><b><u>Question 5:</u></b></p>	<p>Specific Outcome:..... Assessment Criteria</p>
<p>Evidence Required</p>	

SECTION 4

FEEDBACK
<p><b>COMMENTS AND/OR QUESTIONS FROM LEARNER</b></p> <p><i>Learners should be given an opportunity to comment or ask questions, the assessor should record it here!</i></p>

JUDGEMENT
<p> <b>Meet the requirements</b> <input type="checkbox"/>      <b>Do not meet the requirements</b> <input type="checkbox"/>  <b>Requires additional evidence</b> <input type="checkbox"/>      <b>Requires another assessment by another assessor</b> <input type="checkbox"/>  <b>Can continue to the next assessment</b> <input type="checkbox"/> </p>
<p><b>Action required:</b> <span style="float: right;"><b>By When</b></span></p> <p><i>If the learner requires more coaching and/or training it gets recorded in this column. Make sure the action is clearly defined and that a target date for completion is recorded and agreed upon</i></p>

ASSESSOR'S FEEDBACK REMARKS
<p><i>The assessor provides the learner with positive and constructive feedback that is more specific and generic to his/her total performance. Generally comments summarise this particular assessment activity.</i></p> <p><i>Guidance for further develop should also be given.</i></p>

Declaration by learner
<p>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.</p>

Learner	Date	Assessor	Date

**Guideline comments:**  
 The assessor has judged the evidence during the assessment and should make an assessment decision. A judgement reflecting the achievement of the learner in this particular instrument  
  
**Take note: The assessor is not making a competence decision as this is only part of the evidence that is collected against the full unit**

**Guideline comments:**  
 This admin column is extremely important as this validates the actual assessment. This is completed the day of the assessment. Moderators will use this

**Guideline comments:**  
 The learner has to complete this after the feedback was given to him/her.

**Guideline comments:**  
 The moderator will sign and date this once he/she has moderated the assessment

## REPORT FROM THE WORKPLACE

<b>Name of Organisation</b>		<b>Name of Supervisor</b>	
<b>Physical Address</b>		<b>Occupation</b>	
<b>Contact Details</b>		<b>Email Address</b>	

### Guideline

#### comments:

This is completed in the workplace by a supervisor or

<b>Name of Learner being evaluate</b>	
<b>Role in organisation</b>	
<b>Learner Registration Number</b>	
<b>Workplace skills application for which qualification</b>	
<b>NQF Level</b>	

AC Number	Questions related to Assessment Criteria (AC)	Evidence Required	Requirements met		Comments Action required
			YES	NO	
	<i>Formulate the questions to collect the required evidence or describe a statement of what it is that the supervisor is observing. Don't leave room for any interpretation or perception from the supervisor</i>	<i>Describe the required evidence and qualify the standard, as well as quantify how many times to you need to observe particular skills/ process or how many products will confirm repeat performance</i>			<i>The supervisor should make comments of the learners performance He/she should provide the learners with some guidance how to improve practices in future; it gets recorded in this column.  He/she should also record outstanding performance in this column</i>
	<i>The more detailed the more consistent will your assessment practices be.</i>				

### Guideline

#### comments:

It the responsibility of the assessor to coach the supervisors. Explain how to complete this report and how

### Guideline

#### comments:

The assessors judge the evidence that he/she collected against the evidence required and makes a judgement, which

SECTION 4

FEEDBACK
<p><b>COMMENTS AND/OR QUESTIONS FROM LEARNER</b></p> <p><i>Learners should be given an opportunity to comment or ask questions, the assessor should record it here!</i></p>

