



Phiwokuhle Projects and Training Academy t/a P3 Training Academy

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ASSESSOR GUIDE AND MATIX



SAQA ID	NQF LEVEL	CREDITS	UNIT STANDARD
259622	2	3	Describe the functions of the workplace health and safety representative

Assessor Guide and Matrix

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1) Instructions to Assessor

Purpose of The Assessment

The person credited with this unit standard is able to understand the objectives and statutory requirements pertaining to health and safety in the workplace. The learners will be able to explain the rights, powers, functions and duties of the workplace health and safety representative and how any errant health, safety and environmental issues may be handled. Learners will also be able to participate in the safety, health and environmental structures and measure these activities according to health, safety and environmental requirements.

The qualifying learner is capable of:

- ▲ Describing the framework of workplace health and safety legislation pertaining to health and safety representatives.
- ▲ Explaining the specified requirements to conduct safety, health and environmental representation activities at a working place.
- ▲ Addressing safety, health and environment related issues within their scope of authority.
- ▲ Complying with the activities within safety, health and environmental structures.

Learning Assumptions

- ▲ Communication at NQF Level 1 or equivalent.
- ▲ Mathematical Literacy at NQF Level 1 or equivalent.

Assessment Methods

The following assessment methods will be used:

- ▲ Written and/or/verbal questioning on Formative Assessment and Summative Assessment
- ▲ Classroom and Workplace Practical Assessment

2) Assessment Process

General

- ⚠ Use the assessment guide and your latest company policies and standard operating procedures to assess the evidence received from the learner.
- ⚠ Use the section: Addition Comments/Questions to note down any further comments or questions on the evidence assessed.
- ⚠ Use the model answers as a guideline to assess the learner's answers to the assessment questionnaire.

Step 1 - Planning for the Assessment

Review this assessment guide to:

- ⚠ Ensure that you understand all the requirements of the assessment in terms of evidence required to prove competence.

Identify and prepare the learner for the assessment by:

- ⚠ Completing the Assessment Plan on the Learner Information Form with the learner to discuss and agree the details regarding the assessment.
- ⚠ Completing the Assessment Preparation Checklist on the Learner Information Form and getting the learner to sign.

Ensure that you have familiarized yourself with the following:

- ⚠ The various patrolling functions and standard operating procedures within the company.

Step 2: Complete the Assessment

- ⚠ Collect the evidence in accordance with the methods and evidence requirements specified.
- ⚠ Mark each question as correct or incorrect with a tick for correct and a cross for incorrect.
- ⚠ Record the evidence on the learner summative and indicate "Competent", "Not Yet Competent" for each assessment criterion. Note down any comments.

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- ⚠ Ask the learner additional questions, if necessary, to clarify points.
- ⚠ All questions must be complete as per the criteria specified.
- ⚠ Model answers are a guide to you there might not be definite.

Step 3 - After the Assessment

- ⚠ Prepare the feedback by writing comprehensive, developmental feedback after each section on the Assignment Sheets. In addition to this,
- ⚠ Provide the feedback to the learner in a safe and respectful manner.
- ⚠ Ensure that your feedback is developmental and supportive in nature.
- ⚠ Advise the learner on what action to follow in the event of a “Not Yet Competent” rating.
- ⚠ Advise the learner on what action to take where he/she feels the need to appeal against your decision.
Allow the learner time to provide you with feedback relevant to the process.
- ⚠ Record the learner’s feedback and ensure that it is given to the person responsible for the quality assurance of assessment tools.
- ⚠ Ensure that the learner co-signs the feedback to indicate agreement with the feedback.

3) Assessment Documentation Required

Step 1: Planning for the Assessment

- ⚠ Assessment Plan
- ⚠ Assessment Policy (including Appeals)
- ⚠ Evidence Matrix
- ⚠ Assessment Instruments

Step 2: Conducting the Assessment

- ⚠ Assessor Guide
- ⚠ Formative Assessment
- ⚠ Summative and Practical Assessment pack

Step 3: After the Assessment


- ⚠ Assessment Comments

 Feedback Report

4) Specific Instructions

The actual summative assessments need to be completed and signed off by both learner and assessor. The completed assessment pack will be kept in safekeeping at the training provider for a year. Records are kept and archived for three to five years.

