



inseta
INSURANCE SECTOR EDUCATION
AND TRAINING AUTHORITY

Generic Assessor Guide

	Index	Page
1	Introduction	2
2	Assessment	4
3	Assessment Policy	7
4	Portfolio of Evidence Guidelines	8
5	Assessment Tools	8
6	Competence Judgement	9
7	Evidence record	10
8	Authenticity	10
9	Feedback	13
10	Each learning unit	14
11	Assumptions	17
12	Templates	23
13	Procedures for assessors and moderators	61

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Generic Guidelines for Assessment

(With acknowledgement to "Learning Performance Link")

1. Introduction

Assessment philosophies and approaches have changed radically from what most people have experienced in the past. Due to the pressure of changed legislation (SAQA, Employment Equity and Skills Development Acts) and the need to move towards world best practice, the assessment of learners against these Financial Services and Insurance standards needs to follow a new approach:

National standards, with their associated outcomes should reflect a vision of learning that is empowering, relevant, transformative - in fact that reflects all of the SAQA principles.

Learning – A new approach

Meaningful learning occurs when a learner has a knowledge base that can be used with fluency to make sense of the world, solve problems and learn to make decisions across new and changing contexts. Consequently assessment must be used as a support to learning rather than to just indicate current or past achievement. Learners need to be self-determined, feel capable, and continually strive to acquire and use the tools they possess in order to learn. They need to be strategic learners who have a repertoire of effective strategies for their own learning. Finally, they need to be empathetic learners who view themselves and the world from perspectives other than their own.

New approach to assessment

An indicator of such learners is a knowledge and skills base that is increasingly fluent, coherent, principled, useful and goal-oriented. It is therefore critical that assessment be designed to capture such evidence. In other words assessment can be designed to display to the learner models of performance that can be realistically striven towards. Good assessment practice should also indicate to learners the assistance, experiences and forms of practice they require for full competence.

In the traditional schooling experience, student learning was most often measured only by testing specific questions which (1) are tangible and structured and can be administered within a limited time period and (2) usually tap a limited amount of cognitive knowledge and skills.

Now, with the expanded concept of learning, it is increasingly important to remember that paper- and pencil-testing is only one way to collect information about learning. The broader concept of assessment is more appropriate. Assessment includes paper and pencil-testing but should also include other procedures such as rating items on scales, observing learner performances, critiquing learner products, conducting interviews, and reviewing a learner's background or previous performance by means of portfolios.

The concept of assessment broadens the kind of information that is collected about learners and the way that this information is used in the evaluation of learner learning. Assessment needs to tap into and build upon the strengths that learners, in all their diversity, bring to the learning situation. In other words our assessment strategies should broaden way beyond measuring mere subject-matter acquisition and retention. It should strive for measuring competence in its comprehensive form of practical (doing), foundational (knowing) and most importantly, reflexive (adapting practice to new contexts).

Assessment should offer advice that can be acted upon by both learners and facilitators and constructed accordingly. The assessments must themselves be useful in terms of learners using new knowledge and skills to improve practice.

Integrative assessment

There is a strong indication that assessment must integrate, rather than separate, cognitive, affective and skills factors. The most powerful way of achieving this is by referencing to national standards that reflect this integration.

We should strive for a more interactive model of assessment, one that reflects the reality that learners are affected by all forms of testing. In moving away from standardised testing, we should be moving towards standards-based assessment which supports best practice.

Standards-based assessment

In the past, assessment tested a learner's ability to reproduce facts, facts which could often be learnt by rote, facts which had little or no relevance to the learner's context of learning and learning which involved very little critical analysis or critical thinking.

Even practical demonstrations were a mechanical exercise concentrating on a micro, not macro process. Assessment did not involve learners in the process and usually occurred at the end of a course / programme. Learners were ranked and stereotyped as a result of assessment.

Standards-based assessment is assessment which is designed to show what learners understand and what they can do and can apply from what they have learnt. In order to achieve this, learners must understand the purpose of assessment and the methods of assessment, they must develop reflective and self-analytical skills. Assessment must be formative (part of the learning process, not separated from it) be continuous so as to be diagnostic and/or remedial, show process analysis and product analysis and be transparent (criterion referenced) and self-referenced not norm referenced (not measured against how other learners performs).

Standards-based assessment allows the learner to demonstrate complex learning that integrates knowledge, skills and attitudes / values with understanding and the ability to apply this across new and different contexts (applied competence).

The only reason why these are often divided into separate units is because it is easier to teach them this way, not because they are acquired in this way or because they operate in this way. In the past, different institutions have emphasised different components of performance. However, an integrated approach would suggest that we should recognise all of the components across the whole system. Each component, though, will need to be assessed, and will demand potentially different strategies for assessment within an integrated assessment.

Standards-based assessment needs to measure applied competence, which is not directly observable. Consequently the most reliable assessment is by inferring it from actual performance.

Professional judgement has always been a part of assessment - no matter how scientific. Furthermore, if standards-based assessment is correctly designed, it does meet very realistic requirements of reliability and validity, challenging any of its psychometric alternatives in terms of 'objectivity'.

Responsibilities of an assessor

With the newly developed approach as detailed above, the assessor now has the following responsibilities:

- Plan assessments
- Prepare the candidate for assessment
- Conduct the assessment
- Judge the evidence of a candidate's performance, knowledge and understanding against the national standards.
- Decide whether the candidate has demonstrated competence.
- Provide feedback to the candidate.
- Maintain accurate records.
- Record all the assessment results.
- Review the assessment

This Assessor Guide sets out to empower the assessors and moderators working with this Unit Standard to carry out an assessment which follows all the NQF principles of assessment which are:

Appropriateness
Relevancy
Credibility
Coherence
Accessibility
Portability
Reflection
Effectiveness and efficiency
Authenticity
Validity
Reliability
Sufficiency
Currency

2. Assessment

2.1 Assessment summary

According to the INSQA Framework for Assessment and Moderation, Portfolios of Evidence are required to contain both formative and summative assessment.

Three different categories of assessment are required as reflected in the table below:

Tasks and Activities	Independent Research	Summative Assessment
Mainly formative assessment validated by the training facilitator or the line manager. <ul style="list-style-type: none"> ◆ Classroom-generated ◆ Workplace generated 	Could be formative or summative assessment validated by the training facilitator and learner, for example: <ul style="list-style-type: none"> ◆ Interviews ◆ Surveys ◆ Research Assignments 	Pen and Paper type test. <ul style="list-style-type: none"> ◆ Integrate skills, knowledge, values and attitudes (SKVA). ◆ The length of the test should be relative to the number of credits allocated to the unit standard, for example approx. 60 minutes for a 3-credit standard.

The three categories above are all equally important, but the ratio of task: research: test may vary according to the requirements of the specific unit standard.

For the unit standard described (for example, 242584) the following activities and percentages apply:

	Tasks and Activities	Independent Research	Summative Assessment
Activities	<ul style="list-style-type: none"> ◆ Topic Web of Act ◆ Express own views, share information & knowledge ◆ Peer observation on the job ◆ Group exercises 	<ul style="list-style-type: none"> ◆ Search & find information ◆ Analyze and summarise ◆ Group Exercises (formative assessments) 	
Assessment Tools	<ul style="list-style-type: none"> ◆ Direct Observation ◆ Questioning ◆ Feedback 	<ul style="list-style-type: none"> ◆ Reading & comprehension ◆ Assignment 	<ul style="list-style-type: none"> ◆ Summative assessments at end of each module

	<ul style="list-style-type: none"> ◆ Observation ◆ Role Play 		<ul style="list-style-type: none"> ◆ Written Assessment (Final) Research Project
Distribution of Notional Hours of Learning	Total of 10 hours	Total of 5 hours	Total of 5 hours
Ratio	Tasks and activities comprise 50% of the total assessment.	Independent research comprises 25% of the total assessment.	Summative assessment comprises 25% of the total assessment.

