



**SKILLS PROGRAMME NAME**

**Reception Skills**

**SKILLS PROGRAMME CODE**

**13930/14348/7790**

**PORTFOLIO OF EVIDENCE GUIDE**

Learner Name:

PURITY DLAMINI

Learner ID:

\_\_\_\_\_

Contact Number:

\_\_\_\_\_

Assessment to be completed 31 Aug 2017

@ 12:00 PM

31/8/2017

A large, stylized red signature or stamp, possibly reading 'P' or 'DL', written over the date.

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SAQA

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## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### REGISTERED UNIT STANDARD:

#### Monitor and control the receiving and satisfaction of visitors

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>			
13930	Monitor and control the receiving and satisfaction of visitors			
<b>ORIGINATOR</b>				
SGB Administration				
<b>PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY</b>				
-				
<b>FIELD</b>			<b>SUBFIELD</b>	
Field 03 - Business, Commerce and Management Studies			Office Administration	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>PRE-2009 NQF LEVEL</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular-Fundamental	Level 3	NQF Level 03	4
<b>REGISTRATION STATUS</b>		<b>REGISTRATION START DATE</b>	<b>REGISTRATION END DATE</b>	<b>SAQA DECISION NUMBER</b>
Reregistered		2015-07-01	2018-06-30	SAQA 10105/14
<b>LAST DATE FOR ENROLMENT</b>		<b>LAST DATE FOR ACHIEVEMENT</b>		
2019-06-30		2022-06-30		

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

This unit standard does not replace any other unit standard and is not replaced by any other unit standard.

#### **PURPOSE OF THE UNIT STANDARD**

Learners will be learning towards obtaining a national qualification at level 3 or are working in an administrative environment, including SMME's (Small, Medium and Micro Enterprises), where the acquisition of competence against this standard will add value to the learner's job, or chances of finding employment.

Learners will be well positioned to extend their learning and practice into other areas in the business environment, or to strive towards professional standards and improved performance.

The qualifying learner is capable of:

- Overseeing the reception of visitors
- Ensuring that visitors are consulted according to organisational requirements
- Monitoring visitors' satisfaction

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

Learners will have demonstrated competence in communication at NQF Level 2.

## **UNIT STANDARD RANGE**

- Visitors will include external company employees, clients, general public, delivery/courier services, hawkers, family members, service providers and representatives.
- Documents/deliveries will include faxes, e-mails, letters, memos, parcels, gifts, flowers etc.

## **Specific Outcomes and Assessment Criteria:**

### **SPECIFIC OUTCOME 1**

Oversee the reception of visitors

### **ASSESSMENT CRITERIA**

#### **ASSESSMENT CRITERION 1**

1. Visitors are received according to the organisational standards.

#### **ASSESSMENT CRITERION 2**

2. All documents/deliveries are processed according to organisational standards.

#### **ASSESSMENT CRITERION 3**

3. Areas of non-conformance are identified, noted and recorded for possible remedial action.

#### **ASSESSMENT CRITERION 4**

4. Areas of improvement are communicated to encumbants.

### **SPECIFIC OUTCOME 2**

Ensure that visitors are consulted according to organisational requirements

### **ASSESSMENT CRITERIA**

#### **ASSESSMENT CRITERION 1**

1. Visitors are consulted as per company policy.

#### **ASSESSMENT CRITERION 2**

2. Areas of non-compliance are identified, noted and recorded for remedial action.

#### **ASSESSMENT CRITERION 3**

3. Remedial actions are identified and presented for implementation.

### **SPECIFIC OUTCOME 3**

Monitor visitors' satisfaction

## **ASSESSMENT CRITERIA**

### **ASSESSMENT CRITERION 1**

1. Visitors' satisfaction is monitored at pre-determined intervals.

### **ASSESSMENT CRITERION 2**

2. Feedback is obtained from visitors on their satisfaction.

### **ASSESSMENT CRITERION 3**

3. Feedback is evaluated and analysed to determine satisfaction levels.

### **ASSESSMENT CRITERION 4**

4. The necessary steps are taken to improve the level of satisfaction.

## **UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS**

Accreditation and Moderation:

The Services Educational Training Quality Assurance Body (ETQA) will accredit providers offering learning towards these standard and register assessors.

## **UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE**

- Methods and techniques for monitoring and controlling personnel and operations
- Effective communication skills
- Coaching skills required for remedial action in relation to performance problems

## **Critical Cross-field Outcomes (CCFO):**

### **UNIT STANDARD CCFO IDENTIFYING**

Identify and solve problems in the reception area.

### **UNIT STANDARD CCFO WORKING**

Work effectively with others so that visitors' satisfaction is maintained and enhanced.

### **UNIT STANDARD CCFO ORGANISING**

Organise oneself and one's activities which allow for opportunities for the overseeing of reception operations.

### **UNIT STANDARD CCFO COLLECTING**

Collect, analyse, organise and critically evaluate information in order to draw accurate conclusions.

### **UNIT STANDARD CCFO COMMUNICATING**

Communicate effectively with personnel and visitors to obtain information on visitors' satisfaction.

