



Student Orientation

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Future Performance Training

Reinvent Yourself

Student Welcome

Dear Student,

We would like to thank you for choosing to study with us. We hope that you will achieve what you have set out to achieve and we would like you to know that you are not alone in your journey towards achieving success. We will be behind you and support you every step of the way. This document serves to inform you about the processes that need to be followed for you to completing your study successfully. Please make sure that you read through this document before you start your study.

Remember it is your responsibility to learn. Although we will support and motivate you during your period of study, we can only do so much for you, the rest is up to you.

The more you read, conduct research, and seek support on your study, the more you will learn about your subject. There are many resources that are available for free, either online or at your Local Library. If you are unable to get employment in your area of study, offer your services voluntary. Remember the experience that you will gain is far more valuable in the long run. Listen to your mentors and respect them and their time, they have the experience which you seek.

Listen to your lecturers and your assessors and respect them and their time, they are there to assist and support you throughout your period of study.

Knowledge is Power! Education will empower you! Nobody can take knowledge and experience away from you. Gaining knowledge and experience is your sole responsibility. Make time to study and make sure you can apply what you have learned.

Yours Faithfully

Dr Melanie Schutte

Student Details

Please complete the following form in order and sign this section:

Student Name		Student Surname	
Student ID		Student Age	
Contact Number		Email Address	
Submission Date		Signature	

You will be required to hand in this document after induction/orientation has taken place.

Please ensure that you have signed and dated each and every page as required.

Also ensure that you have provided Future Performance Training with the following documentation:

- Certified Copy of ID
- Certified Copy of Highest Qualification Achieved
- Student Registration
- CV/Profile

Now tell us what your motivation is for completing this course/qualification.

Academic Terms

Academic Term	Definition
Accreditation	Accreditation means that the institution offering a course or qualification has been formally verified and found competent to offer courses or qualifications that will provide formal recognition to students.
Learning	<p>Learning means the acquisition of knowledge, understanding, values, skill, competence, research, reading, experience or attending classes or workshops.</p> <p>Learning is a process that can take place either formally or informally.</p>
Recognition of Learning	Recognition of learning is a process whereby a learner's competence is measured against set standards for the purpose of gaining formal recognition of learning.
Credits	<p>Credits are awarded to a student once they have successfully completed an accredited course.</p> <p>One credit is equal to 10 hours of study or practical application.</p>
Portfolio of Evidence	<p>A portfolio of evidence consists of a combination of works compiled during the period of study such as: activities, multiple choice questions, practical questions, assignments, projects, workplace documents, evaluations, reports, evaluations, logs, testimonies, and various other sources of evidence.</p> <p>This portfolio of evidence is then used and presented by a student to prove that they have met the standards and the requirements of the course they wish to achieve.</p> <p>The portfolio of evidence needs to provide evidence that the student is competent in study, as well as that the student has spent the required hours as determined by the number of credits allocated to the course.</p>
Assessor	An assessor is a person who has been deemed competent and has received permission by a governing body to assess and validate the evidence of a student for specific areas of study.
Specific Outcomes	Specific Outcomes are set standards used to measure the student's ability to be deemed competent in a specific course or area of study.
Assessment Criteria	Assessment Criteria is the criteria used to measure the student's ability to perform a certain set of tasks that will allow them to achieve a specific outcome.

<p>Formative Assessment</p>	<p>This Student Assessment Workbook contains various activities that will test your knowledge on what you have learned.</p> <p>The Formative Assessment activities will be completed throughout your period of study and will be provided to you in-class or in the form of homework.</p>
<p>Summative Assessment</p>	<p>This Student Assessment Workbook contains various activities that will test your Comprehension and Application of what you have learned throughout your study.</p> <p>The Summative Assessment activities will be completed at the end of your study.</p> <p>This assessment provides an indication of your ability to apply what you have learned through assignments.</p>
<p>Critical Crossfield Outcomes</p>	<p>When a student is assessed, they are also assessed on the methods used to achieve competence. This is called Critical Crossfield Outcomes. Not only must the student provide evidence based on the specific outcomes using the assessment criteria, but they must also be able to demonstrate their ability to use technology, communications, life skills, communication, teamwork, and problem solving.</p>
<p>Unit Standard</p>	<p>A unit standard is a national standard set for a specific course by the National Qualifications Framework. It is used to allow the student to understand the purpose, entry level requirements, standards, criteria, the academic level, the credits, and how it relates to a national qualification or international learning pathway. Unit standards are the foundation of the NQF and are used as building blocks in learning.</p>
<p>Qualification</p>	<p>A qualification is a combination of unit standards pertaining to an area of study. It's intended to provide qualifying learners with applied competence as well as a basis for further learning.</p>
<p>Certificate of Competence</p>	<p>A certificate of competence is issued once a learner has successfully completed a course.</p> <p>Such a certificate may only be issued once a learner's results has been externally verified by the governing body.</p> <p>This certificate will outline the unit standards completed as well as the NQF Level and credits achieved.</p> <p>This process of certification issue can take anything from three (3) to six (6) months and should be accompanied</p>