JUDGEMENT										
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; padding: 2px;">Meet the requirements</td> <td style="text-align: center; padding: 2px;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 2px;">Do not meet the requirements</td> <td style="text-align: center; padding: 2px;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 2px;">Requires more skills application in the workplace</td> <td style="text-align: center; padding: 2px;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 2px;">Requires another assessment by another supervisor</td> <td style="text-align: center; padding: 2px;"><input type="checkbox"/></td> </tr> <tr> <td style="padding: 2px;">Con continue to the next department</td> <td style="text-align: center; padding: 2px;"><input type="checkbox"/></td> </tr> </table>	Meet the requirements	<input type="checkbox"/>	Do not meet the requirements	<input type="checkbox"/>	Requires more skills application in the workplace	<input type="checkbox"/>	Requires another assessment by another supervisor	<input type="checkbox"/>	Con continue to the next department	<input type="checkbox"/>
Meet the requirements	<input type="checkbox"/>									
Do not meet the requirements	<input type="checkbox"/>									
Requires more skills application in the workplace	<input type="checkbox"/>									
Requires another assessment by another supervisor	<input type="checkbox"/>									
Con continue to the next department	<input type="checkbox"/>									
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;"><b>Action required:</b></td> <td style="width: 50%; padding: 2px; text-align: right;"><b>By When</b></td> </tr> <tr> <td colspan="2" style="padding: 2px;"><i>If the learner requires more coaching and/or training it gets recorded in this column. Make sure the action is clearly defined and that a target date for completion is recorded and agreed upon</i></td> </tr> </table>	<b>Action required:</b>	<b>By When</b>	<i>If the learner requires more coaching and/or training it gets recorded in this column. Make sure the action is clearly defined and that a target date for completion is recorded and agreed upon</i>							
<b>Action required:</b>	<b>By When</b>									
<i>If the learner requires more coaching and/or training it gets recorded in this column. Make sure the action is clearly defined and that a target date for completion is recorded and agreed upon</i>										
SUPERVISOR'S FEEDBACK REMARKS										
<p><i>The supervisor provides the learner with positive and constructive feedback that is more specific and generic to his/her total performance. Generally comments summarise this particular assessment activity.</i></p> <p><i>Guidance for further develop should also be given.</i></p>										

**Guideline comments:**  
 The supervisor has made some judgements of the evidence during the assessment and should make an assessment decision. A judgement reflecting the achievement of the learner in this particular instrument  
  
**Take note: The supervisor is not making a competence decision as this is only part of the evidence that is collected against the full unit**

Declaration by learner
<p>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.</p>

**Guideline comments:**  
 The learner has to complete this after the feedback was given to him/her.

Learner	Date	Supervisor	Date

## COMPETENCE RECORD AND FINAL ASSESSMENT REPORT

<b>Name</b>	<b>Assessor</b>
<b>Venue</b>	<b>Date</b>
<b>Title</b>	

### Guideline

#### comments:

This document should directly correspond with the assessment strategy and assessment plan. The assessor uses this document to evaluate the evidence and to make the final assessment decision

EVIDENCE EVALUATION	RELEVANT	VALID	AUTHENTIC	CONSISTENT	CURRENT	SUFFICIENT
<i>List all the evidence collected This normally relates to the assessment instruments used to collect evidence</i>	<i>Judge the evidence against the listed criteria. See the list of questions after this report</i>					

### EVIDENCE SUMMARY

SO/AC	TYPES OF EVIDENCE	ASSESSMENT INSTRUMENTS	FEEDBACK	REQUIREMENTS MET	
				YES	NO
	<i>Indicate whether you collected direct, indirect or historical evidence</i>	<i>List the assessment instruments used</i>	<i>Provide general feedback on the performance of the learner relating to the particular instrument</i>	<i>Indicate whether the learner has met the requirements</i>	
RANGE STATEMENTS					
CRITICAL CROSS FIELDS					

### Guideline

#### comments:

This part of the document summarizes all the evidence collected. A moderator will

SECTION 5

ADDITIONAL FEEDBACK FROM ASSESSOR <i>If the assessor wants to make any further comments</i>
--

<b>ASSESSMENT DECISION</b>
----------------------------

*Indicate with YES in the section that is relevant to your assessment decision*

The learner has not submitted sufficient evidence and is therefore not yet competent	
--	--

The learner is required to submit additional evidence against the following: <i>List the specific outcome and assessment criteria relevant</i>	The learner is required to improve in the following areas:
---	--

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 has covered all range statements and critical cross fields	
---	--

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	
--	--

Assessor's name, surname and signature	Date
--	------

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 decisions and have no further questions relating to this particular assessment process.