## **REREGISTRATION HISTORY**

As per the SAQA Board decision/s at that time, this unit standard was Reregistered in 2012; 2015.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD:**

	ID	QUALIFICATION TITLE	PRE-2009 NQF LEVEL	NQF LEVEL	STATUS	END DATE	PRIMARY OR DELEGATED QA FUNCTIONARY
Core	<a href="#">50520</a>	Further Education and Training Certificate: Library Practice	Level 4	NQF Level 04	Reregistered	2018-06-30	ETDP SETA
Elective	<a href="#">49648</a>	National Certificate: New Venture Creation (SMME)	Level 2	NQF Level 02	Reregistered	2018-06-30	SERVICES
Elective	<a href="#">67465</a>	National Certificate: Business Administration Services	Level 3	NQF Level 03	Reregistered	2018-06-30	As per Learning Programmes recorded against this Qual
Elective	<a href="#">57804</a>	National Certificate: Public Administration	Level 3	NQF Level 03	Reregistered	2018-06-30	PSETA
Elective	<a href="#">48513</a>	National Certificate: Public Administration	Level 3	NQF Level 03	Passed the End Date - Status was "Registered"	2006-11-16	Was PSETA until Last Date for Achievement
Elective	<a href="#">60650</a>	Professional Qualification: Business Administration	Level 3	NQF Level 03	Reregistered	2018-06-30	As per Learning Programmes recorded against this Qual

**PROVIDERS CURRENTLY ACCREDITED TO OFFER THIS UNIT STANDARD:**

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

**NONE**

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**Dear Learner,**

Please go through your Portfolio of Evidence File with your Assessor and make sure you understand how to complete your portfolio of evidence file and activities and file them in sequence.

Make sure you have a copy of the unit standards you are going to be assessed on and that you understand the specific outcomes and assessment criteria.

**Instructions to Learner**

You are required to READ through the ASSESSMENT GUIDE, PORTFOLIO OF EVIDENCE GUIDE and SUMMATIVE ASSESSMENT before you attempt to complete your Summative Assessment.

The Portfolio of Evidence Guide will outline the unit standard, contain all the documentation you need to sign as well as inform you of the assessment approach and strategy that will be followed. You will be required to sign that you have read through these processes and that you understood what was expected of you.

**NB: Failing to sign, complete all activities, file certified copies or any required documents will result in an immediate FAIL by the assessor.**

**No portfolio will be assessed if it is filed incorrectly or if there are any documents outstanding.**

S.P

## Portfolio of Evidence File Instructions

### Instructions to the assessor

**Please provide a portfolio of evidence file to the learner with the following 10 sections already labelled for the learner. This file will be used by the learner to file all of their evidence according to the instructions given.**

### Instructions to Learner

You have been provided with a Portfolio of Evidence File that contains 6 sections – Labels.

#### 1. Portfolio of Evidence Guide

Each Page of this document must be signed by the learner to confirm understanding of guidance provided. There are other additional sections that must also be signed by the learner – this will be marked by an X for the learner to sign additionally. This must be filed in the first section in your portfolio of evidence file. The unit standard outline will be available in your orientation guide.

**2. Personal Details** – Certified Copies of ID and Certificates, CV, Learner Registration Document. This must be filed in second section of your portfolio of evidence file.

**3. Formative Assessment** – All activities and exercises you have completed during your period of learning must be filed in the third section of your portfolio of evidence file.

**4. Summative Assessment** – Your Summative Assessment will consist of the following sections, please make sure that you file the answers to in the fourth section of your portfolio of evidence file, using a divider to separate them as follows:

- a) Multiple-choice Questions
- b) Knowledge Questions
- c) Practical Questions
- d) Assignments
- e) Peer Assessment
- f) Self-Assessment
- g) Personal Development Plan

S.P

**5. Log Book/ Workplace Activities** – Your logbook must be completed by yourself and your mentor/coach or supervisor. Please file your logbook in the fifth section of your portfolio of evidence file.

## 6. Assessment Guide

The assessor will make use of an Assessment Guide to conduct your assessment. The assessor will go through this file with you, so as to make sure you understand what is required of you during the period of assessment. Each Page of this document must be signed by the learner to confirm understanding of guidance provided. There are other additional sections that must also be signed by the learner – this will be marked by an X for the learner to sign additionally. This will be filed by the assessor in your portfolio of evidence guide and will be available to you after external moderation has taken place.

## Assessment Strategy

### Alignment

The purpose of this Assessment Strategy is to provide the Assessor with guidelines on the assessment of the Portfolio of Evidence submitted by the candidate for assessment purposes.



#### Tip

This Assessment Guide will provide the assessment strategy, planning and preparation that the assessor must complete before attempting the assessments for this course

This Guide acts as generic overview to the evidence plan. There are various Assessment Recording Tools that is used for the actual assessment and recording of evidence. These tools include:

- **Facilitator and Mentor Guide and Reports**

The Facilitator and Mentor Guide was so constructor not only to guide the facilitator and mentor but also to provide reporting on the overall group of learners as well as individual reporting tools per learner.

The original Facilitator and Mentor Guide will be completed by the Facilitator and Mentor during sessions and will be handed back to the provider with evaluation reports attached. This will become available to the assessor and will for part of the assessment process.

These reports will this provide evidence:

- via observation of each learner during the sessions held with the learner.
- via observation of each learner during their workplace activities
- the overall facilitation/mentor period
- the evaluation and reporting of formative assessments
- the evaluation and reporting of the facilitators and mentors

S.P

- the overall reporting on assessment and tools used during assessment.

