**Assessment Management**

**Policy**

It is AVUXENI’s Policy to strive to ensure that Learners achieve the outcomes of, and gain unit standards registered on the NQF, and to this end will ensure that fair and equitable assessment and qualification procedures are implemented.

The Design, Implementation and Maintenance of the Assessment and Qualification System as a whole will take into consideration the following guiding principles:-

1. Assessment strategies will be in keeping with the aims and outcomes of Skills Programmes, Unit Standards and Qualifications.

b) Certificates will be issued in accordance with NQF Qualification requirements.

c) Assessment of Learners will include all parties appropriate to context and outcome, e.g. self, peers, assessors and moderators.

d) There will be a structured assessment appeals procedure implemented.

e) There will be an internal assessment moderation procedure implemented to ensure consistent assessment across all assessors for a standard or qualification.

f) Learners and Assessors will be provided with all relevant information with reference to assessments, e.g. required learning outcomes, assessment methods, assessment criteria, appeals procedures, dates, times and venues.

g) Learners will receive comprehensive, detailed and accurate feedback on Learning progress, performance and results.

h) Learners records, including a data base, will be maintained, compatible with the relevant ETQA and SAQA requirements.

**PROCEDURE**

This is outcomes based education and training therefore assessments are the crux of the matter, the peak of the learning achievement hence the focus of all training is on this vital part of the process;

**ASSESSMENT PRINCIPLES:**

* + Effective assessment will be underpinned by the following principles:
  + The purpose of assessment should always be made explicit.
  + The criterion-referenced approach will be used.
  + Assessment must be authentic, continuous, multi-dimensional, varied and balanced
  + Assessment is an on-going part of the learning process
  + It must be accurate, objective, valid, fair, manageable and time-efficient
  + Assessment takes many forms, gathers information from several contexts and uses a variety of methods according to what is being assessed and the needs of the learner
  + The methods and techniques used must be appropriate to the knowledge, skills or attitudes to be assessed as well as to the age and developmental level of the learner
  + It must be bias free and sensitive to gender, race, cultural background and abilities
  + Assessment results must be communicated clearly, accurately, timeously and meaningfully
  + Progression should be linked to the achievement of the specific outcomes and should not be rigidly time bound
  + Evidence of progress in achieving outcomes shall be used to identify areas where learners need support and intervention.

**PORTFOLIO OF EVIDENCE**

Acceptable layout of a portfolio

Portfolios should be uniformly presented and organised according to the agreed criteria.

**Standard Document for the portfolio of evidence**

* Cover Page (Leaner Portfolio of Evidence)
  + Qualification name (Unit standard based)
  + Leaner Name and Surname
  + Learner ID No
  + Training Centre
  + Enrolment Date
* Portfolio Index Page
* File dividers must be included to separate the modules

**SECTION 1: PERSONAL DATA**

1. Personal Details form
2. CV Cover page and ID cover page
   1. Learner CV and Certified ID Copy
3. Copy of unit standards covered in the Poe
4. Declaration of Authenticity

**SECTION 2: EVIDENCE COLLECTED**

1. **Every Module must have the following Assessments documents:**
   1. Module Divider
   2. Leaner assessment Guide Page
   3. Module Table of content
   4. Contact Details page
      1. Unit Standard
      2. Course
      3. Assessor details – Completed by the assessor (Red Pen)
      4. Moderator details – Completed by the moderator
      5. Candidate Details – Completed by the learner (Black Pen)
   5. Assessment Process Flow
   6. Assessment Strategy
   7. Assessment Preparation – Preparation date should be the date after the training has been conducted. E.g. 2 days before completing the assessment.
   8. Interview (RPL Purpose) – Only complete for RPL students
   9. Agreed Assessment Plan – Complete all the applicable fields including the special assessment requirements

|  |  |
| --- | --- |
| **Planned Assessment dates, time and location** | **Actual Dates, time and location** |
| Attend training – the date, location and the time student started attending the module | Attend training – the date, location and the time student started attending the module |
| Complete assessment - An estimated date for completing the assessment (After the module was completed in class) | Complete assessment - the actual date for completing the assessment (If the date is different from the date that was planned indicate it here) |
| Complete Poe – the same date as complete assessment if the assessment was complete the same date/day | Complete Poe – the same date as complete assessment if the assessment was complete the same date/day |
| Submit Poe - the same date as complete assessment | Submit Poe - the same date as complete assessment |