2.2 Assessment procedures

Learner Preparation/ Planning of assessment	<p>A very important OBA principle is that a learner must be prepared for any assessment which he/she considers him/herself ready to undergo. This means that the learner should have advanced knowledge about the following:</p> <ul style="list-style-type: none"> • The outcomes against which the learner will be assessed • The evidence on which the learner will be judged • The methods by which the learner will be assessed • The assessment tools/instruments which will be used • The preparation which the learner needs to make for the assessment • Any equipment/ stationary etc the learner will require to bring to the assessment • Any cut-off date for written assignments, projects, portfolios of evidence etc, to be handed in • The appeals procedure <p>A learner can be informed about an assessment by the memo attached to this Assessor Guide. MTC will use a Read Receipt option to acknowledge assessment information. Masifunde uses an Orientation Guide and a Pre-Assessment Checklist.</p>
Assessor Preparation	<p>The assessor needs to be prepared for the following:</p> <ul style="list-style-type: none"> • Learner has been sufficiently prepared for the assessment • All necessary line managers etc. have been informed (see table below) • All arrangements have been made to put the learner at ease • All assessment tools must be on hand and sufficient in number • Any special arrangements in terms of group assessments • Any audio-visual aids to be ready if required • Any special learner disabilities • Any special language requirements • Any special invigilation requirements • Any refreshments required • Arrangements for feedback are made • All the necessary reporting is made to the learner, employer and training provider
Assessment guidelines and tools	<ul style="list-style-type: none"> • The Learner Guide should be worked through in sequence of modules in the Learner Guide to promote understanding, insight and ability to comprehend and effectively comment on case studies. • The Assessment Summary gives guidance as to when group work should take place and suggests that the knowledge test take place when all aspects of the unit standard

	<p>have been addressed.</p> <ul style="list-style-type: none"> Formative assessment can take place as soon as individual activities have been completed. As this unit standard is common to all sub sectors within the insurance industry, it may be useful for several insurance companies to combine for group work projects as this will provide learners with greater insight and understanding of conflicts of interest.
Results:	<p>These will be available twenty-one days after the final assessment of the portfolio of evidence and will be communicated to the learner with copies to the employer if so requested.</p> <p>Results are kept on record for INSETA purposes for a minimum of 5 years.</p>
Evidence of Feedback	If formal feedback is given to a learner, evidence of such feedback is to be recorded as per the Overall Competency template attached.
Policy and appeals:	This assessment, including the recording of results and any possible appeal to these, is governed by the INSETA official assessment policy. Any appeals will be dealt with first. (See below for the Appeals Procedure)

2.2.1 Table to show who needs to be contacted for an assessment

	Name	Contact details
The learner		
The learner's facilitator		
The training supervisor of the organisation or the Learnership Manager		
The learner's line manager		
Moderator responsible for quality assurance		
People responsible for managing resources needed to carry out the assessment		
Office personnel at the assessment venue		
People working in the area where the assessment will be conducted		

2.2.2 Table to show Appeals Procedure

Stage 1	<ol style="list-style-type: none"> Discuss the issue with the assessor. Try to find a solution for the problem.
Stage 2	<ol style="list-style-type: none"> If there is still a disagreement, submit a written complaint to the internal moderator within two weeks of the assessment.
Stage 3	<ol style="list-style-type: none"> The internal moderator will conduct an investigation and meet with both parties. A decision will be taken by the internal moderator, who will provide both parties with a report within four weeks.
Stage 4	<ol style="list-style-type: none"> If the learner is still unhappy about the outcome, he/she should refer the matter to INSQA.

3. Assessment Policy

(This will be put in place by each Training Provider. The points below are an example of what the Assessment Policy may contain.)

- 3.1 The competency criteria for the formative assessment consists of achieving a minimum of 50% for the each Portfolio of Evidence.
- 3.2 In addition, the learner may not leave questions unanswered or achieve zero for any assessment. There must be evidence of understanding for all the specific outcomes. Even if the total number of marks gained is sufficient for Competency, the learner must complete and achieve marks for every assessment.
- 3.3 The learner must be found Competent in the formative assessment of each unit standard before he may write the summative assessment.
- 3.4 Where unit standards are clustered into skills programmes, the Training Provider's assessment policy may require that all the unit standards in the skills cluster be competent before the learner may write the summative assessment for that cluster.
- 3.5 If the learner achieves 50% in the summative assessment, he has passed the summative component.
- 3.6 **Credits can only be awarded to the learner who has been found competent in the formative assessment of the unit standard AND has passed the summative assessment.**
- 3.7 The learner will not be allowed to submit formative work or do remedial activities after the summative assessment has been written.
- 3.8 The learner will be allowed one rewrite opportunity for the summative assessment if he achieves below 50%.
- 3.9 The summative assessment will be invigilated by a responsible person designated by the Training Provider.
- 3.10 The designated invigilator will sign an Invigilator Declaration Form.
- 3.11 An exam register will be signed by the learner and the invigilator.
- 3.12 The learner will sign a Declaration of Authenticity and indicate readiness for the exam.
- 3.13 The exam will be written under strict, closed book conditions.
- 3.14 The exam will be in hard copy form.

4. Portfolio of Evidence Guidelines

INSQA requires portfolio assessment for all unit standards (refer to the INSQA Framework for Assessment and Moderation, dated 13 January 2003). All evidence produced by the learner should be compiled and kept by the learner in a Portfolio of Evidence, as evidence of achievement. The learner should be given a copy of the Portfolio Assessment checklist (see attached) at the start of the module by the facilitator, so that he/she can see what is required. This Portfolio will be assessed internally by the assessor (see attached checklist), and internally moderated by an accredited moderator (using the attached checklist). The learner may subsequently be required to submit the evidence to an external moderation by INSQA, at qualification level.

This unit standard has been designed in such a way as to allow the learner to be guided through the notes and a series of exercises that will culminate in the actual completion of the unit standard.

Formative exercises are included in the learner work file and the learner is required to complete a number of individual tasks and research exercises that can form part of the portfolio of evidence to demonstrate competency.

Formative assessments

This comprises tasks and activities from the Learner Work File. It may also include sourced and attached articles or evidence and facilitator or workplace observations. The completed Learner Work File becomes the Portfolio of Evidence.

Summative assessments

The final assessment is in closed book exam format, written under invigilated conditions.

5. Assessment Tools / Facilitator Methods

Assessment approach:

- Assessment tools will be designed to support the **principles of good assessment**, according to SAQA guidelines
- The essence of the unit standard is based upon the **application of effective / systems thinking** competencies within the context of the financial services industry and sub-sectors
- The tools are designed to accommodate learners who **do not have time to do intensive research**. Most of the information or **sources of information will be provided**.
- A list of resources and website addresses are made available for learners for further research purposes.
- Learners will have to apply their thinking competencies to process the information, apply their own interpretations, obtain input from SME's in the organization and present their findings to their work group during learning interventions.

Tools:

- **Questioning (Written/Oral)**

Questions will be used as an indicator of the learner's ability to apply and use knowledge, skills and attitude and whether the learner can relate knowledge to situations and activities.