Guidelines where an appeal is lodged

 The normal appeal procedure prescribed by SETA and described by the provider's Quality Management System will be followed.

Assessment Instruments

TAKE NOTE

The assessment instruments included in this assessment pack are all summative assessment instruments and are to be read in conjunction with the formative assessment instruments. Both formative assessment and summative assessments are to be retained as part of the learner's portfolio of evidence.

Pre – Assessment Agenda

Pre-assessment meeting held on Date: _____
At: _____

Agenda for The Pre-Assessment Meeting

1) Explanation of The Unit Standards Specific Outcome	2) Purpose of Assessment
3) The Benefits of Assessments	4) Process of Assessment & Assessment Plan
5) Confirmation of Date for Assessments	6) RPL Documents
7) Appeals Procedure (Appeal Form on Request)	8) General
9) Closure	

The meeting was adjourned at Time: _____

Learner Signature	
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Facilitator/ Assessor Signature	
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We will discuss on the pre-assessment meeting:

- ⚠ The purpose of the assessment.
- ⚠ The date, time and venue of your assessment.
- ⚠ The context of the NQF.
- ⚠ The Unit Standard against which you will be assessed.
- ⚠ The credit value, level, of the unit standard against which you will be assessed.
- ⚠ The assessment procedure.
- ⚠ The assessment methods to be used in your assessment.
- ⚠ How the evidence will be collected.
- ⚠ Your special requirements, whether medical or personal, that will affect the assessment procedure. And agree to feedback procedures.
- ⚠ The moderation processes.
- ⚠ Appeals procedure. (Form to be given upon request)

Assessment Preparation Sheet

Description	Yes	No	Comments/ Contingency
Your assessment evidence needs to be submitted on(day) of.....(month).....(year) at the following address/place.....			
You will be assessed based on the outlined Unit Standards. The assessment activities are linked to specific outcomes/assessment criteria of the outlined Unit Standards.			
To determine your competence level, the following are the methods to be used for this assessment: 1) Knowledge questionnaire 2) Product Sampling 3) Practical assessment			

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4) Workplace assignments			
To be declared competent you should have obtained at least 70% of the total mark of this assessment.			
You will be provided with detailed feedback on your performance of this assessment as follows: 1) Written Feedback 2) Verbal Feedback			
Should you be declared “not yet competent” on this assessment, you will be entitled for re-assessment opportunity.			
You will be required to re-submit evidence (only for areas) you were declared not yet competent. A date for re-submission will be agreed with the assessor.			
You will be entitled to lodge an appeal should you not be satisfied with the assessment decision of your assessment.			
You will be required to provide the assessor feedback on assessment procedure – this is to assist in improving the assessment practices.			
Your results of assessment and portfolio of evidence information will not be provided to any person without your written consent.			

Assessment Plan

Assessment Start Date: _____
 Estimated Completion Date: _____




Venue	Ass Date/s	Evidence Required
		Formative Assessment
		Summative Assessment
		Workplace Practical Assessment
		Classroom Practical Assessment
		Handout

Declarations

Candidates Evidence Declaration

I hereby certify that the evidence contained in this portfolio is genuine, it is my work.

Candidates Code of Conduct Declaration

-  Candidates are expected to sign the attendance register throughout the training
-  Candidates are expected to attend the training until the end of the course, if by any reason the candidate cannot attend, s/he will have to catch up at his/her own time.
-  During the programme you are required to participate in the classroom style learning. Thereafter you will be required to complete the summative assessment and hand it in at the given date.

Learner Signature

Candidates Declaration of Understanding

I herewith declare that I am ready for the assessment, that we have reviewed the assessment plan, I understand the assessment process and am happy that the assessment will be conducted in a fair manner.