Certificate of Attendance	<p>A certificate of attendance is an institutional certificate issued to students to prove that they have attended a course with our institution.</p> <p>This certificate is not endorsed by a governing body and is issued at our own discretion.</p>
Competence	<p>Competence is the ability to perform whole work roles, to the standards expected in employment, in a real working environment.</p> <p>There are three levels of competence:</p> <p>Foundational competence: an understanding of what you do and why.</p> <p>Practical competence: the ability to perform a set of tasks in an authentic context.</p> <p>Reflexive competence: the ability to adapt to changed circumstances appropriately and responsibly, and to explain the reason behind the action.</p>
NLRD	<p>National Records Database is a database where all learners who have completed their study are registered, and can they access this database even if the institution they have studied with does not exist anymore.</p> <p>This database is managed by SAQA and the Department of Education.</p>
The SAQA structure	<p>The South African Qualifications Authority (SAQA) is a juristic person - that is an entity given a legal personality by the law. The South African Qualifications Authority Board is a body of 12 members appointed by the Minister of Higher Education and Training.</p>
The NQF	<p>The National Qualifications Framework (NQF) is a comprehensive system approved by the Minister for the classification, registration, publication, and articulation of quality-assured national qualifications.</p> <p>In short, the NQF is the set of principles and guidelines by which records of learner achievement are registered to enable national recognition of acquired skills and knowledge, thereby ensuring an integrated system that encourages life-long learning.</p>
Assessment Strategy	<p>We promote practices and procedures that ensure proper learner support. These include advice, support, and guidance to the learner. Development needs are matched against unit standard requirements regularly but not unlimited assessment (limited to two attempts) of the learner in terms of the unit standards outcome requirements, the identification and support of special requirements and an appeals procedure.</p>

Pre-Assessment Interview Evaluation

WAS THE FOLLOWING EXPLAINED?	YES	NO
The assessor explained to me how the national ETD structure works including: -		
<ul style="list-style-type: none"> The SAQA structure 		
<ul style="list-style-type: none"> The national qualifications framework (NQF) 		
<ul style="list-style-type: none"> How my assessment is linked to the NQF 		
<ul style="list-style-type: none"> The National Learners Record Database (NLRD) 		
<ul style="list-style-type: none"> My career options after this assessment 		
A Pre-assessment meeting was held		
The assessor explained to me the assessment process including: -		
<ul style="list-style-type: none"> Assessment Criteria I am to be assessed against 		
<ul style="list-style-type: none"> The use of Unit standards and their structures 		
<ul style="list-style-type: none"> The sequence of activities-time frames 		
<ul style="list-style-type: none"> The assessment methods for the assessment 		
<ul style="list-style-type: none"> The feedback process 		
The assessor informed me of the following		
<ul style="list-style-type: none"> Any barriers that could affect the fairness of the assessment 		
<ul style="list-style-type: none"> Any special assessment requirements about language preference or disabilities 		
<ul style="list-style-type: none"> The appeals procedure to follow if I am not satisfied with the way the assessment is done or the results thereof 		
<ul style="list-style-type: none"> The process to be followed for reassessment 		
WAS THE FOLLOWING EXPLAINED?	YES	NO
The assessor gave me:		
<ul style="list-style-type: none"> A copy of the US to be assessed against 		
<ul style="list-style-type: none"> The assessment instruments to be used for the assessment and the assessment plan with time frames 		
<ul style="list-style-type: none"> An opportunity to contribute to the process by suggesting other methods of assessment and pointing out any special needs I may have 		

Appeals Procedure

In order to conduct the NQF system in an equitable & transparent manner, it is important that there is a mechanism by which a learner can appeal against the assessment conducted by the person who has been given the task of assessing him/her.