* 1. Assessment process and Site inspection – The same date as attend training or complete assessment.
  2. Unit Standard Page
  3. Assessment Instrument (actual assessment)
  4. Assessment Evidence – Learner must sign the printed evidence
     1. Lecture / Assessor need to allocate marks as stated on the assessment instrument
     2. All the assessments must have accompanying evidence in order to declare competency (Skills exercise, Knowledge questionnaire, Observation etc.)
     3. Observation assessments – must create and add the screenshots for evidence.
     4. NB! Assessments need to be completed by Black Pen NOT Pencil.
     5. NO TIPEX
  5. Feedback forms - Need to be completed by the assessor with a red pen
     1. Assessment review, Candidate feedback form and Assessor report – to be completed after marking the assessments (the dates should be less than 4 days after completing the assessment)
  6. Learner Portfolio of Evidence Checklist
  7. Re-assessment should be conducted at least 2 days after giving the feedback – only re-assess on the not yet competent questions.
  8. For every re-assessment conducted there should be feedback forms completed
  9. In order for a learner to be deemed competent all the specific outcomes must be achieved (passed).
     1. Example: Student A obtained 75% but specific outcome 2&3 were not answered, such student can’t be deemed competent.
  10. Formative assessment Divider
      1. All formative assessments should be inserted *before* the summative assessments.

**To be declared competent**

Competence is the ability to perform a specific task, action or function successfully. Not yet competent in this context means that the learner is not successful yet and will have at least two opportunities to address these gaps in order to be declared competent.

There are three levels of competence. They are:

* **Foundational competence**: It is an understanding of what you do and why.
* **Practical competence**: It is the ability to perform a set of tasks in an authentic context.
* **Reflexive competence**: This is the ability to adapt to changed circumstances appropriately and responsively, and to explain the reason behind the action.

Students need to provide evidence of their competence. In order to do this, they need to build proof of evidence in their learner assessment guide (also known as the portfolio of evidence) to receive a certificate of competence with awarded credits attached to this programme.

**Submitting the Learner Assessment Guide (Portfolio of Evidence)**

The learner assessment guide is a structural collection of evidence that shows the efforts, progress and achievements in a specific learning area which demonstrates competence. You have to submit a collection of evidence.

**The Assessment of Competence**

Assessment of competence is a process of making judgments about an individual's competence through matching evidence collected to the appropriate national standards. That is why the evidence in the learner assessment guide should be closely linked to the outcomes and assessment criteria of the unit standards against which the learner is being assessed.

Ideally, formative assessments should minimise the need for re-assessment as the assessor and the candidate will agree to a summative assessment only when they both feel the candidate is ready.

However, candidates who are deemed not yet competent on a summative assessment will be allowed to be re-assessed not more than two times.

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.

**Appeals and Disputes**

The right of the candidate to appeal against assessment decisions or practices they regard as unfair. An Appeals and Disputes procedure is in place and communicated to all assessment candidates prior to assessment in order for them to appeal on the basis of the following criteria:

* *Unfair assessment*
* *Invalid assessment*
* *Unreliable assessment*
* *Unethical practices*
* *Inadequate expertise and experience of the assessor*

Appeals have to be lodged in writing and submitted to Training Team. The moderator will consider the appeal and make a decision regarding the granting of a re-assessment. The learner will be informed about the appeal outcome within specified days as stipulated in Training Provider’s policies and procedures.

**Assessment Tools and Matrix**

The following assessment instruments have been designed in order to cover all the specific outcomes and associated assessment criteria along with the critical cross-field and development outcomes:

**Portfolio of Evidence**

You will be expected to collect relevant information from various sources and to complete all of the assessment tool assignments.