- **Assignment**

Learners will be expected to collect relevant information from the printed and electronic media, as well as other sources. Due to time constraints, it is proposed that some of the information will be provided to delegates.

- **Reading and comprehension**

Learners will be expected to read information, which they have gathered, in order to summarize and identify possible impact.

- **Manager Observation (Checklist)**

This tool will be used to support the learner during the learning process, by identification of a Sales Manager or supervisor to provide input or to refer the learner to other sources. The role of the Sales

Manager will be to transfer knowledge and skills as well as to provide support and feedback to the learner in the work place.

- **Role Play**

Learners present their findings to the work group during learning interventions, and feedback is provided via role-play. The tool will measure application of thinking processes and classroom theory.

The following templates are for the assessor's use and comments are supplied for the assessor's convenience:

1. Assessment Matrix reflecting Specific Outcomes, Assessment Criteria and Critical Cross-field Outcomes are mapped to Formative and Summative assessments
2. The Assessment Matrix also contains Rubrics to evaluate Competency
3. Portfolio of Evidence Assessment Checklist
4. Overall Competence Record
5. Learner Self-Review Assessment
6. Learner Assessment Evaluation Questionnaire

6. Competence Judgement

Competence judgements (decisions) should be based on evidence provided by the candidate. The assessor should evaluate all evidence in terms of –

- Validity (accuracy)
- Authenticity (is it the candidate's own work?)
- Reliability (is this evidence consistent with evidence the assessor has gathered previously on the same candidate?)
- Sufficiency (is it enough on which to base a decision?)
- Currency (is the evidence up-to-date?)
- Consistency (is it evident that this (good) performance will be maintained over time?)
- Fairness (an assessment is fair if it does not disadvantage particular persons)

Judgement, in assessment terms can be defined as *“the process of comparing sufficient evidence of a learner's achievements with the required performance criteria and making a decision as to whether or not the necessary competence has been achieved.”* This definition in fact, refers to two stages of the assessment process:

- Comparing the evidence against the criteria for assessment
- Making the decision as to whether or not the necessary competence has been achieved.

It is acknowledged that assessment decisions cannot be made in a vacuum and that a degree of informed subjective judgement on the assessor's part will be necessary. Nevertheless the assessor should be clear about reasons for decisions, since these should form the basis of the feedback to the candidate, both immediate informal and summative (overall).

For example, the Unit Standard 242584: **Demonstrate knowledge and understanding of the FAIS Act**”, overall competence will be judged based upon the following criteria:

1. Assessed as competent through
 - Portfolio of evidence consisting of written assignments ***plus***

- Closed book summative assessment
2. If the learner does not achieve 50% in the formative assessment, the candidate should be re-assessed after a period of remedial development.
 3. The learner has 2 resubmission opportunities.
 4. The learner must achieve 50% in the closed book summative assessment.
 5. See the Assessment Policy for detail.
 6. See the Overall Competence Record template used to judge the overall competency of candidates.

7. Evidence record

Evidence is generally classified into three types:

Direct evidence:	The assessor directly observes the learner's actual performance in a workplace.
Indirect evidence:	When it is not possible or desirable for the learner to be assessed on own performance in a workplace due to cost or risk / danger.
Supplementary evidence:	This type of evidence allows the assessor to infer the learner's competence (i.e. drawing a conclusion by judging evidence).

These three sources of evidence are complementary sources of information about the learner's competence – they are best used in a mix of all three. Used together they can give a balanced picture of the learner's performance. Using a good mix of all three sources of evidence means that the task of assessing competence can be kept manageable and cost effective.

8. Authenticity

It is very important that the work submitted by the Learner is his own authentic work.

8.1 Formative assessment:

- 8.1.1 Formative assessment sometimes requires group work and research assignments to be completed. In this case, the members of the group must be named in the Formative assessment.
- 8.1.2 Even if done in a group context, the learner is required to understand the work, internalize it and answer questions in his own words.
- 8.1.3 The learners may not copy directly from any source without acknowledging the source.
- 8.1.4 The learner may not copy from other learners.
- 8.1.5 The learner may not allow anyone else to write/ type in his POE.
- 8.1.6 The learner is responsible for safeguarding his POEs while in his possession.
- 8.1.7 The learner must not write in pencil.
- 8.1.8 Handwriting must remain as consistent as possible throughout the POE.
- 8.1.9 The Declaration of Authenticity must be signed by the learner.
- 8.1.10 Where e-learners have an individual log-in password, this must not be divulged to anyone else.

INSETA Generic Assessor Guide

- 8.1.11 The assessor will be alerted to possible plagiarism by similarities in style, wording, mistakes and common phrases.
- 8.1.12 The assessor may use technology where it is available or developed (e.g. an Authenticity Checking Tool) to check for instances of plagiarism in e-learning formative assessments.
- 8.1.13 The learner is responsible for keeping copies of submitted Portfolios of Evidence.

8.2 Summative assessment:

- 8.2.1 The summative assessment will consist of a cluster of integrated unit standards done at the end of a cluster or qualification or in some cases, individual unit standards towards the completion of a qualification.
- 8.2.2 The summative assessment will be written under strict, closed book conditions.
- 8.2.3 The summative assessment will be invigilated by a responsible person designated by Training Provider.
- 8.2.4 A summative assessment register will be signed by the learner and the invigilator.
- 8.2.5 The learner will sign a Declaration of Authenticity and indicate readiness for the summative assessment.
- 8.2.6 The summative assessment will be in hard copy form.

8.3 Consequences of non-compliance:

When learners are suspected of compromising authenticity, the following steps are taken:

- 8.3.1 The assessor / moderator will report his suspicions to the training provider.
- 8.3.2 The incident will be investigated by the training provider and if authenticity has been compromised,
- 8.3.3 The learner's actions will be reported to the employer and to INSETA.
- 8.3.4 The learner will be subject to investigation and discipline by the employer.
- 8.3.5 The learner will not obtain credits for the compromised work.
- 8.3.6 The learner will not be allowed to take assessments for a year after non-compliance has been established.

Levels of plagiarism and consequences

Level	Description	Consequence
1	Learner copies directly from course material without acknowledging the source Learner fails to explain using his own words	Level 1 offence 1 st time: Warning from training provider Assessor to highlight and direct remediation. Learner NYC, until successful resubmission. Next time: Level 2 offence
2	Learner persists in copying directly from text without acknowledgement Learner copies from another learner without second learner's permission or knowledge Learner copies from another learner with second learner's permission or knowledge	Learner NYC Guilty learner NYC Both learners NYC

	Learner submits work which is not his own	Learner NYC Learner reported to employer Disciplinary action recommended Learner reported to INSETA
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8.4 Appeals process:

- 8.4.1 Discuss the issue with the assessor.
- 8.4.2 Try to find a solution for the problem
- 8.4.3 If there is still a disagreement, submit a written complaint to the internal moderator within two weeks of the assessment.
- 8.4.4 The internal moderator will conduct an investigation and meet with both parties.
- 8.4.5 A decision will be taken by the internal moderator, who will provide both parties with a report within four weeks.
- 8.4.6 If the learner is still unhappy about the outcome, he/she should refer the matter to INSQA.

9. Feedback

The feedback ‘sandwich’ model used in coaching and training can be used effectively in giving assessment feedback on competencies achieved or not yet achieved. The style in which you give feedback will affect what the learner gains from it, if done incorrectly or unfeelingly, the learner may reject your feedback.