A learner may appeal against an assessment decision if he/she feel that the assessment was not:

- Valid
- Fair
- Reliable
- Practicable

The candidate should follow the following appeals process:

1. Attempt to resolve dispute with assessor.
2. Submit formal request for dispute resolution to the complaints department of the provider.
3. The company will appoint a different assessor to re-assess or appoint a moderator to moderate the assessment or request the learner to submit additional information for assessment.
4. If, after a second assessment and moderation, the learner is still dissatisfied, he / she may fill in the Appeal Form and submit to the Moderator. This form is available upon request from our offices.
5. The Moderator will appoint an appeals Committee within the organisation to review the appeal, during which both learner and assessor will have the opportunity of stating their case to the Appeals Committee.
6. The Appeals Committee will decide of upholding or overthrowing the appeal and communicate the decision to all relevant parties.

Learners may appeal against assessments results based on the following grounds:

- Unfair assessments.
- Victimization by the assessor.
- Inappropriate assessments.
- Discrimination.
- Failure to prepare a learner for assessments.
- No feedback is provided to the learner.

The Appeals Process will follow 3 steps.

Appeal Application

The student must write a formal letter of complaint

Assessment Investigation

The moderator will investigate the assessment procedures followed and provide a report.

Appeals Panel

External moderation will be requested for a final decision by the governing body.

Student Declarations

Dear Student

To ensure effective assessment, there needs to be a commitment from you as the student, that you will attend training and submit a portfolio of evidence which will be assessed and moderated by Future Performance Training in order to establish your competence.

Declaration of Commitment as the Student:

I _____(Name and Surname) undertake to fulfil all the requirements of the assessment practices as specified by Training Provider.

I hereby declare that I have been prepared for all assessment activities. I am aware of the requirements and time frames of this assessment and undertake to complete any remedial work required for assessment of the submitted course, where required.

I hereby declare that the evidence presented in this Portfolio is my own work, and that I have participated in preparing the evidence in the case of group work activities. Where applicable, I have recognized sources of information used in the preparation of this Portfolio of Evidence.

I further understand that should the Assessor, Training Provider or ETQA/SETA require additional information that I will provide it to them in the time frames provided.

I confirm my understanding that the ETQA/SETA can override any decisions made by the Assessor or Training Provider and that I fully acknowledge that should the ETQA/SETA require additional information I will provide this willingly and without delay.

Control Sheet for Portfolio of Evidence

I _____ (Name and Surname) hereby confirm that I will go through the control sheet with the Assessor during our Assessment Meeting to ensure that all documentation as required has been presented as my portfolio of evidence.

Document	Evidence	No	Yes
Student Assessments and Assignment Sheets	Original completed and signed by the learner and completed by the assessor. All SO's and ACs covered.		
Assessment Meeting	Terms and Definitions was understood by the student and signed.		
Student Declarations	Student completed the declarations		
Authenticity	Learner's authenticity is checked. Original confirmation of authenticity signed by the learner. Certified copy of ID, Certificates CV		
Readiness for Assessment	Does the learner meet the access requirements to this qualification? The learner has indicated his/her readiness to be assessed. Certified copies of Qualifications and a Copy of CV in the POE		
Evidence File	All the evidence is well organised into a file, or online and is clearly referenced; includes the learners' details and confirmation of work completed.		

Assessment Control Sheet

I _____ (Name and Surname) hereby apply to be assessed against the above-mentioned qualification.

I further declare that I am ready for assessment and that I am presenting my own work and have referenced where someone else was involved.

The following was communicated to me, and I understand the contents of everything discussed with me by the assessor.

The following is noted:	No	Yes
I have attended/studied the courses within this qualification.		
I understand the purpose of the assessment.		
I understand the assessment process that will be followed.		
I understand the assessment criteria against which I am being assessed.		
I understand the assessment instruments (how I will be assessed).		
I understand my own as well as the roles and responsibilities of the Facilitator/Assessor.		
I have had the opportunity to request assistance and input.		
I understand the confidentiality of the assessment process, records, and results.		
I have had the opportunity to communicate any special needs (for example disability, language etc.) and / or requirements I have.		
I know when, where and how the assessment will take place.		
I have been informed when and how feedback and results will be communicated.		
I understand the process of re-assessment should the result of this assessment be 'not yet competent'.		
I understand the Appeals procedure.		
I understand that my results may be overturned by the Internal and External Moderator.		

