

1. **Formative and Summative Assessment.**

Assessment is a structured process of gathering evidence about learner's achievements in relation to specific learning outcome. This evidence is used to make assessment decisions about the learner's competence. The collection of evidence is the main focus of the assessment process.

As an assessor I will do the following:

- Ensure that the assessment is conducted in an appropriate, non- threatening manner, and in accordance with the assessment plan.
- Collect evidence that is:
 - ✓ Valid – the evidence that is relevant to the standard or outcomes assessed
 - ✓ Authentic – the evidence that belong to the learner
 - ✓ Current – the evidence that indicate the current competence of the learner
 - ✓ Sufficient – the learner must provide enough evidence to enable the assessor to declare the learner competent. The evidence should cover:
 - All the assessment criteria
 - The range requirements
 - Critical cross field
 - Collect evidence that is directly observed by the assessor
 - Evidence collected should cover all the assessment criteria of the unit standard assessed

Assessments will be conducted by the College' Assessor in accordance with the regulations of the Sector Education and Training Authority

1.1. **Formative Assessments**

The theoretical and practical components will be evaluated continually throughout the duration of the programme. Marks will be allocated for specific assignment/tests, which will inform part of your year mark.

1.2. **Summative Assessments**

Summative assessments are assessments that are written at the end of the learning programme

In order to be admitted for the Summative Assessment you will need to comply with the provisions of the Assessment Policy:

- 30% average of theoretical evaluations (all tests must be passed)
- 70% average of practical evaluation.

1.3. Remedial training and Reassessments

Candidate who was declared **not yet competent**, review will be conducted based on the learners' needs and disability. The candidate will be granted one remedial training session and one reassessment.

If the candidate does not attend the remedial training session he/she will forfeit the opportunity for remedial training and will not be granted a second opportunity for remedial training.

Should the candidate be declared "**not yet competent**" on the reassessment, he/she will be granted the last opportunity to be reassessed which it will be the 3rd attempt of the reassessment.

Should the candidate be declared "**not yet competent**" on the 3rd attempt of the reassessment, he/she will not be granted the opportunity to be reassessed and will be required to **start again** the unit standard.

1.4. Appeals

On the completion of assessment feedback, candidates will be provided an opportunity to appeal should they feel any different from the judgment passed. An appeals form will be in provision and appealing candidates must submit them to the assessor who transfers it to the moderator. The Appeal form is then submitted to the verifier from the moderator where the appeal can be evaluated and judgment on the appeal will be passed.

If an appeal passes the verifier notifies the moderator of the judgment who then relays the outcome to the assessor. It will be the task of the assessor to make rectifications accordingly.

2. Candidates portfolio of Evidence

Portfolio of Evidence is a file which contains the evidence collected from formative and summative assessments. This evidence is weighted up against the assessment criteria in the unit standard.

There are FIVE key steps in creating a portfolio that will reflect the candidate competence.

2.1. **Plan your Portfolio**

Plan and document the sequence, graphics and layout of your portfolio. This will assist you in following a logical sequence, which makes the portfolio also much more user friendly and understandable for the assessor. Impact and appearance always contribute to or affect your chances of being taken seriously and declared competent!

2.2. **Gather the Evidence**

There are four broad categories of evidence that you should include:

- Knowledge evidence (your knowledge questionnaire)
- Direct performance evidence (actual samples of you work or records of activities captured on audio or video tape)
- Indirect performance evidence (documentary record of your performance)
- Supplementary evidence (to confirm the authenticity of your evidence)

2.3. Evaluate your Evidence

- Once you have collected your evidence, evaluate each piece by ensuring that it is:
- Valid (relevant to the unit standard/s being assessed)
- Authentic (clearly your own work)
- Current (not more than 2 years old)
- Sufficient (Adequate to prove your competence against all of the assessment criteria and range statements in the unit standards)

2.4. Cross- Reference Your Evidence to the unit Standards

Evidence for assessment against unit standards must be linked to the outcomes of the unit standard in question.

2.5. Organise your information

Your design and layout must look professional and clearly your achievements and it should make sense to someone seeing it for that first time.

Use the following structure as a guide:

1. A title page indicating
 - The title of the programme
 - The unit standard titles to which the programme is aligned
 - The assessment centre (e.g. Pretoria Technical College)
 - Your contact details
 - The name of your assessor
 - The name of your moderator
 - The date
2. An index
3. Background information
 - Curriculum Vitae
4. A copy of the unit standard/s
5. The evidence itself