- **Formative Assessment**

The Formative Assessment will contain questions (knowledge), activities (practical) which are to be completed by the learner and handed in for assessment.

- **Summative Assessment**

The Summative Assessment provided to the learner contains the following sections and are to be completed by the learner and handed in for assessment:

- Multiple Choice Questions
- Knowledge Questions
- Practical Questions
- Practical Assignments
- Workplace Journal
- Workplace Observations –Witness Testimony
- Workplace Activities

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The following should be in the evidence file.

Document	✓/X	Comment
Learner's assessment guide, signed by learner and assessor.		Original signed by the learner and assessor
The learner's assessment plan completed for the learner and signed by learner and assessor.	✓	Original signed by the learner and assessor
Copy of the learner's unit standard.	✓	Must be available in the PoE
Checklist of initial meeting with the learner, signed by learner and assessor.	✓	Original Pre-Assessment Evaluation Document signed by learner and assessor
Learner's authenticity is checked?	✓	Original confirmation of authenticity signed by the learner. Certified copy of ID, Certificates CV
Does the learner meet the access requirements to this unit standard?	✓	The learner has indicated his/her readiness to be assessed. Certified copies of Qualifications and a Copy of CV in the PoE
Examples of the learner's evidence, for example: <ul style="list-style-type: none"> <li>Completed questionnaires</li> <li>Portfolio of Evidence</li> <li>VACCS checklist</li> </ul>		All SO's and AC's covered in PoE.
Evidence that the learner was given constructive feedback after the assessment, signed by learner and assessor.		Original Assessors Decision Record to be signed by the learner and assessor.
Completed learner feedback form on the assessment Completed assessor feedback form on the assessment		Original Post Assessment Evaluation to be signed by the learner and assessor.
All the evidence is well organised into a file, which is clearly referenced; includes the Learner's contact details (phone, e-mail, etc.)		To be signed by the learner and assessor.

Signature

X

Learner Name

Date

28 JULY 2017

Learner ID

Signature

Assessor Name

Date

28 July 2017.

8.  
31/8/2017.

S.P.

## About this Portfolio Guide

The purpose of this guide is to provide the Learner, Evidence Facilitator and Assessor with guidelines on the preparation and presentation of the Portfolio of Evidence for assessment purposes.



**Tip:**

This Portfolio Guide will enable the learner to plan, prepare, compile and present the evidence required of him/her to be declared competent against the unit standards contained in the programme.

**You will be required to sign each and every page of this guide to confirm that you read and understand what is expected of you.**

**There will be additional sections that need to be completed and signed by you – make sure that you sign all of these sections on the last day of training. These sections are also marked with an X.**

**Make sure you always retain a copy of your Portfolio of Evidence as it can become lost and might need to be re-issued for assessment.**

S.P.

## About this Portfolio Guide

Congratulations on completing this programme. We sincerely hope you enjoyed the programme and that the learning experience was enriching.

The fact that you have attended training, however, is not sufficient evidence of your competence for us to award you a certificate and the credits attached to this programme. You are required to undergo assessment in order to prove your competence to achieve credits leading to a national qualification.

### Being Declared Competent Entails:

Competence is the ability to perform whole work roles, to the standards expected in employment, in a real working environment.

There are three levels of competence:

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

To receive a certificate of competence and be awarded credits, you are required to provide evidence of your competence by compiling a portfolio of evidence, which will be assessed by a SETA accredited assessor.

### You Have to Submit a Portfolio of Evidence

A portfolio of evidence is a structured collection of evidence that reflects your efforts, progress and achievement in a specific learning area, and demonstrates your competence.

### The Assessment of Your Competence

Assessment of competence is a process of making judgments about an individual's competence through matching evidence collected to the appropriate national standards. The evidence in your portfolio should closely reflect the outcomes and assessment criteria of the unit standards of the learning programme for which you are being assessed.

To determine a candidate's knowledge and ability to apply the skills before and during the learning programme, formative assessments are done to determine the learner's progress towards full competence.

This normally guides the learner towards a successful summative (final) assessment to which both the assessor and the candidate only agree when they both feel the candidate is ready.

Should it happen that a candidate is deemed not yet competent upon a summative assessment, that candidate will be allowed to be re-assessed. The candidate can, however, only be allowed two reassessments.

When learners have to undergo re-assessment, the following conditions will apply:

- Specific feedback will be given so that candidates can concentrate on only those areas in which they were assessed as not yet competent.
- Re-assessment will take place in the same situation or context and under the same conditions as the original assessment.

Only the specific outcomes that were not achieved will be re-assessed.

Candidates who are repeatedly unsuccessful will be given guidance on other possible and more suitable learning avenues.

In order for your assessor to assess your competence, your portfolio should provide evidence of both your knowledge and skills, and of how you applied your knowledge and skills in a variety of contexts.

This Portfolio Guide directs you in the activities that need to be completed so that your competence can be assessed and so that you can be awarded the credits attached to the programme.