Online Learning Platform

Dear Student,

All students studying with Future Performance Training has access to our online learning platform.

Student Login

Once we have successfully registered on our E-Learning Platform you will receive an email which will prompt you to access the online learning platform via our website www.fptacademy.co.za

You will need to set your own password once you log in. Your Username will always be your ID Number.

What you can expect of our Online Learning Platform:

Student Forum

You will be able to communicate as a group or individual using the student forum.

Instructor Communication

You will be able to communicate directly with your instructor. Please use this function to ensure you receive the support you deserve.

Announcements

We will update you on announcements pertaining to the course, some motivation as well as submission requirements on announcements.

Calendar

You will have access to the Training and Assessment Calendar - please make sure your diaries the class and submission dates.

Resources

The following resources will be shared with you via our online learning platform:

- Learner Guides
- Additional Resources
- Assignments
- Templates
- YouTube Video Links

Online Assignments

Assignment Submissions

Each course will consist of the following sections which needs to be completed:

- Student Orientation Guide - Printed, Completed, Signed and Submitted
- Formative Assessment - Printed, Completed, Signed and Submitted
- Knowledge Questions - - Printed, Completed, Signed and Submitted
- Multiple Choice Questions - Printed, Completed, Signed and Submitted
- Assignments - Printed, Completed, Signed and Submitted

Rules of Online Submission

Do not miss your submission date

All assignments must be printed, completed and resubmitted on our online learning platform before the deadline set on the system.

Test that your upload or shared document link works after you have submitted your work.

You will receive a notification that you have submitted your assignment successfully.

You will be able to submit 20 additional documents per assignment link.

Should you find it difficult to upload a document on an assignment link - please share your document and post the link to the shared document on the submission link on your:

- Google Drive
- MS Teams
- OneDrive
- Dropbox

Should you have any other problems relating to the online learning system you may contact our web administrator at ndumiso@fptacademy.co.za

Online or In-Class Sessions

Online Class Sessions

Our Online Class Sessions will be held via MS Teams. You will be registered as a guest to the class for which are enrolled in on MS Teams.

All of our online class sessions are automatically recorded and can be accessed by you any time, by navigating to Files - Recordings.

After each class you will be requested to leave a review of the session. Please do leave a review.

Online Class Sessions will be available on the Calendar on the E-Learning Platform.

Please make sure that you have a steady connection when you log-on for a MS Teams session.

When logging into the MS Teams session - for the first part we will be required to see your face, after that you may switch your camera and mike off.

All of our online classes are interactive sessions, so please make sure that you switch your mike on when asking questions or giving information. You will be required to speak during every session to ensure that you are listening and taking part in the online session. This allows us to ensure you are actively taking part and not just switching on your computer and then leaving the session to attend to other affairs, whilst the class is continuing in the background.

In-Class Sessions

All of our training requires a face-to-face session with you at some point. At this stage you will be required to complete an attendance register.

Please make sure that you bring your course books, assignments etc. to the classroom.

We will not be reprinting any material for you, if we need to then this will be at an additional cost.

Ensure that you have all of your writing tools and stationery at the Class Session.

When entering our classrooms please ensure that you adhere to the Covid Rules:

- Wearing a mask at all times
- Not eating in-class
- Do not touch your nose, mouth and then your documents
- Sanitize constantly
- Do not sit on-top of each other
- Do not share any food or cigarettes or touch each other during your lunch break.
- Do not touch the Facilitator at any given point.

Happy Learning

You will now receive the following documents as part of your learning pack. This may be provided to you in printed form or through our online learning platform

Please sign at the bottom of the page to confirm that you have received your learning pack in good order.

Learning Pack Contents:

1. Student Orientation Document
2. Qualification / Course Outline
3. Student Course Book / Learner Guide
4. Student Assessments (Contains Formative, Summative and Workplace Assessment Sheets or Workbook)
5. Student Enrolment Letter
6. Attendance Register (if attending In-Class)
7. I am aware that my online presence will be tracked via the online learning platform by FPT Academy.
8. I have checked that my online access to the e-learning platform works.

Please check that all your documentation is available and please let us know if anything is missing or incorrect.

By signing this document, you confirm that you have received everything in order.