Learner Signature

Facilitator/ Assessor Signature

Assessment Process

The Steps	How
Prepare for the Assessment	<p>1) Review this assessment guide to:</p> <ul style="list-style-type: none"> ⚠️ Ensure that you understand all the requirements of the assessment in terms of evidence required to prove competence. ⚠️ Validate the assessment instruments against the candidate’s context. ⚠️ Ensure that you have familiarised yourself with all the policies and procedures referred to in the assessment guide. <p>2) Identify and prepare the candidate for the assessment by: Conducting the “Assessment Preparation Sheet” where all the details regarding the assessment are discussed and agreed to by all parties.</p>
Conduct Assessment	<p>1) Review the assessment plan with the candidate.</p> <p>2) Collect the evidence in accordance with the instrument requirements.</p> <p>Please note that the checklist covers the following: Knowledge Questioning: This assessment covers all the foundational competence as outlined by the specific outcomes, range statements and assessment criteria in the unit standard and may be conducted as a written or oral test. Gather, record</p>

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	and make judgments on all the evidence.
<p>Make assessment Decision</p>	<ol style="list-style-type: none"> 1) Make assessment decision and discuss the results with the learner. 2) Ensure that your feedback is developmental and supportive in nature. 3) Advise the candidate on what action to follow in the event of a “Not-Yet-Competent”. 4) Advise the candidate on what action to take where he/she feels the need to appeal your decision. 5) Allow the candidate time to provide you with feedback relevant to the process. 6) Ensure the candidate countersigns the “Assessment Decision” to indicate his/her agreement to the feedback and overall score. 7) Record the candidate’s feedback and ensure that it is provided to the person responsible for the quality assurance of assessment tools. <p>Handle any disputes and identify matter that requires contingency planning.</p>
<p>Review the Assessment Process</p>	<p>Complete the “Assessment Review” documents</p>

Summative Assessment

Assessment Review

Please indicate appropriate response by ticking under “yes” or “no”

Assessment Review	Yes	No
Appropriateness: Do you think that this assignment is the best way to assess your performance against the unit standard		
Fairness: Does this method of assessment present any barriers that may keep you from meeting the requirement of the unit standard?		
Valid: Do you think the assignment relates well to the unit standard?		
Direct: Do you think that the assignment is practical and realistic?		
Openness: Did you have a clear understanding of what was expected of you?		
Any comments:		

Candidates name:

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For office use only:

Cumulative Record of Achievement for the Candidate

Outcome Achieved			Top up Evidence/Re-assessment				Top up Evidence/Re-assessment	
	C	NYC	C	NYC	C	NYC	C	NYC
Question 1								
Question 2								
Question 3								
Question 4								

Assessor Final Report

Declared as:	Competent	Not yet competent
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Signature Assessor: _____ Date: _____

Moderation Report and Result Summary

Details of Moderation

Moderator Name:	
Moderator Surname:	
Moderator Registration No:	

Results of Moderation

Assessment Decision Uphold	
Assessment Decision Uphold, with minor revisions	
Assessment decision Not Uphold	

Comments on Moderation

Signature Moderator: _____ Date: _____

Re-Assessment Policy

The following will apply with reference to the Phiwokuhle Projects and Training Academy re-assessment policy:

- 1) When a candidate has to undergo re-assessment, he/she will be given specific feedback and guidance so as to concentrate on areas of weakness.
- 2) The onus is on the candidate to communicate with the assessor to inform him/her when he/she is ready for assessment or administrator
- 3) The re-assessment will take place in the same/similar situation or context and under the same conditions
- 4) The same assessment methods and/or instruments may be used, but the task and materials will be different but at the same level and complexity as the previous task
- 5) Re-assessment can take place a maximum of 2 times per candidate, per unit standard. Any further reassessment must be discussed with clients so as to arrive at the best solution and advice for the learner.
- 6) A maximum of 1 months will be allowed in between each re-assessment, unless otherwise discussed between the parties
- 7) Guidance will be given to those candidates who are unsuccessful after 3 attempts, and possible and more suitable learning avenues will be offered to learners. Costs will be discussed, and client and any costs incurred will be at a learners' cost.