- Plan the feedback session. Choose a comfortable private place where the learner will feel at ease and arrange tea/coffee if possible.
- Plan what you will say. Write notes to focus on key areas of feedback.
- Involve learners as participants in the feedback discussion. They will have a good idea of how well they performed. Do this before giving your feedback.
- Begin feedback by asking the learner how he/she thought they performed. Even if the learner did not meet the requirements, find something positive to say about his/her performance. This must be sincere and the honesty and integrity of your feedback must not be compromised.
- Begin with the good news. Stress positive achievements.
- Make your comments specific to the performance and avoid technical jargon.
- Avoid being judgmental. Focus on the learner’s performance, not their personal characteristics or your opinion of them as people.

Feedback can generally be classified into three types:

Constructive positive feedback

This feedback focuses on achievement – the strong points of the learner.

- “Excellent!”
- “Well done!”
- “Accurate!”
- “The way you finished off those edges is really admirable – where did you learn that technique?”

Negative feedback

INSETA Generic Assessor Guide

This is feedback that is a “put down”. It undermines the learner’s abilities, and may make him/her feel useless, angry or upset. This kind of feedback is unhelpful because it doesn’t suggest how improvements can be made. In fact, this type of feedback often does not even recognise that improvement is possible.

- “Now is that the best you could do?!”

Constructive negative feedback

This feedback is critical of some aspects of the learner’s performance, but is considerate of the learner’s feelings and offers supportive strategies to improve performance. Constructive negative feedback emphasises the positive, and always respects the learner’s dignity while communicating bad news. At the same time it offers some options for improvement.

- “Your phrasing was spot on, but perhaps you could consider increasing the pitch or even the tempo.”
- In addition to the informal feedback given to candidates after the completion of the assessment instruments, a final or summative feedback on their status as competent / not competent needs to be given to candidates. As evidence this has happened the following table needs to be completed:
- Assessors must use a red pen to mark candidates’ work and indicate ticks and marks, which must correspond.
- Assessors must total the marks and complete the administrative requirements of the provider.

10. Each learning unit

Each learning unit will consist of the unit standard, e.g.

For example: Unit Standard 242584

PURPOSE OF THE UNIT STANDARD

This Unit Standard is intended for learners in the Financial Services sector who are construed to give financial advice under FAIS. It will be useful for Financial Planners, Intermediaries and learners employed by financial service providers.

The qualifying learner is capable of:

- Explaining the purpose of the Financial Advisory and Intermediary Services Act (FAIS).
- Explaining the requirements for licensing under FAIS.
- Explaining the mechanisms for enforcement and the implications for the intermediary and the industry.
- Discussing the effects of requirements for transparency and the right to information on the financial services industry.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

It is assumed that learners are competent in Communication at Level 3.

UNIT STANDARD RANGE

The typical scope of this unit standard is:

- Financial Advisory and Intermediary Services Act 2002 (FAIS) (Act 37 of 2002) as it applies to Financial Service Providers, Financial Advisors and Intermediaries.

UNIT STANDARD OUTCOME HEADER

N/A

Specific Outcomes and Assessment Criteria:**SPECIFIC OUTCOME 1**

Explain the purpose of the Financial Advisory and Intermediary Services Act (FAIS).

ASSESSMENT CRITERIA**ASSESSMENT CRITERION 1**

The need for the Financial Advisory and Intermediary Services Act (FAIS) is explained with reference to the historical situation in South Africa and similar international legislation.

ASSESSMENT CRITERION 2

The concepts of financial services providers and financial products are explained with examples.

ASSESSMENT CRITERION 3

The protection of consumers afforded by FAIS is explained with examples.

SPECIFIC OUTCOME 2

Explain the requirements for licensing under FAIS.

ASSESSMENT CRITERIA**ASSESSMENT CRITERION 1**

Work roles affected by FAIS are identified with reference to requirements for licensing by the Financial Services Board related to each work role.

ASSESSMENT CRITERION 2

The relationship between Financial Services Providers and representatives is explained with reference to accountability and responsibility.

ASSESSMENT CRITERION 3

The concept of a natural person is explained as defined in the FAIS legislation.

ASSESSMENT CRITERION 4

The process to be followed for licensing and on-going compliance is explained for a financial service provider.

ASSESSMENT CRITERION 5

Conditions under which suspensions, withdrawals and reinstatement of authorisation may be imposed are explained with examples.

SPECIFIC OUTCOME 3

Explain the mechanisms for enforcement and the implications for the intermediary and the industry.

ASSESSMENT CRITERIA**ASSESSMENT CRITERION 1**

The role and functions of the Registrar are explained with reference to the relationship to the

Financial Services Board and the steps that the Registrar could take in cases of non-compliance.

ASSESSMENT CRITERION 2

The role and functions of the FAIS Ombuds are explained with reference to recent rulings and the implications for a sub-sector.

ASSESSMENT CRITERION 3

The role, duties and powers of the courts are described in terms of judgements against organisations and redress through the courts.

ASSESSMENT CRITERION 4

The rights of recourse available to aggrieved clients are explained with examples.

SPECIFIC OUTCOME 4

Discuss the effects of requirements for transparency and the right to information on the financial services industry.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The manner in which complaints are handled by the industry is investigated with reference to Financial Services Board directives.

ASSESSMENT CRITERION 2

The consequences arising from rulings from an approach to a regulatory body by a client are discussed for a specific organisation.

ASSESSMENT CRITERION 3

The impact as a result of rulings by the Ombud is discussed for a selected sub-sector.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

- Anyone assessing a candidate against this Unit Standard must be registered as an assessor with the relevant ETQA or ETQA where a Memorandum of Understanding (MOU) exists with the relevant ETQA.
- Any institution offering learning that will enable achievement of this Unit Standard must be accredited as a provider through the relevant ETQA or ETQA where a Memorandum of Understanding (MOU) exists with the relevant ETQA.
- Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines and the agreed ETQA procedures.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

N/A

UNIT STANDARD DEVELOPMENTAL OUTCOME

N/A

UNIT STANDARD LINKAGES

N/A

Critical Cross-field Outcomes (CCFO):**UNIT STANDARD CCFO COLLECTING**

Learners can collect, organise and critically evaluate information in analysing FAIS legislation and its effect on a sub sector.

UNIT STANDARD CCFO DEMONSTRATING

Learners are able to demonstrate an understanding of the world as a set of related systems when explaining the implications of non-compliance, and the need for legislation to regulate the industry.

UNIT STANDARD CCFO CONTRIBUTING

- Learners are able to act as responsible citizens in the organisation and local community by understanding the mechanisms for enforcement and the implications for financial service providers, the intermediary and the industry.
- Learners are able to explore education and career opportunities in indicating the requirements for licensing.

11. Assumptions

Target group (for whom the learning is meant and their employment status)

- Sales staff, Financial Advisors, Brokers, Sales Management who are employed by financial services organizations who need to know about FAIS in their capacity as advice-giving members of staff.
- Learners who are currently employed in Financial Services Industry and learners who wish to pursue a sales career in the Financial Services Industry.

Learning Methodology (whether the learning will be done individually or in groups)

- Both individual as well as group learning will be applied.
- An action learning approach will be followed. Learners will participate in Group reflection activities in the classroom and do individual research, apply learning “on the job” and feedback to their respective groups their experience.
- Allowing them access to different learning methodologies, to suit their specific learning needs, will accommodate learners with special needs.