Learner	Date	Assessor	Date	Moderator	Date
---------	------	----------	------	-----------	------

**Guideline comments:**  
 This section is used to make the final assessment decision. This is normally completed after all the assessments have

**Guideline comments:**  
 The assessment decision is indicated with a YES/NO response.

**Guideline comments:**  
 The assessor must make sure

**Guideline comments:**  
 Make sure the learner

**Guideline comments:**  
 The moderator will sign and date this when moderating

SECTION 5

**RE-ASSESSMENT DECISION**

The learner has submitted additional evidence that was required. The evidence is valid, relevant, sufficient and authentic against the listed specific outcomes and has covered all range statements	
--	--

**Guideline comments:**  
This section is only completed if a re-assessment has been conducted

The learner is competent against the listed unit standards	
--	--

The learner can be issued with a unit certificate	
---	--

**Guideline comments:**  
The assessment decision is indicated with a YES/NO response.

The learner have completed a full qualification	
---	--

Assessor's name, surname and signature	Date
--	------

**Guideline comments:**  
The assessor must make sure

**Declaration by learner**

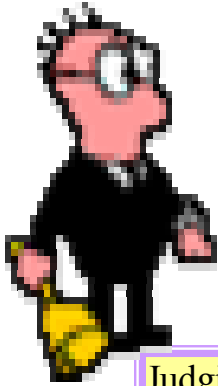
I, .....declare that I am satisfied that the feedback given to me by the Assessor was relevant, sufficient and done in a constructive manner. I accept the assessment decisions and have no further questions relating to this particular assessment process.

**Guideline comments:**  
Make sure the learner

.....	.....	.....	.....	.....	.....
<b>Learner</b>	<b>Date</b>	<b>Assessor</b>	<b>Date</b>	<b>Moderator</b>	<b>Date</b>

**Guideline comments:**  
The moderator will sign and date this when moderating

## SECTION 5



*Use the following question to help you judge the*

### Judging Evidence

<b>Valid</b>	<p>Is the evidence relevant? Does it relate to the specific outcomes and assessment criteria? Does the evidence show that the candidate can perform the function? Is the evidence in a form that will allow accurate judgement to be made of the candidate's level of competence? Does it demonstrate real behavioural practice?</p>
<b>Sufficient</b>	<p>Have you collected enough evidence? Does the evidence cover all conditions shown in the range? Does the evidence show, beyond reasonable doubt that the required standards have been reached? Does the evidence show that the candidate can repeat the performance to the level shown? Evidence for recognition of prior learning:</p>
<b>Authentic</b>	<p>Is the evidence the candidate's own work? Did the candidate really produce the evidence? Is the evidence direct or indirect? Where the evidence is produced as a certificate of attainment, how was the candidate assessed when achieving the level shown?</p>
<b>Currency</b>	<p>Is the evidence related to current competence? How recent is the evidence?</p>
<b>Relevancy</b>	<p>Does it relate to the specific outcomes and assessment criteria? Does the evidence show that the candidate can perform the function? Is the evidence in a form that will allow accurate judgement to be made of the candidate's level of competence? Does it demonstrate real behavioral practice?</p>
<b>Consistency</b>	<p>Can the evidence produce the same results when assessed by more than one assessor? Would the same assessment results be achieved if the evidence were judged over a number of occasions?</p>

SECTION 5

**Appeals Application**

Name of Learner		Date of Application
Venue of Assessment		Date of Assessment
Name of Assessor		

Unit Standard against which you were assessed	Title:	NQF Level:
	Number:	Credits

What was the purpose of the assessment?	
Explain how you were assessed?	
List the reasons why you disagree with the assessment decisions.	
Which one of the following options could resolve the matter?	<input type="checkbox"/> Another Assessor <input type="checkbox"/> Different Assessment Instrument <input type="checkbox"/> Different Assessment Method <input type="checkbox"/> Different Venue for Assessment <input type="checkbox"/> Different Time
List any special needs you might have.	