**Assessment Process Flow**

**Assessment Results Moderated**

**Assessment Guide submitted to training provider as per Assessment Plan**

**ASSESSMENT**

**CANDIDATE**

**Assessment Activities conducted per the Assessment Plan**

**Assessment Plan agreed by candidate & completed by the assessors before the actual assessment**

**Feedback Report Completed by Assessor & individual feedback given to candidate**

**Action Plan completed by Assessor**

**Detailed Assessor Report compiled & forwarded for Moderation**

**Appeal form completed by the candidate in event of dispute**

**Record of Learning Updated**

**SETA**

**Completed Assessor report/Moderator report/Record of Learning forwarded to SETA**

**Approval and Certification obtained from SETA**

**SETA to register on National Learner Database**

**All records & evidence filed**

**Certificate of Competencies issued to successful candidates**

**ASSESSMENT STRATEGY**

This assessment exercise will cover the unit standards in order to achieve a competency. The purpose of the assessment process is to gather enough evidence to prove all unit standard outcomes were achieved.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Purpose of Assessment** | The purpose of this assessment is to achieve the first step into entering the field of Computer Science and Information Technology covering the basic knowledge of computing. | | | |
| **Assessment Procedures** | * An integrated assessment approach will be followed to allow for practical and theoretical components. The entails the assessment of a number of unit standards, outcomes and criteria together in one assessment activity * Candidates are not only assessed against specific outcomes, but also on critical outcomes, attitudes and values * A summative competence judgment will be made on the basis of all assessment evidence produced, that proves that the candidate can be consistently judged as competent against the outcomes of the unit standards and the qualification as a whole. * Candidates take responsibility for their own assessment and should notify the assessor when they are ready for assessment * Candidates will receive feedback after the summative assessment, which will be discussed after all assessments have been completed * All assessments will be reviewed to ensure that assessment practices are valid, fair, transparent, consistent and current * An Internal/External moderator will moderate assessment practices * The SETA will also conduct external moderation | | | |
| **Context of Assessment** | Assessment Method | Assessment Conditions | Who will conduct assessment | Assessment results and feedback |
| Questionnaire  Case study  Observation  Project | Input based assessments | Assessor | Immediate |

Competency will be assessed through class hands on tasks, input and performance based assessments recorded in POE. Assessment evidence should be sufficient to prove that the candidate is competent in all require tasks set by the unit standards.

A summative assessment will be conducted at end of course to confirm assessment judgments. Principles of fairness, validity, practicability, reliability and consistency will be adhered to throughout.

**Assessment Preparation**

**Preparing the Candidate**

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

**Assessor’s declaration:**

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

|  |  |
| --- | --- |
| Assessor Name | Signature |
| Candidate Name | Signature |

## ROLES AND RESPONSIBILITIES

###### *The Facilitator*

* Train the theory and embedded knowledge.
* Address Critical cross-field outcomes.
* Provide a framework of support.

###### *The Learner*

* Commit to the dates and time frames.
* Gather evidence from workplace and create a PoE.
* Do suggested tasks/assignments from guide and reference them correctly in the PoE evidence matrix.
* Prepare for integrated assessments and knowledge assessments.
* Ensure that all evidence takes cognisance of VACCS.
* Ask questions and clarify understanding.
* Communicate with the facilitator/assessor if assistance is required.
* Keep copies of work submitted for assessment.

###### *Assessor*

* Assess Portfolio’s and adhere to turn-around times.
* Assess critical cross fields and embedded knowledge.
* Assess according to the principles of Assessment.
* Appropriateness: The method of assessment must be appropriate to the performance being assessed.
* Fairness: The method of assessment must not present any barriers to achievements which are not related to the evidence.
* Manageability: The methods used must make for easily arranged and cost effective assessments that do not interfere with the workplace.
* Integration into work and learning: Evidence collected must be integrated into the world of work as far as possible.
* Validity: The assessment must focus on the requirements laid down in the Unit Standard – the assessment must be fit for purpose.
* Direct: The activities in the assessment must mirror the conditions of actual performance as closely as possible.
* Authenticity: The assessor must be satisfied that the work done and being assessed can directly be attributed to the person being assessed.
* Sufficient: The evidence collected must establish that all criteria have been met and that performance to the required Unit Standard can be repeated consistently.
* Open: Learners must contribute to the planning and accumulation of evidence and they must have a total understanding of the process and the criteria that will be applied.
* Consistent: The assessment must be such that the same assessor would make the same judgement again under similar circumstances. The judgment made must be similar to the judgement that would be made by other assessors.
* Reliability: Over time, the assessed person will be able to repeat the assessment and achieve a similar result.

###### *Moderator*

* Moderation of tools.
* Moderation of process.
* Moderation of assessment.
* Final moderation of learner.