Facilitators (who will facilitate the learning)

- Internal or external facilitators can facilitate the learning, depending on the needs of the organization.
- Facilitators need a thorough knowledge or understanding of the operation of a Financial Services organisation (particularly the sales component of the business), as well as an extensive understanding of the nature of the evidence that is to be provided.
- Internal role players, SME’s, Coaches / Mentors, Managers, will be identified by the client organization to be involved in the facilitation process, in order to ensure transfer of knowledge and skills.

Learning site (whether the learning is on-site or remote)

- Both on-site and remote learning is proposed, depending on the needs of the client organization
- Guidance by facilitators of learning management support can be provided via technology – an email based communication channel with learners,
- Technology can also be used for assessment as an option.

Assessment sources

- Various assessment tools will be applied – see below under “Assessments”.
- Internal / external facilitators - Cost and time factors to be considered.

Any other assumptions, which are being made about the learners, the facilitators, the learning environment and the learning infrastructure

- Learners have access to e-mail facilities.
- Internal SME's (possibly sales managers within the organization) and supporting role players are allocated and made available to learners.
- Learners have extensive knowledge of the financial services industry.
- Sufficient time is allocated to enable learners to learn.

Concerns / Issues to be clarified

- Challenge of understanding the legalese and technicalities relating to FAIS.
- Lack of available resources to provide subject matter input.
- Availability of Internal supervisor/Coach (impact on assessment tools)
- Target group: Corporate sales staff (agents) vs. Independent Brokers (SMME's).
- Taking time out of the income earning sales environment to focus on classroom training.
- Time to be spent on research/on the job application.

Possible solutions

- Develop Learner guide to be as user-friendly as possible, using mind maps, spider webs and easy to understand terminology.
- Make learning hours to be as practically oriented and "application driven" as possible. Show learner what the practical implications and application of the Act will result in.

Learning Map

Learning Path for Unit Standard

(This unit standard currently carries 2 credits, however the feeling is that 20 notional hours are not enough. The learning map has therefore been designed for 30 notional hours (3 credits) and INSETA has been requested to review the unit standard accordingly).

Unit Standard Title:	Demonstrate knowledge and understanding of the Financial Advisors and Intermediaries Services Legislation (FAIS)
Level:	4
Credits:	2

Assessment	←Formative / Continuous Assessment→				←Summative Assessment→	
Learning activities for 30 hours of notional learning	Theory input – classroom learning 16 hours ↓	Reading, research, on-the-job application 4 hours ↓	↓	Group exercises – formative assessments 9 hours ↓	Summative assessments – written at end of each unit standard or cluster 1 hour ↓	↓
Portfolio of Evidence	←Compilation of Portfolio of Evidence→					
Complementary workplace practices	Coaching and Mentoring; Performance Management					

Learner Guide

Each unit standard will have a Learner Guide, given to the Learner, Facilitator, Assessor and Moderator.

Learner Work File

Each Learner must complete a Learner Work File, which is handed in on the stipulated date as a Portfolio of Evidence. No assessments may be left blank.

Facilitator Assessor Guide

Each unit standard has a Facilitator Assessor Guide, which gives suggested answers to questions and indicates where marks are to be allocated. **The assessor is requested to mark in red pen, allocating ticks to factors as set out the Facilitator Assessor Guide.** Sometimes the Guide indicates that marks are to be awarded at the assessor's discretion.

Marks are to be tallied and entered on the Assessor Overall Competency Record with the appropriate feedback.

Assessment Plans

Learners each receive a customized Learner Programme, which becomes their Assessment Plan. They are informed by email of submission dates for the formative assessments and summative assessment dates for the year.

Email correspondence containing information about exam arrangements need to have a Read Receipt attached, which should be returned by the learner as proof that they have received the exam information.

A group of learners may receive a timetable with dates for submissions and summative assessments done in consultation with the employer.

Matrixes

Each unit standard will have an accompanying matrix mapping the activities to Specific Outcomes, Assessment Criteria and Critical Cross Field Outcomes. A rubric is also attached for assessment purposes.

See Assessment Matrix attachment

ASSESSMENT MATRIX: Unit Standard 242584

Unit standard title/ Programme Name	Demonstrate knowledge and understanding of the Financial Advisory and Intermediary Services Act 2002 (FAIS) (Act 37 of 2002) as it impacts on a specific financial services sub-sector
Unit Standard ID	242584
Last date of Achievement	2019- 06 -30
NQF Level	4
Credits	2
Notional Hours	20

Specific Outcomes	Assessment Criteria	Learner Guide Heading	Formative Assessment V1 Activity no	Type	Formative Assessment V2 Activity No	Type	Summative Assessment V1 Question no	Type	Summative Assessment V2 Question no	Type
SO 1: Explain the purpose of the Financial Advisory and Intermediary Services Act (FAIS)	AC 1: The need for the Financial Advisory and Intermediary Services Act (FAIS) is explained with reference to the historical situation in South Africa and similar international legislation	1.1 1.2	1	KNO/SQ	1	KNO/SQ	1.1	MC	1.1 6	MC LQ/ESS/ KNO
	AC 2: The concepts of financial services providers and financial products are explained with examples	1.4	2 3	KNO/SQ KNO/SQ	2 3	KNO/SQ KNO/SQ	1.2	MC	1.5	MC
	AC 3: The protection of consumers afforded by FAIS is explained with examples	1.2 1.9 5.2	4	KNO/SQ	4	KNO/SQ	2	ICA	1.2 4 5	MC SQ/KNO SQ/KNO
SO 2: Explain the requirements for licensing under FAIS	AC 1: Work roles affected by FAIS are identified with reference to requirements for licensing by the Financial Services Board related to each work role	2.1 2.2	5 6	KNO/SQ/ CS/INT KNO/SQ	5	CS/INT/ KNO/SQ	4	KNO/SQ	1.6	MC

INSETA Generic Assessor Guide

Specific Outcomes	Assessment Criteria	Learner Guide Heading	Formative Assessment V1 Activity no	Type	Formative Assessment V2 Activity No	Type	Summative Assessment V1 Question no	Type	Summative Assessment V2 Question no	Type
	AC 2: The relationship between Financial Services Providers and representatives is explained with reference to accountability and responsibility	2.3	7	KNO/CS	7	CS/INT/SQ/KNO			2	KNO/SQ
	AC 3: The concept of a natural person is explained as defined in the FAIS legislation	1.5	8	KNO/SQ	6	INT/KN O/SQ	3	KNO/SQ	1.3	MC
	AC 4: The process to be followed for licensing and on-going compliance is explained for a financial service provider	2 2.2 2.5	6 10	KNO/SQ KNO/SQ	6	INT/KN O/SQ	4	KNO/SQ	1.6 3	MC SQ/KNO
	AC 5: Conditions under which suspensions, withdrawals and reinstatement of authorisation may be imposed are explained with examples	2.4	9	KNO/SQ/	8	KNO/SQ			1.3	MC
SO 3: Explain the mechanisms for enforcement and the implications for the intermediary and the industry	AC 1: The role and functions of the Registrar are explained with reference to the relationship to the Financial Services Board and the steps that the Registrar could take in cases of non-compliance	3 3.1 – 3.6	11 12	KNO/SQ KNO/SQ	7 10 11 12	CS/INT/SQ/KNO KNO/SQ KNO/SQ KNO/SQ	1.4 5	MC KNO/SQ	1.3 1.7 3	MC MC SQ/KNO
	AC 2: The role and functions of the FAIS Ombuds are explained with reference to recent rulings and the implications for a sub-sector	4 4.1	13	KNO/SQ	7 13	CS/INT/SQ/KNO SQ/KNO			1.8	MC
	AC3: The role, duties and powers of the courts are described in terms of judgements against organisations and redress through the courts	3.6	14	KNO/SQ	12	KNO/SQ	1.4	MC	1.7	MC
	AC4: The rights of recourse available to aggrieved clients are explained with examples	4.1 4.2	13 14 15	KNO/SQ KNO/SQ KNO/SQ	4	KNO/SQ	6	LQ/KNO	4 5	SQ/KNO SQ/KNO