**Incomplete, un-signed, un-checked and un-marked portfolios will not be marked.**

## Learner Support

Please remember that as the programme is outcomes based – this implies the following:

- You are responsible for your own learning – make sure you manage your study, practical, workplace and portfolio time responsibly.
- Learning activities are learner driven – make sure you use the Learner Manual and Portfolio Guide in the manner intended, and are familiar with the Portfolio requirements.
- The Facilitator is there to reasonably assist you during contact, practical and workplace time of this programme – make sure that you have his/her contact details.
- The Assessor is there to assist you during your assessment process and will give you feedback on the portfolio of evidence you have presented for assessment.

Should you not know what is expected of you during assessment – please make sure that you notify the provider in order for them to assist you.

Also make sure you do research on the internet with regards to related topics.

Look at various study groups and tutors that can assist you throughout your learning experience.

## 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:

- i. Valid
- ii. Fair
- iii. Reliable
- iv. Practicable

The candidate of the required appeals process to follow:

1. Attempt to resolve dispute with assessor
2. Submit formal request for dispute resolution to the complaints department.
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 organization 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 make a decision of upholding or overthrowing the appeal, and communicate the decision to all relevant parties.

**Tip:**

Should the candidate still not be satisfied with the outcome, he/she may approach Future Performance Training for further information on possible alternative actions to resolve the matter, or lodging an appeal with the relevant ETQA.

The decision of the ETQA will be final and binding on all parties.

## Portfolio Evidence

### Portfolio of Evidence Requirements

“Good” evidence is, as per the SAQA requirements:

- Valid (related to what is being assessed)
- Authentic (in one's own hand)
- Current (as recent as possible)
- Sufficient (enough evidence to prove the competence)
- Authentic (conducted by the candidate him/herself, in a real-life work environment, or acceptably simulated environment).

**Tip:**

We have already constructed your file in which order you need to present your evidence. Please make sure that you follow the criteria carefully.

Refer to the Summative Assessment PART III and the Assessment Guide PART I in your file to assist you in structuring your portfolio in an “assessment friendly” manner.

Make sure you tick off the entire cover page as to confirm that all documents are in place.

## Assessment Requirements



The rationale for the above is to accommodate the credit recognition policy that SAQA has presented in to SETA ETQAs, and to allow for entry level options for candidates in terms of an RPL option or training and assessment option.

## Assessment of your Portfolio

*Within three months of submitting your portfolio:*

- The assessor will verify the evidence presented
- The assessor may contact you to ask for further evidence, to clarify anything and/or to conduct an oral assessment
- The assessor will provide a written assessment report as per the assessment guide in Part I of your file.
- The assessment results will be moderated
- If assessed as competent, you will be issued with the credits applicable to this learning unit against the unit standards of the programme.
- This must firstly be endorsed by the ETQA or SETA through a verification visit.
- If assessed as not yet competent, you will receive detailed guidance on what you need to be before you can be assessed as competent.

## Assessment Strategy

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.

The choice of assessment method and the design of the assessment tools or instruments within Future Performance Training are according to credible assessment principles (e.g. validity and sufficiency) ensuring that the assessment meets the evidence requirements within the required Unit Standards. Assessment design is furthermore integrated in terms of ensuring that assessment is an integral part of the learning programme, formative assessment is conducted, assessment targets applied competence and the critical cross-field outcomes are integrated into the assessment.

## Formative Assessment

In each Learner Manual, several activities are spaced within the content to assist you in understanding the material through application. Please make sure that you complete ALL activities in the Learner Manual, whether it was done during the contact session, or not!

## Summative Assessment

You will be required to complete a Portfolio of Evidence for summative assessment purposes. A portfolio is a collection of different types of evidence relating to the work being assessed. It can include a variety of work samples and assignments to be submitted.

The Portfolio Guide will assist you in identifying the portfolio and evidence requirements for final assessment purposes. You will be required to complete Portfolio activities on your own time, using real life projects in your workplace environment in preparing evidence towards your portfolio.

*DO NOT WAIT until the end* – the programme is designed to assist you in evidence preparation as you go along – make use of the opportunity!



*Remember: If it is not documented, it did not happen!*  
In some evidence, the process you followed is more important than actual outcome / end-product.  
*Therefore ...*  
Please make sure all steps for the Portfolio Activities are shown where required.

## PORTFOLIO BUILDING

Your Portfolio of Evidence (PoE) contains the evidence needed to declare you competent and to award credits towards the award of this qualification to you.

Evidence should be authentic and reflect both your knowledge of the subject and your ability to apply this knowledge in the workplace.

Thus, evidence of day to day activities supporting the specific outcomes addressed by this learning programme should complement the theoretical learning you attended and were assessed on.

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

### 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.

It will also reflect your professional approach and attitude towards the subject matter, your work and your life. Impact and appearance always contribute to or affect your chances of being taken seriously and declared competent!

### Gather the Evidence

An evidence checklist has been provided to tell you what evidence needs to be gathered for assessment purposes. However, there are four broad categories of evidence that you should include:

- Knowledge evidence (your knowledge questionnaire).
- Direct performance evidence (actual samples of your work or records of activities captured on audio or video tape).
- Indirect performance evidence (documentary records of your performance e.g. appraisals, photographs, testimonials, self-assessments, customer ratings etc.).
- Supplementary evidence (to confirm the authenticity of your evidence).

### 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 standard/s).

### 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.

An evidence locator grid is useful for this.

## Rules of submitting your Portfolio of Evidence

Your evidence must be a result of your own work and therefore you are required to sign a declaration of authenticity.