Date:

Assessor Signature

Learner Signature

## INITIAL MEETING CHECKLIST

|  |  |
| --- | --- |
| Learner Name |  |
| Assessor Name |  |
| Provider |  |
| Employer |  |
| Unit Standard |  |
| Date |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Links to ASSMTO1** | **AC’s** | **POINTS TO BE COVERED** | **CHECK ** |
| 1 | Specific outcome 2.1 |  | Welcome the candidate, put them at ease |  |
| 2 | Specific outcome 2.1 |  | Explain the purpose and objectives of the meeting |  |
| 3 | Specific outcome 2.1 |  | Provide clear explanations of the key elements and implications of standards based assessments within the context of the NQF |  |
| 4 | Specific outcome 2.1 |  | Explain the assessment process and the principles of good assessment practice |  |
| 5 | Specific outcome 2.1 |  | Explain the roles and responsibilities of the candidate, assessors and moderators |  |
| 6 | Specific outcome 2.2 |  | Explain the candidate’s rights, discuss the appeal process and reassessment policies |  |
| 7 | Specific outcome 2.2 |  | Conduct a diagnostic assessment / RPL to check candidate readiness for assessment |  |
| 8 | Specific outcome 2.2 | 2.2 | Provide candidate with a copy of the relevant unit standard and criteria against which they will be assessed |  |
| 9 | Specific outcome 1 | 1.2 | Discuss and identify any special assessment needs of the candidate |  |
| 10 | Specific outcome 1 | 1.5 | Identify and eliminate any unfair barriers e.g. language, disabilities |  |
| 11 | Specific outcome 1,2 | 1.1  2.4 | Discuss the VACS evidence requirements with the candidate, and agree on evidence the candidate can produce |  |
| 12 | Specific outcome 1 | 1.1 | Explain and agree the best assessment methods, instruments and activities to be used |  |
| 13 | Specific outcome 1 | 1.2 | Address cost effectiveness of the methods chosen and where possible agree that naturally occurring evidence will be gathered |  |
| 14 | Specific outcome 3 | 3.1 | Ensure the assessment environment and activities are aligned with recognised codes of practice, health and safety procedures and standard operating procedures |  |
| 15 | Specific outcome 1 | 1.1 | Draw up and agree an assessment schedule with the candidate, which reflects: assessment criteria, types of evidence to be collected, assessment methods, timing of assessments, sequence of activities, deadlines and arrangements for reviewing the assessment plan.  See attached assessment schedule and assessment plan |  |
| 16 | Specific outcome |  | Discuss the importance of confidentiality of all information and both parties to sign the confidentiality clause |  |
| 17 | Specific outcome 1 | 1.7 | Discuss the moderation and accreditation process |  |
| 18 | Specific outcome |  | Give the candidate opportunity to seek clarification on any items discussed |  |
| 19 | Specific outcome |  | Provide the candidate with a copy of the assessment contract which is signed and safely stored away |  |

|  |  |  |
| --- | --- | --- |
| **Declaration of Understanding** | | Check  |
| I understand the purpose of the meeting. | |  |
| I declare that the points 1 to 19 of the Initial Meeting Checklist were explained by the assessor. | |  |
| I declare that I have received copies of the unit standards, assessment plan, assessment schedule and copies of the relevant policies and procedures pertaining to my assessment. | |  |
| Candidate’s signature |  | |
| Assessor’s signature |  | |
| Date of meeting |  | |

## AGREED ASSESSMENT PLAN

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Candidate's Name** |  | | | |
| **Assessor's Name** |  | | | |
| **Unit standard ID** |  | | | |
| **Unit Standard Title** |  | | | |
| **Special Assessment Requirements** |  | | | |
| **Event** | **Planned Assessment Date, time and location** | **Actual Assessment Date** | **Resources required** | **Evidence to be generated** |
| Attend Training |  |  | Training material, Facilitator | Attendance Register |
| Complete knowledge questionnaire. |  |  | Assessments | Completed Assessments |
| Complete Portfolio of Evidence |  |  | Portfolio of evidence | As specified in this guide |
| Submit Portfolio of Evidence to training provider |  |  |  | Acknowledgement of receipt from Training Provider. |

|  |  |
| --- | --- |
| **Assessor roles and responsibility** | |
| **Roles** | * Assessor. * Guide. * Feedback Agent. * Reviewer. |
| **Responsibilities** | * Consult candidate re assessment, assessment process and plan. * Agree assessment process and plan with candidate. * Forward documentation to candidate: plan, guide and assessment instruments. * Assess candidate with the use of different instruments. * Provide feedback on assessment findings. * Support candidate through assessment process. * Source feedback from candidate on assessment process. * Review assessment process and outcome. * Use assessment process as opportunity to transform assessment activities and outcomes. |