INSETA Generic Assessor Guide

Specific Outcomes	Assessment Criteria	Learner Guide Heading	Formative Assessment V1 Activity no	Type	Formative Assessment V2 Activity No	Type	Summative Assessment V1 Question no	Type	Summative Assessment V2 Question no	Type
SO 4: Discuss the effects of requirements for transparency and the right to information on the financial services industry	AC 1: The manner in which complaints are handled by the industry is investigated with reference to Financial Services Board directives	4.2	15	KNO/SQ	7 14	CS/INT/ SQ/KNO CS/INT/ SQ/KNO	1.3 6	MC LQ/KNO	1.8 4 5	MC SQ/KNO SQ/KNO
	AC 2: The consequences arising from rulings from an approach to a regulatory body by a client are discussed for a specific organisation	4.1 4.2	16	KNO/SQ/ CS/INT	7 14	CS/INT/ SQ/KNO CS/INT/ SQ/KNO				
	AC 3: The impact as a result of rulings by the Ombud is discussed for a selected sub-sector	4.1	16	KNO/SQ/ CS/INT	7 14	CS/INT/ SQ/KNO CS/INT/ SQ/KNO	1.3	MC		
RANGE STATEMENT	The typical scope of this unit standard is: □ Financial Advisory and Intermediary Services Act 2002 (FAIS) (Act 37 of 2002) as it applies to Financial Service Providers, Financial Advisors and Intermediaries.	1.1-1.4	1-16	KNO/SQ /GW/INT/ CS	1-14	KNO/SQ /GW/INT /CS	1 – 6	KNO/SQ /LQ	1 - 6	KNO/SQ/LQ
CCFO: COLLECTING	Learners can collect, organise and critically evaluate information in analysing FAIS legislation and its effect on a sub sector	All	1-16	KNO/SQ /GW/INT/ CS	1-14	KNO/SQ /GW/INT /CS	1 – 6	KNO/SQ /LQ	1 - 6	KNO/SQ/LQ
CCFO: DEMONSTRATING	Learners are able to demonstrate an understanding of the world as a set of related systems when explaining the implications of non-compliance, and the need for legislation to regulate the industry	3 3.1 – 3.6	11 12	KNO/SQ KNO/SQ	7 10 11 12	CS/INT/ SQ/KNO KNO/SQ KNO/SQ KNO/SQ	1.4 5	MC KNO/SQ	1.3 1.7 3	MC MC SQ/KNO
CCFO: CONTRIBUTING	Learners are able to act as responsible citizens in the organisation and local community by understanding the mechanisms for enforcement and the implications for financial	4.1	16	KNO/SQ/ CS/INT	7 14	CS/INT/ SQ/KNO CS/INT/ SQ/KNO	1.3	MC		

INSETA Generic Assessor Guide

Specific Outcomes	Assessment Criteria	Learner Guide Heading	Formative Assessment V1 Activity no	Type	Formative Assessment V2 Activity No	Type	Summative Assessment V1 Question no	Type	Summative Assessment V2 Question no	Type
	service providers, the intermediary and the industry. Learners are able to explore education and career opportunities in indicating the requirements for licensing									
ESSENTIAL EMBEDDED KNOWLEDGE	N/A									

Keys:**MC = Multiple Choice****TF = True & False****SQ = Short Question****LQ = Long Question****KNO = Knowledge****INT = Interpretation****WPA = Workplace Application****FAB = Fit Column A to Column B****GW = Group Work****OTJ = On The Job****ESS = Essay Question**

Assessor signature: _____

Moderator signature: _____

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12. Templates

To award the **2 credits at NQF 4** for Unit Standard 242584: **Demonstrate knowledge and understanding of the FAIS Act**, the following are required:

1. Completed and signed portfolio checklist.
2. Completed Portfolio of Evidence with all tasks and activities done.
3. Minimum of 50% achieved on Formative assessment and no gaps as per the Competency criteria
4. Minimum of 50% achieved on closed book summative assessment
5. Signed Declaration of Authenticity
6. Completed information of overall competence as per the Overall Competence Record.

A. POE Cover Page

PORTFOLIO OF EVIDENCE

LEARNER: _____

GROUP: _____

242584

Demonstrate knowledge and insight of the Financial Advisory and Intermediary Services (FAIS) (Act 37 of 2002) as it impacts on a specific financial services sub-sector

(NQF Level 4; Credits 2)

B. Learner Work File administrative documents



inseta
INSURANCE SECTOR EDUCATION
AND TRAINING AUTHORITY

Learner Name	
ID Number	
Organisation	

FORMATIVE ASSESSMENT: LEARNER WORK FILE VERSION 1

Unit Standard Title: **Demonstrate knowledge and understanding of the Financial Advisory and Intermediary Services Act 2002 (FAIS) (Act 37 of 2002) as it impacts on a specific financial services sub-sector**

Unit Standard No: **242584**
Unit Standard Credits: **2**
NQF Level: **4**

Mark information:

Specific Outcome/Section	1	2	3	4	5	Total	%	C / NYC
Maximum marks	20	37	24	10		91	100	

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The Learner must complete the relevant part/s of the Administrative documents. Failure to do so may compromise the release of your results. Your details will be treated as confidential. The grey areas are for office use. Please complete the white areas of the following documents:

A. Portfolio Assessment Checklist

Unit Standard 242584: Demonstrate knowledge and understanding of the Financial Advisory and Intermediary Services Act 2002 (FAIS) (Act 37 of 2002) as it impacts on a specific financial services sub-sector

<p>Important: Please fill in this checklist and submit together with your completed portfolio. Remember to explain the absence of any of the required evidence. Please tick <input checked="" type="checkbox"/> if included; cross <input type="checkbox"/> if not.</p>		
Evidence Requirement	Incl.	Comment
Cover sheet (including name and purpose)	√	
Contents page	√	
Assessor documentation <ul style="list-style-type: none"> • POE checklist • Overall competence record • Self-review documentation • Learner assessment evaluation questionnaire 	√	
Evidence comprising <ul style="list-style-type: none"> • SO1 • SO2 • SO3 • SO4 	√	
Supplementary evidence <ul style="list-style-type: none"> • Researched articles, newspaper clippings, journal extracts etc (on or offline) • Testimonials e.g. HR manager 		*Learner to note if supplementary evidence has been included
Registered standards / qualifications you are claiming	√	
<p>If you do NOT agree with the statements below, please change the tick (√) to a cross (x):</p> <ul style="list-style-type: none"> • I have not committed plagiarism during the compilation of this portfolio of evidence <input style="float: right;" type="checkbox"/> • The work submitted in this portfolio of evidence is my own authentic work <input style="float: right;" type="checkbox"/> • Where I have used information from other sources, I have referenced it. <input style="float: right;" type="checkbox"/> • I understand the assessment plan and assessment process <input style="float: right;" type="checkbox"/> • I am aware of the remediation/reassessment procedures <input style="float: right;" type="checkbox"/> • I am aware of the appeals process <input style="float: right;" type="checkbox"/> • In the event that I have a special need, I have declared it to the provider <input style="float: right;" type="checkbox"/> 		