**Guideline comments:**  
This does not have to be included in the assessment guide.

You could also put this in the back of the guide behind the learner's preparation

You need to feel comfortable with the flow of the assessment process

It is advisable to ensure that learner is fully aware of the appeals procedures and that they understand how to complete this application

Signature of Learner..... Date.....

Signature of Moderator: ..... Date.....

Signature of External Moderator: ..... Date .....

SECTION 5

ASSESSMENT REVIEW

Guideline comments:

This has to be completed by the learner first and then by the assessor.

This part of the assessment process is often neglected and is a very important part of assessment. During this part of the process you determine whether the process was fair and effective. Also you have a chance to evaluate the assessor's performance.

Adjust this process to suit the needs of your organisation

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 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		Assessor		Moderator	
Date	Date	Date	Date	Date	Date



Moderator's Name	
Registration Number	
Company	

**Moderation Practices**

Assessor's Name	
Registration Number	
Company	

**Assessment Practices Moderated**

Name of Learning Programme	
Qualification	
Unit Standard Titles	
Specific Outcomes	

Name of Learner Assessed	
Registration Number of Learner	
Learner File Number	

CRITERIA FOR MODERATION	YES	NO	COMMENTS AND/OR ACTION REQUIRED
<b>LEARNER FILES</b>			
Learner contract completed , signed and dated by all the relevant parties			
Registration form for the particular programme			
Evidence of learner induction/orientation/career guidance			
Learners progress reports			
Learners final assessment reports			
Learners competence declaration for Theta			
<b>GENERAL ASSESSMENT PRACTICES</b>			
<b>PLANNING AND PREPARATION</b>			
Assessment strategy available for assessors <i>Evidence of assessment specifications, integrated assessments, methods applicable for workplace, entry requirements described, context defined etc,</i>			

**Guideline comments:**

The final part of the assessment process is the moderation process.

A moderator will develop a moderation plan and adapt the report to suit the needs of the organisation.

This is an example of a typical moderator's report that validates the total assessment process.

**Guideline comments:**

The moderator evaluated the assessor's performance against set criteria.

**Guideline comments:**

The moderator has to provide feedback to the assessor and therefore records his/her findings in detail

SECTION 6

CRITERIA FOR MODERATION	YES	NO	COMMENTS AND/OR ACTION REQUIRED
Does the assessment strategy cover all the specific outcomes?			
Assessment guides available for assessors <i>Evidence in guide: Assessment plan, preparation of learner, assessment instruments, feedback reports, competency judgments and review practices</i>			
Assessment plan available for learner and assessor <i>Evidence Required: Meets all the requirements of an assessment plan as stipulated SO 1 of ASSMT 01</i>			
Assessment plan agreed upon, evidence that learner was prepared for the assessment <i>Evidence of dates, signatures</i>			
Does the assessment plan correspond with actual assessment? <i>Evidence Required: Assessment instruments have clear time, place and durations indicated</i>			
<b>ASSESSMENT ACTIVITIES AND INSTRUMENTS DESIGN</b>			
Do the assessment instruments clearly relate to the specific outcomes? <i>Evidence Required: Each question clearly relates to outcomes</i>			
Are all the range statements/critical cross fields covered in the assessment instruments?			
Is the evidence required clearly defined in the assessment instruments? <i>Evidence Required: Model answers for knowledge components and evidence required described.</i>			
All the assessment instruments provide an opportunity for additional questions and comments from the learner?			