**Candidate roles and responsibility**

**Roles**

**Responsibilities**

**Assessment Instruments**

* Feedback agent.
* Reviewer.
* Be available for assessment.
* Be actively involved in the consultative process.
* Learn from the assessment process.
* Provide feedback to the assessor in terms of the assessment as learning activity.
* Provide feedback to the assessor on the efficacy of the assessment process.
* Review own role and assessor role in the assessment

process.

* Formative Knowledge questions
* Activities

Summative

* Written knowledge test (questioning)
* Practical demonstration

**Assessment Process**

**Steps Date**

1. Evaluation of POE addressing Essential Embedded Knowledge in unit standards.
2. Evaluation of Research Projects and other evidence to address specific unit standards.
3. Consultation regarding assessment plan and assessment activities and instruments. Pre-assessment moderation and interviews conducted at this stage.
4. Observation: Feedback on assessment against specific outcomes, critical outcomes and constructs in unit standards.
5. Feedback to candidate regarding sufficiency of evidence and possible interview to gain supplementary evidence.
6. Feedback to candidate regarding assessment findings as well as review process.

**Feedback** Written feedback to be given to all stakeholders at the end of the assessment process, as well as verbal feedback to the candidate during assessment activities.

**Recording Process** Process and findings to be recorded and submitted for record keeping purposes as well as moderation and verification.

**Review Process** The review process is the responsibility of the assessor and the candidate. Joint reviewing will take place after feedback has been given to the candidate.

**Right to appeal** The candidate must be advised of the right to appeal.

**Accessibility and safety of environment**

**Step Date**

As per arrangement with client.

**Resources Required**

Access to research material. Support resources:

* + Computer.
  + Printer.

Colleagues.

Supervision of supervisor in the workplace.

|  |  |  |
| --- | --- | --- |
| **Candidate Signature** | **Assessor Signature** | **Moderator Signature** |
| **Date** | **Date** | **Date** |
| I confirm that:   * I have been consulted on and have agreed to the training and assessment process as detailed in the assessment guide. * I have been advised of my right to appeal against any assessment that is unfair, unreliable, invalid or impracticable. * I have read and understood the appeal procedure. * I know that assessments may be moderated or verified by an external party. * The purpose of the assessment has been clearly explained to me. * The criteria have been discussed with me, and I know I will be assessed against these criteria. * I know when and where I will be assessed, and I was given fair notice. * I know how the assessment will be done, and any other requirements related to the assessment. * I understand that each assessment application, the outcomes, results, and reviews will be treated as a confidential matter by candidates, assessors, and moderators. * I am ready to be assessed.   **Candidate Signed: Date:** |  |  |
|  | | |

## CANDIDATE’S ASSESSMENT CONTRACT

|  |  |
| --- | --- |
| **Candidate’s name** |  |
| **Assessor’s name** |  |
| **Unit Standard** |  |

**Your rights as a candidate:**

* You have a right to appeal against any judgement given as a result of any assessment. You must have valid reasons for doing this.
* You have the right to an interpreter if you need one to perform this function. However if one of the learning assumptions for the standard is that you are competent within the language of assessment you may not have an interpreter.
* You can ask that an impartial observer attend any assessment. This observer may not take any part in the assessment.
* If you do not agree with the assessment you have the right to have your assessment internally moderated. If you still do not agree with the result of the assessment you can ask that the ETQA perform an external moderated on the assessment. If any verification upholds the assessment findings you will be held liable for all costs of the verification. If any verification rules that you have been aggrieved as a result of the assessment, your assessor will be liable for all cost of verification.
* If during the assessment you are found 'not yet competent', your assessor will encourage you to master the areas where you have not reached competency, this will be recorded on a development plan. You are required to arrange with the assessor for a new assessment schedule. **The assessor can only permit two such re-assessments**. This **Unit Standard leads** to the award of credits on the National Qualifications Framework. Once the assessment is complete application will be made to register and certify you for the specified unit standard with the **relevant ETQA/SETA.** You may contact the assessor at any time for information that will assist you in learning further.