B. Overall Competence Record

Surname									
First name									
FOR OFFICE USE ONLY									
Unit Standard	242584					Version 1 ✓		Version 2	
Formative Assessment Matrix	1 st Judgment					Date			
Specific Outcome/Section	1	2	3	4	5	Total	%	C	NYC
Maximum marks	20	37	24	10		91	100		
Marks achieved									
Feedback to Learner									
Unit Standard	242584					Version 1 ✓		Version 2	
Formative Assessment Matrix	2 nd Judgment					Date			
Specific Outcome/Section	1	2	3	4	5	Total	%	C	NYC
Maximum marks	20	37	24	10		91	100		
Marks achieved									
Feedback to Learner									
Formative Assessment Matrix	Final Judgment					Date			
Specific Outcome/Section	1	2	3	4	5	Total	%	C	NYC
Maximum marks	20	37	24	10		91	100		
Marks achieved									

Feedback to Learner				
Summative Assessment Version 1 ✓	Max marks	35	100	
	Marks achieved			
Summative Assessment Version 2	Max marks	35	100	
	Marks achieved			
Assessment of CCFOs				
CCFO	Activities as indicated in Assessment Matrix		Competent	Not Yet Competent
IDENTIFYING				
ORGANISING				
COMMUNICATING				
DEMONSTRATING				
Assessor Name	Assessor No.	Assessor Signature	Competent	Not Yet Competent
Moderator Name	Moderator No.	Moderator Signature	Upheld	Overtuned

Disclaimer: The training provider carries no responsibility for material or Portfolios lost in the workplace or while in the learner's possession.

General:

- Course material, which has been lost, will be funded by the learner.
- The learner is responsible for safeguarding his POEs while in his possession.
- The learner is responsible to keep a copy of all Formative assessments.
- The learner must complete the relevant administrative sections of the Formative assessment.
- The learner must attach an original certified copy of his/her ID and National Senior Certificate to the portfolio.

Plagiarism:

- The learner is required to understand the work, internalize it and answer questions in his own words.
- The learner may not copy directly from any source without acknowledging the source.
- The learner may not copy from other learners or commit plagiarism in any form.
- In the event that group work is required, the group must be declared and every member's assessment must be their own work.

Hard copy learners:

- May not submit work in pencil
- May not use Tippex
- Must write in black pen
- May not allow anyone else to write in his Learner Work File
- Handwriting must remain consistent throughout the Learner Work File

Competency requirements:

- In order to be Competent, the learner must achieve a minimum of 50% (or as indicated in the Training Provider's Assessment Policy) for the Formative assessment.

- Marks must be obtained for every assessment, i.e. no gaps are allowed.
- The learner must be Competent on the Formative assessment before he/she may write the Summative assessment.
- In order to be Overall Competent, the learner must achieve a minimum of 50% (or as indicated in the Training Provider's Assessment Policy) for the Summative assessment.

Remedial opportunities:

- The learner has 2 remedial opportunities (or as indicated in the Training Provider's Assessment Policy) for the Formative assessment.
- The learner has 1 rewrite opportunity (or as indicated in the Training Provider's Assessment Policy) for the Summative assessment.

Consequences of non-compliance:

- The learner's actions will be reported to the employer and to INSETA.
- The learner will be disciplined by the employer.

Appeals Process:

- Discuss the issue with the assessor.
- Try to find a solution for the problem
- If there is still a disagreement, submit a written complaint to the internal moderator within two weeks of the assessment.
- The internal moderator will conduct an investigation and meet with both parties.
- A decision will be taken by the internal moderator, who will provide both parties with a report within four weeks.
- If the learner is still unhappy about the outcome, he/she should refer the matter to INSQA.

C. Learner Self-Review Assessment

1. How did I cope with this Unit Standard? (Tick the most appropriate box)			
I understand everything	<input type="checkbox"/>	I can apply the unit standard in my working environment	<input type="checkbox"/>
I struggled through it and don't understand much	<input type="checkbox"/>	There are some things I have not yet mastered	<input type="checkbox"/>
2. Write down any areas where you do not have full understanding.			
3. What knowledge that you have gained can be implemented in your area of work?			
4. Was the content (Tick the most appropriate box)			
Easy	<input type="checkbox"/>		<input type="checkbox"/>
Challenging	<input type="checkbox"/>		<input type="checkbox"/>
Far too difficult	<input type="checkbox"/>		<input type="checkbox"/>
5. Was the time allowed (Tick the most appropriate box)			
Too much	<input type="checkbox"/>		<input type="checkbox"/>
Just right	<input type="checkbox"/>		<input type="checkbox"/>
Too little	<input type="checkbox"/>		<input type="checkbox"/>
6. Additional comments			

D. Learner Assessment Evaluation Questionnaire

Review Dimension	Yes	No	Comments
Was the content of the Learner Guide clear, relevant and useful?			
Did you understand what was required in the Formative assessment (POE)?			
Were instructions given in clear language?			
Were you able to access help if you needed it?			
Was the evaluation process user-friendly?			
Was the scoring fair and understandable?			
Was feedback and communication acceptable?			
Did the assessment relate to the registered standard?			
Was it time efficient and cost-effective?			
Where applicable, was the equipment functional?			
Were the training provider administrative staff friendly and helpful?			

Provider Logo

C. Evidence record of overall competence of candidates assessed

Unit Standard 12164: Demonstrate knowledge and insight of the FAIS Act.

Number	Learner name	Competent	Not yet competent
1			
2			
3			
4			
5			
6			
7			

.....
Assessor

.....
Date

Note:

This is to certify that the candidates above have met the competence judgement criteria as outlined on the Competence Judgement Page.

Completion of this form is optional.

D. Recording of results on spreadsheet (Optional for assessors. This may be replaced by the provider’s Learner Management System)

Summary of Formative and Summative assessment results and number of credits

COMPANY RESULTS

		FORMATIVE ASSESSMENTS												SUMMATIVE ASSESSMENT											
No.	SURNAME AND NAME	U/S NO.0000				U/S NO.0000				U/S NO.0000				EXAM RESULTS						RE-WRITE EXAM	CREDITS ACHIEVED (MAX XX)				
		Marks	%	All assignments submitted	C/NYC	Marks	%	assignments submitted	C/NYC	Marks	%	assignments submitted	C/NYC	%	NYC/C	%	NYC/C	US (X)	US (X)	US (X)	TOTAL CREDITS	COMMENT			
1																									
2																									
3																									
4																									
5																									

E. Example of Summative assessment and Declaration of Authenticity

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Learner Summative Assessment Pack

Name	
Company Name	
ID Number	
Unit Standard Number:	Unit Standard Title:
242593	Explain South African money laundering legislation and the implications for accountable institutions in transacting with clients
242584	Demonstrate knowledge and understanding of the Financial Advisory and Intermediary Services Act 2002 (FAIS) (Act 37 of 2002) as it impacts on a specific financial services sub-sector
242655	Demonstrate knowledge and application of ethical conduct in a business environment
243133	Analyse current events reported in the media that could impact on wealth management
243144	Explain the structure of the financial services industry in South Africa
243153	Explain basic investment principles
243134	Investigate the range of options available for wealth management

Disclaimer:

Whilst every effort has been made to ensure that the summative assessment guide is accurate, the Training Provider takes no responsibility for any loss or damage suffered by any person as a result of the reliance upon the information contained herein

Result sheet

Summative	Learner's score	Maximum	%	C/ NYC	Comments
242593					
242584					
242655					
243133					
243144					
243153					
243134					

Competent

Not yet competent

Assessor signature: _____

Moderator signature: _____

CANDIDATE DETAILS

Candidate Name:	
Candidate ID no:	
Candidate signature:	
Date of writing summative assessment:	

ASSESSOR DETAILS

Assessor Name:	
Assessor registration no:	
Assessor Signature:	
Date of Assessment:	

MODERATOR DETAILS

Moderator Name:	
Moderator registration no:	
Moderator Signature:	
Date of Moderation:	

Comments:**Instructions:**

- All the questions should be answered on the lines and spaces provided in this summative assessment booklet.
- Only black pen should be used to answer the questions, no pencil or tippex are allowed.
- Read carefully through the questions, and then answer in the spaces indicated.
- This is a closed book exam

Good Luck!