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Unit Standard Alignment

(This Skills Programme is aligned to the following Unit Standards)

Assessment Matrix: US ID: 259622							
Describe the functions of the workplace health and safety representative					Credits: 3	ID: 259622	NQF Level: 2
Formative & Practical Assessment Strategy Legend	R = Research	Q = Questioning	L = Labelling	RP = Role-Play	D = Demonstrate	CA = Classroom Activity	WA = Workplace Activity
Summative Assessment Strategy Legend	L = Labelling	Q = Questioning	CS = Case Study	MC = Multiple Choice	TF = True and False	M = Matching	
Abbreviation Legend	LM = Learner Manual	FA = Formative Assessment	SA = Summative Assessment	CPA = Classroom Practical Assessment	WPA = Workplace Practical Assessment		
Specific Outcomes and Assessment Criteria	Delivery Methods	Media Aids, Resources	FA & PA Strategy	FA & PA Activities	SA Strategy	Reference	CCFO
Specific Outcome 1	Describe the framework of workplace health and safety legislation pertaining to health and safety representatives.						
Outcome Range							
AC1 Definitions and terminology contained in the current legislation are explained in terms of specified requirements of the workplace.	Facilitation Classroom discussion.	Learner Manual, Power-point Presentation	Q	FA: Activity 1 Q:1	MC, M	LM: Pg. 12-13 FA: Activity 1 Pg. 2 SA: Pg. 2	CCFO

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Specific Outcomes and Assessment Criteria	Delivery Methods	Media Aids, Resources	FA & PA Strategy	FA & PA Activities	SA Strategy	Reference	CCFO
AC 2 The objectives of the relevant current legislation are described in terms of their impact on both employees and employers.	Facilitation. Classroom discussion.	Learner Manual, Power-point Presentation	Q	FA: Activity 1 Q: 2 & 3	MC	LM: Pg. 13 -14 FA: Activity 1 Pg. 2 SA: Pg. 2	CCFO
AC 3 The importance of complying with the terms of the current relevant legislation is explained in terms of the consequences to health, safety, environment and production.	Facilitation. Classroom discussion.	Learner Manual, Power-point Presentation	Q	FA: Activity 1 Q 4	MC	LM: Pg. 14-17 FA: Activity 1 Pg. 3 SA: Pg.6	CCFO
AC 4 The statutory requirements applicable to a health and safety representative are explained in terms of their effect on the duties and functions.	Facilitation. Classroom discussion.	Learner Manual, Power-point Presentation	Q	FA: Activity 1 Q: 5 -8	MC, Q, TF	LM: Pg. 17-21 FA: Activity 1 Pg. 3 SA: Pg. 2	CCFO
AC 5 The statutory requirements applicable to a health and safety committee member are explained in terms of their effect on the duties and functions applicable.	Facilitation. Classroom discussion.	Learner Manual, Power-point Presentation	Q	FA: Activity 1 Q 9 & 10	MC, Q, TF	LM: Pg. 21-22 FA: Activity 1 Pg. 3,4 SA: Pg.6	CCFO