You will find this in this document – make sure you complete and sign it.

Your evidence must be posted or delivered to the assessor or the provider in order for it to be marked. No electronic assignments may be accepted as per rule of the ETQA now implemented.

So please make sure that you sign all of the requested documents so as to ensure that you save costs on re-submitting documents.

We have gone the extra mile and gave you a file that contain the Guides, Activities, Sequence of Activities, Checklists, Grids, Labels under which certain evidences needs to be filed. So please follow all of these instructions carefully.

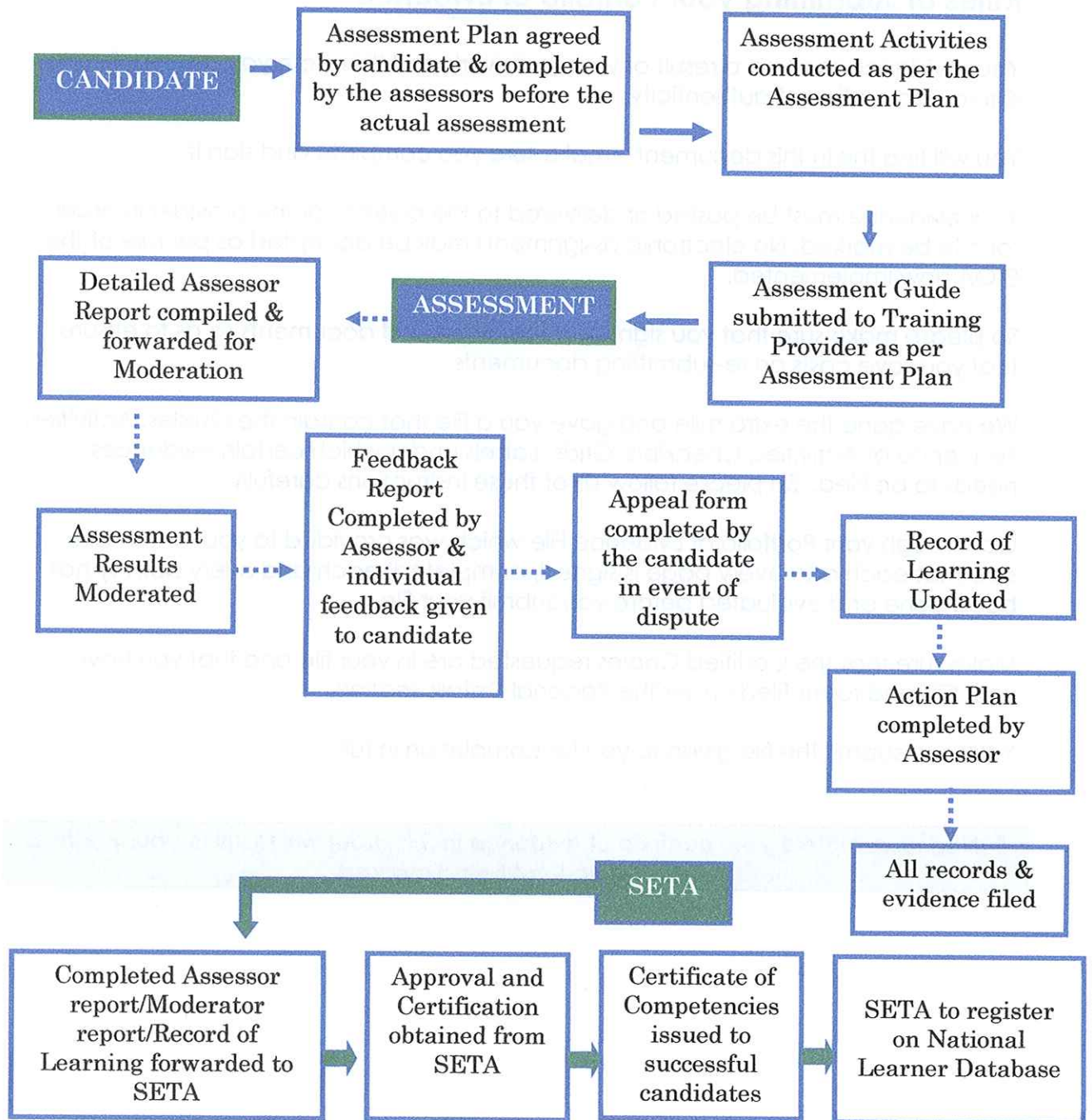
Go through your Portfolio of Evidence File which was provided to you, and make sure that each and every page is signed, completed; each and every activity has been done and evaluated before you submit your file.

Make sure that the Certified Copies requested are in your file and that you have your CV and forms filed under the Personal Details section.

You must submit the file given to you for completion in full.

**Failing to complete your portfolio of evidence in this order will result in your portfolio of evidence not being marked.**

### ASSESSMENT PROCESS FLOW



**COMPLETE THE FOLLOWING DOCUMENT AND SIGN IT****Candidate Interview Course Pre-Requirements for Assessment and RPL Purposes**

The purpose of the interview is two-fold:

- A type of self-assessment for the candidate. It should assist the assessor in deciding the approach towards assessment in terms of making competence decisions where candidates are successful in proving their prior learning.
- To determine candidate preparedness for prior learning conducted and sensitize candidates to re-assessment.

**Questions**

Have you attended any similar courses such as this course before?