Guideline comments:

The moderator evaluated the assessor's performance against set criteria.

SECTION 6

CRITERIA FOR MODERATION	YES	NO	COMMENTS AND/OR ACTION REQUIRED
All assessment instruments can be authenticated with signatures from assessors, learners, and moderators?			
All assessment instruments are dated, duration etc.			
All assessment instruments have feedback section			
All assessment instrument have declaration of acceptance for learner			
<b>CONDUCTING ASSESSMENT</b>			
Did the assessor record all the evidence and evaluate the evidence against the outcomes?			
Is the evidence valid? <i>Evidence required: Evidence collected corresponds with evidence required</i>			
Did the assessor collect sufficient evidence to make an assessment decision? <i>Evidence required: Balance of formative and summative assessment Balance of knowledge and skills application</i>			
Was all the evidence authentic? <i>Evidence required: Assessors/ Learners signatures dates Learners declaration</i>			
Would the assessment results be the same if the evidence was judged by another assessor? <i>Evidence required: Assessment instruments have evidence required detailed and model answers to refer to. Assessment instruments are user friendly and easy to use.</i>			

Guideline comments:

The moderator evaluated the assessor's performance against set criteria.

SECTION 6

CRITERIA FOR MODERATION	YES	NO	COMMENTS AND/OR ACTION REQUIRED
Was the evidence judged against validity, authenticity, consistency by the assessor? <i>Evidence required:</i> <i>Judgement report</i> <i>Assessment review</i>			
Did the assessor advise the learner when required? <i>Evidence required:</i> <i>Comments to learners either as part of instruments or as feedback report</i>			
Did the learner have an opportunity to collect more evidence? <i>Evidence required:</i> <i>Second or third assessment opportunities should be reflected on the reports of instruments.</i>			
<b>FEEDBACK AND COMPETENCE JUDGEMENT</b>			
Did the assessor provide relevant and detailed feedback in the assessor report? <i>Evidence required:</i> <i>Feedback relate to outcomes</i> <i>Feedback of future development</i>			
Did the assessor conduct the assessment within the timeframe allocated? <i>Evidence required:</i> <i>Compare the actual assessment with plan</i>			
Did the assessor make the right assessment decision? <i>Evidence required:</i> <i>Validate the evidence against the criteria (sufficient, consistency of performance, currency of evidence)</i>			
Did the assessor complete all the relevant administration required? <ul style="list-style-type: none"> <li>• Competence Judgement Sheet</li> <li>• Assessment Report</li> <li>• Learner Achievement/ Competence Declaration</li> </ul>			
<b>RECORDS AND REVIEW</b>			
Did the assessor meet all the QA record keeping and storage requirements?			

**Guideline comments:**

The moderator evaluated the assessor's performance against set criteria.

SECTION 6

CRITERIA FOR MODERATION	YES	NO	COMMENTS AND/OR ACTION REQUIRED
Were the assessments moderated? <i>Evidence required: Moderation report, moderators signatures</i>			
Are the assessor's practices in line with company assessment and moderation policy?			

**Guideline comments:**  
The moderator evaluated the assessor's performance against set criteria.

<b>General</b>	Assessment practices accepted	YES/NO
	Certification can go ahead	YES/NO
	Changed the final assessment decision	YES/NO
	Changes suggested to assessment reports	YES/NO
	Additional comments made on reports	YES/NO
	Checked with additional Assessor	YES/NO
	Referred to another Assessor to be re-assessed	YES/NO
<b>COMMENTS</b>		

**Guideline comments:**  
The moderator makes judgements and decisions around the assessment practices and the performance of the assessor

<b>Signature of External Moderator</b>		Date
--	--	------

<b>COMMENTS FROM EXTERNAL VERIFIER</b>	
--	--

**Guideline comments:**  
The external verifier will complete this section when he/she has to validate the providers practices

<b>Signature of External Verifier</b>		Date
---------------------------------------	--	------