*Each assessment application, the outcomes, results and reviews will be treated as a confidential matter by candidates, assessors and moderators. No references will be made to anyone or any organisation outside your organisation or SETA about the status of an application during the assessment process.*

**CONSENT**

I, , the candidate, hereby state that I have read the above and understood the contents thereof. I was given the opportunity to clarify any issues relating to the assessment process and my assessment plan. I have requested this assessment in accordance with my own free will and without duress.

Candidate’s signature: Date:

Assessor’s signature: Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Candidate Name Candidate ID Number Client Name

Certificating ETQA and verification partner Assessor Name & Registration

## LEARNER FEEDBACK REPORT

No special needs recorded Assessment Result

## General comments from assessor:

|  |  |  |  |
| --- | --- | --- | --- |
| Documents Required | In Learner Assessment guide | Signed | Dated |
| Personal Details Form |  |  |  |
| Certified ID |  |  |  |
| Certified Copies of Certificates including Matric Certificate and Qualifications |  |  |  |
| Job Description/CV |  |  |  |
| Declaration of authenticity |  |  |  |
| Candidate commitment form |  |  |  |
| Initial Meeting Checklist |  |  |  |
| Assessment Contract |  |  |  |
| Assessment Policy and Procedures |  |  |  |
| Candidates Review of Assessment Process |  |  |  |
| Final reports and evaluation of evidence |  |  |  |

**ASSESSMENT LEARNER SUMMARY REPORT AND FEEDBACK FORM**

(Make a copy of the report for re-assessments and attach to this document)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Learner’s Name | |  | | |
| Unit Standard | | **9357** | | |
| Unit Standard Title | | **Develop and use keyboard skills to enter text** | | |
| NQF Level | | **1** | Credits | **4** |
| Date of first Assessment | |  | Date of re-assessment |  |
| **SPECIFIC OUTCOME 1**: Develop keyboard techniques to key-in alpha and numeric text, symbols, and special characters. | | | | **C / NYC** |
| **Assessment criteria** | | | |  |
| 1. | Text entry settings established for line spacing, font size, and page margins are consistent with information provided and output required. | | |  |
| 2. | Text entry functions are identified and used to produce output in accordance with information provided and output required. | | |  |
| 3. | Keyboard techniques are used to key-in short passages of 150 keystrokes containing alpha and numeric text, symbols, special characters, and incorporating punctuation, in accordance with information provided and output required. | | |  |
| 4. | Keyboard techniques developed are appropriate to the keyboard system adopted, and are within the physical capabilities of the keyboard operator. | | |  |
| **Comments by assessor:** | | | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **SPECIFIC OUTCOME 2**: Identify and remedy technique errors. | | | **C / NYC** |
| **Assessment criteria** | | |  |
| 1. | All keyboarded text is proof-read and errors are identified. | |  |
| 2. | Analysis of keyboard techniques applied and text output produced is used to identify technique errors. | |  |
| 3. | Remedial techniques are applied to achieve improved keyboard skill and quality of text output. | |  |
| **Assessor Comments:** | | | |
| **SPECIFIC OUTCOME 3**: Apply keyboard techniques and ergonomic practices to avoid overuse injuries. | | **C / NYC** | |
| **Assessment criteria** | |  | |
| 1. | Positioning of fingers, wrists, forearms, and back, in relationship to the size, slope and type of keyboard being used, is consistent with occupational health and safety guidelines for keyboard operators. |  | |
| 2. | Overuse syndrome prevention techniques are demonstrated in relation to posture and technique in accordance with occupational health and safety guidelines for keyboard operators. |  | |
| 3. | Concepts of ergonomic practice relating to keyboard are explained in accordance with occupational health and safety guidelines for keyboarding errors. |  | |
| **Assessor Comments:** | | | |

|  |  |  |
| --- | --- | --- |
| **SPECIFIC OUTCOME 4**: Produce sentences and paragraph containing alpha and numeric text, symbols and special characters. | | **C / NYC** |
| **Assessment criteria** | |  |
| 1. | Keyboard techniques are used to key-in alpha entries containing a minimum of 150 words (750 keystrokes), in accordance with information provided and output required. |  |
| 2. | Keyboard techniques are used to key-in text containing alpha and numeric entries, symbols and special characters, of a minimum of 1 000 keystrokes, in accordance with information provided and output required. |  |
| **Assessor Comments:** | | |