Yes

What was the course name?

PROFESSIONAL TELEPHONE TECHNIQUES

Through which institution did you study this course?

KZN BUSINESS TRAINING CENTRE

When did you complete this course? How many days did it take?

10 APRIL 2017

Which method did you use to complete this course? Workplace Workshop, Distance Learning, On-line Learning, Public Course Attendance.

TRAINING

Did you attend an accredited provider's course relating to this course, or was it an inhouse arrangement through your company?

INHOUSE

Were you required to hand in a portfolio of evidence when you conducted this course?

NO

If so, did you? And were you found competent or not yet competent?

How many years have you spent gaining experience in this field relating to this course?

NEW TO IT

Do you have a relevant certificate from the institution?

ATTENDANCE CERTIFICATE

Do you have samples of work or other forms of evidence that can prove your competence?

CERTIFICATE

Do you have a Grade 12 (Matric) with English and Math's or Mathematical Literacy?

YES

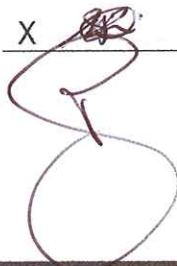
What is your highest qualification or educational achievement?

GRADE 12

*Any evidence of competence provided during the course of the above interview must be considered during the planning phase of re-assessment and when making a judgement on candidate competence.*

Signature  
Learner Name

X



Date  
Learner ID

28 JULY 2017  
8

Ass Date: 31 Aug 2017

**COMPLETE THE FOLLOWING DOCUMENT AND SIGN IT****INITIAL MEETING NOTIFICATION**

Please note this serves to confirm that a pre-assessment meeting will be held on the last day of training.

Venue: BeckmanDate: 28/07/2017**The agenda is as follows:**

1. Background information on SAQA and the NQF
2. What is assessment?
3. Discuss the purpose of the assessment
4. The Assessment process
5. Quality Assurance
6. Policies which cover the process
7. Discuss suitable Unit Standard/s
8. Complete personal information
9. Complete candidates' confirmation to be assessed.
10. Set date for pre-assessment meeting where unit standard and assessment principles will be discussed.

If you require any more information don't hesitate to phone me. I am looking forward to meet with you.

Thank you



ASSESSOR'S SIGNATURE

28/07/2017  
DATE

I PURITY DLAMINI (name and surname of candidate) hereby declare that the above agenda was discussed and I understand the context of it.

X



LEARNER SIGNATURE

28/07/2017  
DATE

**COMPLETE THE FOLLOWING DOCUMENT AND SIGN IT****LETTER OF COMMITMENT FROM THE LEARNER****Dear learner/learner**

You have requested to be assessed 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 Training Provider.

I understand that should the Assessor, Training Provider or ETQA/SETA require additional information that I will provide it to them at any time possible.

I understand 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.

Signature  
Learner Name

X



Date  
Learner ID

28 JULY 2017
8212160734086

**COMPLETE THE FOLLOWING DOCUMENT AND SIGN IT TOGETHER WITH A WITNESS****ASSESSMENT APPLICATION**

I PURITY DLAMINI hereby apply to be assessed against the following unit standard.

Make use of the attached unit standard provided to you to complete the following table:

Unit Standard	Unit Standard Title	NQF Level	Credits
7790	PROCESS INCOMING AND OUTGOING CALLS	03	03
14348	PROCESS INCOMING AND OUTGOING CALLS	02	03
13930	PROCESS INCOMING AND OUTGOING CALLS	03	04

I 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.

	No	Yes
I have attended/studied the above mentioned course.		✓
I understand the purpose of this assessment.		✓
I understand the assessment process that will be followed.		✓
I understand the unit standard against which I am being assessed.		✓
I understand the assessment instrument (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 and where 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.		✓

Signature  
Learner Name

X

Date

28 JULY 2017

Learner ID

Signature

X

Date

28/7/2017

Witness

Witness ID

[Empty box for Witness ID]

**COMPLETE THE FOLLOWING DOCUMENT AND SIGN IT TOGETHER WITH A WITNESS**

**Declaration of Learner Preparation:**

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.

**Declaration of Authenticity:**

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.

<b>Learner Name</b>	PURITY DAMINI	<b>Learner Signature</b>	X
<b>Learner ID Number</b>		<b>Date</b>	28 JULY 2017

**Assessor Declaration**

I M. Schutte hereby declare that I have checked the learner preparation for this assessment, have familiarized myself with the Assessment Strategy and unit standard requirements, portfolio requirements, and Assessment Plan.

I have checked the Portfolio of Evidence for completeness, and undertake to inform the candidate of outstanding documents and evidence.