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Specific Outcomes and Assessment Criteria	Delivery Methods	Media Aids, Resources	FA & PA Strategy	FA & PA Activities	SA Strategy	Reference	CCFO
<p>AC 6</p> <p>The statutory requirements of the employer are explained in terms of their effect on the functions, duties and responsibilities of the health and safety representative.</p>	Facilitation. Classroom discussion	Learner Manual, Power-point Presentation	WA	-	-	<p>LM: Pg. 22-23 FA: Activity 1 Pg. 2 SA: Pg. 3-6</p>	CCFO
Specific Outcome 2	Explain the specified requirements to conduct safety, health and environmental representation activities at a working place.						
<p>AC 1 The specific functions and rights of the health and safety representative are explained in terms of the relevant legislation.</p>	Classroom demonstration, Classroom discussion	First-aid Kit	WA	<p>FA: Activity 2 Q 1</p>	Q	<p>LM: Pg. 24-25 FA: Activity 2 Pg. 4 SA: Pg.5</p>	CCFO
<p>AC 2 The importance and purpose of conducting safety, health and environmental representation activities are explained in terms of the consequences to safety, health, environment and production.</p>	Classroom demonstration, Classroom discussion	First-aid Kit	WA	<p>FA: Activity 2 Q 2 -5</p>	MC, Q, M	<p>LM: Pg. 25-32 FA: Activity 2 Pg. 4,5 SA: Pg.4-5,7-8</p>	CCFO

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Specific Outcomes and Assessment Criteria	Delivery Methods	Media Aids, Resources	FA & PA Strategy	FA & PA Activities	SA Strategy	Reference	CCFO
Specific Outcome 3	Address safety, health and environment related issues within the scope of authority.						
AC 1 Safety, health and environment related issues are dealt with at the appropriate level, according to specified requirements.	Facilitation. Classroom discussion.	Learner Manual, Power-point Presentation	Q	-	-	LM: Pg. 33-36 FA: Activity 3 Pg. 3-4	CCFO
AC 2 Facts related to safety, health and environmental issues are established from information obtained, using accepted data gathering methods..	Facilitation. Classroom discussion.	Learner Manual, Power-point Presentation	Q	FA: Activity 3 Q 1-3	MC, Q, TF, M	LM: Pg. 36-42 FA: Activity 3 Pg. 3-4 SA: Pg. 4-6,8	CCFO
AC 3 Resolution of safety, health and environment related issues is attempted according to legislation and organisational policy and procedures.	Facilitation. Classroom discussion.	Learner Manual, Power-point Presentation	Q CA	-	-	LM: Pg. 42-43 SA: Pg.2	CCFO
AC4 The importance of resolving safety, health and environmental related issues is explained in terms of the consequences to health, safety, environment and production.	Facilitation. Classroom discussion.	Learner Manual, Power-point Presentation	Q CA	-	TF	LM: Pg. 43-45 FA: Activity 3 Pg. 3-4 SA: Pg.6	CCFO

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Specific Outcomes and Assessment Criteria	Delivery Methods	Media Aids, Resources	FA & PA Strategy	FA & PA Activities	SA Strategy	Reference	CCFO
Specific Outcome 4	Comply with the activities within safety, health and environmental structures.						
AC 1 The extent of participation within safety, health and environmental structures, is explained according to legislative requirements	Facilitation. Classroom discussion.	Learner Manual, Power-point Presentation	Q	FA: Activity 4 Q 1	TF	LM: Pg. 46-47 FA: Activity 4 Pg. 6 SA: Pg. 6	CCFO
AC 2 Consultative requirements of the health and safety representative are described in terms of their impact on interested and affected parties..	Facilitation. Classroom discussion.	Learner Manual, Power-point Presentation	Q	FA: Activity 4 Q 2	-	LM: Pg. 47-49 FA: Activity 4 Pg. 6	CCFO
AC 3 The importance of participating in the activities within the safety, health and environmental structures is explained in terms of the consequences to health, safety, environment and production..	Facilitation. Classroom discussion.	Learner Manual, Power-point Presentation	Q CA	-	-	LM: Pg. 49-50 SA: Pg. 4,8-9	CCFO
AC4 Participation in the activities of the safety, health and environmental structures are measured according to health, safety and environmental requirements.	Facilitation. Classroom discussion.	Learner Manual, Power-point Presentation	Q CA	FA: Activity 4 Q 6, 12, 14 Activity 5 Q 16,17,18,19	-	LM: Pg. 50-51 FA: Activity 4 Pg. 6	CCFO