**CONSOLIDATED REPORT**

|  |  |  |
| --- | --- | --- |
| **Specific Outcomes** | | **C / NYC** |
| 1 | Develop keyboard techniques to key-in alpha and numeric text, symbols, and special characters. |  |
| 2 | Identify and remedy technique errors. |  |
| 3 | Apply keyboard techniques and ergonomic practices to avoid overuse injuries. |  |
| 4 | Produce sentences and paragraph containing alpha and numeric text, symbols and special characters. |  |
| **Assessor comments:** | | |

## ASSESSMENT REVIEW

**NAME of LEARNER NAME of ASSESSOR**

**VENUE DATE of REVIEW**

**UNIT STANDARD CODES** 9357 Develop and use keyboard skills to enter text

**Review Dimension ASSESSOR LEARNER/**

**CANDIDATE**

**ACTION**

The principles/criteria for good assessment were achieved.

Agree Disagree

Agree Disagree

The assessment related to the registered unit standard.

Agree Disagree

Agree Disagree

The assessment was practical. Agree Disagree

Agree Disagree

It was time efficient and cost- effective and did not interfere with my normal responsibilities.

Agree Disagree

Agree Disagree

The assessment instruments were fair, clear and understandable.

Agree Disagree

Agree Disagree

The assessment judgments was made against set requirements.

Agree Disagree

Agree Disagree

The venue and equipment was functional.

Agree Disagree

Agree Disagree

Special needs were identified and the assessment plan was adjusted.

Agree Disagree

Agree Disagree

Feedback was constructive against the evidence required.

Agree Disagree

Agree Disagree

An opportunity to appeal was given. Agree

Disagree

Agree Disagree

The evidence was recorded. Agree Disagree

Agree Disagree

**LEARNER”S DECLARATION OF UNDERSTANDING**

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

**Learner Date Assessor Date Moderator Date**

## CANDIDATE FEEDBACK REPORT

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Candidate's Name |  | | | | ID No. |  |
| Assessor's Name |  | | | | Reg. No. |  |
| Unit Standard Title | 9357 Develop and use keyboard skills to enter text | | | | | |
| **ASSESSMENT DECISION** | | | | | | |
| **Source of Evidence** | | **C** | **NYC** | **Comments** | | |
| Observation Sheet Knowledge Questionnaire Problem solving assessment | |  |  |  | | |
| Report | |  |  |  | | |
| Indirect Evidence | |  |  |  | | |
|  | |  |  |  | | |
| Overall Assessment Decision | | | |  | | |
| Additional Notes | | | |  | | |
| Date | | | |  | | |
|  | | | |  | | |
| **Signature of Assessor** | | | | **Signature of Candidate** | | |

## CANDIDATE APPEAL FORM

|  |  |  |  |
| --- | --- | --- | --- |
| Candidate's Name: | | ID No. |  |
| Assessor's Name: | | Reg. No. |  |
| Unit Standard Title: 9357 Develop and use keyboard skills to enter text system | | | |
| Date: | | | |
| **SECTION 1** | | | |
| Candidate's reason for disagreeing with the assessment decision. |  | | |
| Assessor's rationale for the assessment decision. |  | | |
| Candidate's signature. |  | | |
| Assessor's signature. |  | | |
| **SECTION 2** | | | |
| Moderator's decision. |  | | |
| Moderator's signature. |  | | |

Please send this form to: The Training provider

**Assessor's Report 9357**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Candidate's Name |  | | | | ID No. | |  |
| Assessor's Name |  | | | | Reg. No. | |  |
| Unit Standard Title | 9357 Develop and use keyboard skills to enter text | | | | | | |
| **ASSESSMENT DECISION** | | | | | | | |
| **Specific Outcome** | | | **C** | **NYC** | | **Comments** | |
| Develop keyboard techniques to key-in alpha and numeric text, symbols, and special characters. | | |  |  | |  | |
| Identify and remedy technique errors. | | |  |  | |  | |
| Apply keyboard techniques and ergonomic practices to avoid overuse injuries. | | |  |  | |  | |
| Produce sentences and paragraph containing alpha and numeric text, symbols and special characters. | | |  |  | |  | |
|  | | |  |  | |  | |
| Overall Assessment Decision. | | | | | |  | |
| Comments | | | | | |  | |
| Date | | | | | |  | |
| Signature of Assessor | | Signature of Candidate | | | | | |