**Assessor Signature** **Date** 28/07/2017

**COMPLETE THE FOLLOWING DOCUMENT****Learner Registration and SAQA Coding Form**

No	Field	Description	Information
<b>Personal Details</b>			
1	<b>Learner Surname</b>		
2	<b>Full Names</b>		
3	<b>Learner Title</b>	<i>Mr, Ms, Mrs, Dr, Prof.</i>	
4	<b>ID Number</b>	<i>RSA ID. If not, Complete next line</i>	
5	<b>Alternative ID</b>	<i>Only complete if no RSA ID available. Indicate type of alternative ID</i>	
6	<b>Date of Birth</b>	<i>Insert date of birth</i>	
7	<b>Gender</b>	<i>Male – M, Female – F, Other – O</i>	
8	<b>Equity</b>	<i>Black African – BA, Black Indian Asian – BI, Black Coloured – BC, White – W, Other – O (specify)</i>	
9	<b>Socio Economic Status</b>	<i>Employed, unemployed, student</i>	
10	<b>Disability Status</b>	<i>None, hearing / sight / speech / movement, other (specify)</i>	
11	<b>Geographic Area</b>	<i>List geographic area that you live in, i.e. Gauteng, Kwa Zulu Natal, Eastern Cape, Western Cape, Northern Cape, Limpopo, Polokwane, Free State, North West, Mpumalanga, Northern Province, Outside SA</i>	
<b>Contact Details</b>			
12	<b>Physical Address</b>	<i>State physical address</i>	
13	<b>Postal Address</b>	<i>State PO Box, or address where mail is received</i>	Postal Code:
14	<b>Home Phone Number</b>	<i>One of the following contact details (number 12 – 16 is mandatory to complete)</i>	
15	<b>Business Phone Number</b>		
16	<b>Cell Phone Number</b>		
17	<b>Fax Number</b>		
18	<b>Email</b>		
<b>Educational Details</b>			
19	<b>Highest Education</b>	<i>Overview of qualifications completed</i>	
20	<b>Current Occupation</b>	<i>State current or last occupation, if unemployed.</i>	
21	<b>Experience</b>	<i>Overview of experience in years and fields / areas</i>	

No	Field	Description	Information
22	Years in Occupation	State years in last occupation	

Programme Details			
23	Name of Learning Programme	Full name of programme, i.e. National Certificate in ...	
24	Registration Number of Programme	NLRD number	
25	NQF Level of programme	State NQF Level	
26	Type of learning programme	Qualification, learnership, skills programme, learning programme	
Unit Standard Details			
27	Unit Standards	List NLRD numbers and names of unit standards in programme as per Learning Unit	



Alternative ID type	Equity code	Nationality code	Citizen/residence status
521 SAQA member ID	BA Black: African	U Unspecified	SEY Seychelles
527 Passport No	BC Black : Coloured	SA South African	ZAI Zaire
529 Driver's licence	BI Black : Indian / Asian	SDC SADC except SA (i.e. Nam to ZAI)	ROA rest of Africa
531 Temporary ID no	U Unknown	NAM Namibia	EUR European countries
533 None	WH White	BOT Botswana	AIS Asian countries
535 Unknown		ZIM Zimbabwe	NOR North American countries
537 Student no		ANG Angola	SOU Central & South American countries
538 Work permit no		MOZ Mozambique	AUS Australia & New Zealand
539 Employee no		LES Lesotho	OOO Other and rest of Oceania
540 Birth certificate no		SWA Swaziland	NOT N/A: Institution
541 Human Sciences Research Council register no		MAL Malawi	
561 ETQA record no		ZAM Zambia	
		MAU Mauritius	
		TAN Tanzania	
Home language code	Province code	Disability status	Socioeconomic Status
ENG English	0 Undefined	N None	U Unspecified
AFR Afrikaans	1 Western Cape	01 Sight (even with glasses)	01 Employed
OTH Other		02 Hearing (even with hearing aid)	02 Unemployed
SEP sePedi	2 Eastern Cape	03 Communication (talking, listening)	03 Not working – not looking for work
SES seSotho	3 Northern Cape	04 Physical (moving, standing, grasping)	04 Not working – housewife/homemaker
SET seTswana	4 Free State	05 Intellectual (difficulties in learning); retardation	06 Not working – scholar/full time student
SWA siSwati	5 Kwazulu-Natal	06 Emotional (behavioural or psychological)	07 Not working – pensioner/retired person
TSH tshiVenda	6 North West	07 Multiple	08 Not working – disabled person
U Unknown	7 Gauteng	09 Disabled but unspecified	09 Not working – not wishing to work
XHO isiXhosa	8 Mpumalanga	U Unknown	10 Not working – none of the above
XIT xiTsonga			97 N/A : Aged < 15
ZUL isiZulu			98 N/A : Institution
NDE siNdebele			

	9 Limpopo		
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Learner's Name	Learner's ID	Learner's School	Learner's Grade
[Faint Name]	[Faint ID]	[Faint School]	[Faint Grade]
[Faint Name]	[Faint ID]	[Faint School]	[Faint Grade]
[Faint Name]	[Faint ID]	[Faint School]	[Faint Grade]
[Faint Name]	[Faint ID]	[Faint School]	[Faint Grade]

**COMPLETE THE FOLLOWING DOCUMENT AND SIGN IT****The Pre-Assessment Interview Evaluation**

WAS THE FOLLOWING EXPLAINED?	YES	NO
The assessor explained to me how the national ETD structure works including:-		
• The SAQA structure	✓	
• The national qualifications framework (NQF)	✓	
• How my assessment is linked to the NQF	✓	
• The National Learners Record Database (NLRD)	✓	
• My career options after this assessment	✓	
A Pre-assessment meeting was held	✓	
The assessor explained to me the assessment process including:-	✓	
• The US I was to be assessed against	✓	
• The use of Unit standards	✓	
• The assessment against assessment criteria	✓	
• The sequence of activities-time frames	✓	
• The assessment methods for the assessment	✓	
• The feedback process	✓	
The assessor informed me of the following	✓	
• Any barriers that could affect the fairness of the assessment	✓	
• Any special assessment requirements with regard to language preference or disabilities	✓	
• The appeals procedure to follow if I am not satisfied with the way the assessment is done or the results thereof	✓	
• The process to be followed for reassessment	✓	
• Re-assessments and any costs involved	✓	
WAS THE FOLLOWING EXPLAINED?	YES	NO
The assessor gave me	✓	
• A copy of the US to be assessed against	✓	
• The assessment instruments to be used for the assessment and the assessment plan with time frames	✓	
• An opportunity to contribute to the process by suggesting other methods of assessment and pointing out any special needs I may have	✓	

Declaration by Candidate			
X			
Learner	Date 28/07/17	Assessor	Date 28/7/2017.

**COMPLETE THE FOLLOWING DOCUMENT AND SIGN IT****The Post-Assessment Evaluation**

Candidate, respond by ticking in the appropriate box	No	Not Sure	Yes
Did the assessor help you to feel relaxed and comfortable?			✓
Did he/she explain the assessment procedure clearly? Did you agree with it?			✓
Did he/she explain the appeals procedure to you before the assessment?			✓
Did he/she encourage you to part and to link your evidence to the standards?			✓
Were you properly prepared for the assessment?			✓
Could you choose the language you used?		✓	
Was the place where the assessment took place good enough? (Was there enough light and air, the right equipment, etc)			✓
Were the questions asked of you clear?			✓
Did your assessor make sure that all assessment criteria and the ranges were covered?			✓
Was there enough time for you to complete the assessment?			✓
Were you given clear feedback against each criterion?			✓
Were assessment decisions clear? Were you they made in a positive manner?			✓
Did you agree with the decision?			✓
If not, are you going to appeal in writing?	✓		X
Have you completed and sign all the necessary Documentation?			✓

Declaration by Candidate			
X			28/07/2017
Learner	Date 28/07/17	Assessor	Date

# Appeals Procedure

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

## Procedure:

### Stage 1: Appeal

- a) Where the candidate disagrees with the assessment given (s) he must explain the reasons for this to the assessor concerned as soon as possible. In most circumstances this will be immediately after receiving the assessment decision.
- b) The assessor should consider the candidate's explanation and provide a response through:
  - A clear explanation or a repeat explanation of the assessment decision following a re-evaluation of the evidence
  - Completion of section 1 of the candidate appeal form
  - Amendment of the candidate's assessment record, if appropriate.
- c) this should take place as quickly as possible and within 3 working days.
- d) if the candidate agrees with the outcome at this stage then the appeal will not proceed any further.
- e) if the candidate is not happy with the outcome then the appeal will proceed to stage two.

### Stage 2: Assessor Investigation

- a) The assessor forwards to the moderator for the relevant section (i.e. Construction) within 3 working days of stage one
  - The original assessment record and candidate evidence, where appropriate
  - The candidate appeal form, with section 1 completed

- b) The moderator will reconsider the assessment decision, normally involving an evaluation of:
- The candidate's evidence and associated records
  - The assessor's rationale for the decision
  - The opinion of another assessor
  - The opinion of the candidate
- c) The RPL moderator should complete section 2 of the candidate RPL appeal form and provide the candidate with the reconsidered decision within 5 working days of receiving the appeal.
- d) Where the candidate remains unhappy with the reconsidered RPL assessment decision, the RPL appeal must proceed to stage three

### Stage 3 – Investigatory Panel

- a) If no resolution has been reached, the stage two moderator will forward details to the unit assessor (UA). These should include:
- RPL candidate appeal form, appropriately completed
  - RPL assessment records
  - Any written comments from the stage two moderator (e.g. Background details)
- b) The unit assessor will then, within 10 working days, convene a panel comprising:
- The unit assessor
  - The stage two moderator
  - Another assessor from the relevant discipline
- c) The panel will evaluate the situation and complete section 3 of the candidate appeal form and the candidate of its decision within 5 working days.
- d) If the candidate is still not satisfied with the outcome (s) he has the right to take the appeal to the appeal panel.

### Stage 4 – Appeals Panel

- a) The unit assessor will forward relevant details to the group assessor (ga) and these should include:
- Candidate appeal form, appropriately completed, (including the reason for the decision of the investigatory panel)
  - Assessment record sheets
  - Written comments from the moderator (as supplied to stage three panel)
- b) The group assessor will convene, within 10 working days notification, a panel comprising:
- The group assessor or the appropriate senior post holder

- The stage two moderator
- The original assessor

The candidate should be invited to attend with a friend/colleague of the candidate if they wish. The panel will reconsider the assessment evidence, led by the group assessor.


- c) The panel must reach a decision and inform the candidate of the result within 5 days, in writing
- d) The decision of the panel is final
- e) Records of all appeals should be logged and made available as appropriate to:
  - The external verifier
  - The quality assurance group with responsibility for assessment

**APPEALS APPLICATION**

<b>Candidate</b>		<b>Application Date</b>	
<b>Assessor</b>		<b>Assessment Date</b>	
<b>Assessment Venue</b>			

<b>Qualification against which you were assessed</b>			

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

Candidate signature		Date	
Moderator signature		Date	