LEARNER DECLARATION OF AUTHENTICITY

UNIT STANDARD NUMBERS : **AS LISTED ON THE COVER PAGE**

LEARNER NAME : _____

I hereby declare the following in respect of the above Unit Standards:

- The evidence in the Portfolios was compiled by me and is a true reflection of my competence.
- The research completed and work done on the Portfolios of Evidence is my own.
- I have not copied from other learners or committed plagiarism in any form in either the Formative or Summative assessment.
- I was informed of this summative assessment and am ready to write this summative assessment.
- I am aware of the Appeals process.
- My special needs, if applicable, have been catered for.
- I am willing to accept the outcome of my assessments.

DATE: _____

LEARNER SIGNATURE: _____

ASSESSOR SIGNATURE: _____

MODERATOR SIGNATURE: _____

F. Summative Assessment attendance register and documents for the Invigilator

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SUMMATIVE ASSESSMENT REGISTER

DATE: _____

DURATION OF PAPER: _____ VENUE: _____

EXAM WRITTEN: _____

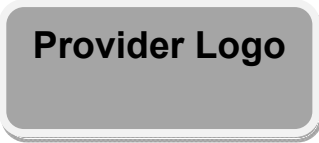
INVIGILATOR NAME & SURNAME: _____

No	Name and Surname Of Learner	Learner ID Number	Learner Signature	Invigilator Signature
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Provider Logo

NOTE TO INVIGILATORS

1. Be at the venue by 8h30.
2. Go over the summative assessment rules.
3. Let learners sign the attendance register. The invigilator must also sign the register.
4. Hand out the summative assessment papers.
5. Guide the learners to complete and sign the learner details section and sign where required.
6. Let the learners sign the Declaration of Authenticity. **VERY IMPORTANT.**
7. Please give the learners the required time to complete the summative assessment.
8. Please put all the learner's documents into his envelope pack at the end of the summative assessment.
9. The training provider will contact you to make arrangements for the return of the envelopes back to our offices. The office number is _____
10. If there are any problems during the summative assessment, please contact _____ on _____.



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SUMMATIVE ASSESSMENT RULES

Please note that the following rules apply to Summative assessments:

1. Learners must be seated in the summative assessment room 15 minutes before the summative assessment commences.
2. Learners will write an summative assessment in hard copy format.
3. The summative assessment is “closed book”, i.e. no books, either reference material or Learner Guides, Learner Work Files or notes may be taken into the summative assessment room.
4. No other way of information access may be used, i.e. electronic or through cell phones.
5. No copying or attempt at copying is allowed.
6. Cell phones must be switched off on entry into the summative assessment room and not used for the duration of the summative assessment.
7. Learners must have their own equipment in terms of pens, pencils, rulers, calculators etc.
8. No borrowing of equipment will be allowed.
9. Learners may not talk to one another once the summative assessment is in progress.
10. Learners may only ask the invigilator when they have a language difficulty; they may not ask for help on content related matters.
11. Answers must be submitted in pen, unless a chart, drawing or diagram is required. This may be submitted in pencil, but labels must be in pen.
12. Learners may not leave the summative assessment room in the first 30 minutes of a summative assessment.
13. After 30 minutes has transpired, learners may quietly hand in their papers to the invigilator and leave the room without talking.
14. No tippex may be used.
15. Learners may not eat in the summative assessment room.
16. A Learner may only leave the summative assessment room for toilet purposes in the case of an emergency. Then he goes singly. No other learners will be allowed out of the summative assessment room until the first learner returns.

Consequences of non-compliance:

When learners are suspected of compromising authenticity, the following steps are taken:

- 4.1 The assessor / moderator will report his suspicions to the Training Provider.
- 4.2 The incident will be investigated by the Training Provider and if authenticity has been compromised, the relevant procedures of the Training Provider will be followed.
- 4.3 The learner's actions will be reported to the employer and to INSETA.
- 4.4 The learner will be subject to investigation and discipline by the employer.
- 4.5 The learner will not obtain credits for the compromised work. INSETA will exercise final discretion in this matter.



Provider Logo

INVIGILATOR DECLARATION FORM

I, _____

confirm that I have invigilated Summative assessments for the course:

I hereby declare that:

- All learners ID's were checked prior to starting the summative assessment to ensure that the correct learners are being assessed
- I have checked details of each identity document/card presented, and compared against the face of the learner
- No material or loose papers were taken into the summative assessment session by a learner
- All reference material needed by the learners have been supplied by myself and was collected after the session
- I will report on any movements, plagiarism attempts that are observed during the summative assessment session in a invigilator report

Information required from invigilator:

Number of learners at the beginning of the session: _____

Number of summative assessments handed in: _____

Number of completed summative assessments: _____

Invigilator details:

Invigilator Name and Surname: _____

Invigilator Job Title: _____

Invigilator signature: _____

Date: _____

Contact Number: _____

Comments:

G. Facilitator Report

Provider Logo

FACILITATOR REPORT

Description	Facilitator comments
Group	
Number of learners	
Qualification	
Punctuality	
Attendance	
Class participation	
Submissions	
Plagiarism	
Other	
Overall comment	

Facilitator: _____

Date: _____

H. SUMMATIVE ASSESSMENT RESULTS

CLIENT NAME

No.	SURNAME AND NAME	SUMMATIVE ASSESSMENT DATE	SUMMATIVE ASS TOTAL XXX	%	C/NYC	RE-WRITE SUMMATIVE ASS	REWRITE SUMM ASS TOTAL 60	REWITE SUMM ASS %	C/ NYC
1									
2									
3									
4									

Assessor: _____

Moderator: _____

(Optional for assessors. This may be replaced by the Training Provider's Learner Management System)

I. Assessor Moderator Report 2014



ETQA ASSESSOR / MODERATION REPORT

Instructions:

Training provider to complete Section A and Section E

Assessor to complete Section B, Section D – Part B and Section E

Moderator to complete Section C, Section D – Part A and Section E

SECTION A

Training Provider:

Name of the training provider	
Accreditation Number	
Accreditation Scope	
Accreditation End Date	
Address	
Contact Person	
Telephone	
Fax Number	
E-mail address	

Employer (if applicable):

Name of the Employer	
Levy Number	
Address	
Contact Person	
Telephone	
Fax Number	
E-mail address	

Learnerships/Qualification/Skills Programme Detail:

What training is being reported on	Learnership	Qualification	Skills Programme
Learnership/Qualification/Skills Programme Name			
LGA Number			
Learnership Start Date			
Core Unit Standards Nr's			
Formative Unit Standards Nr's			
Elective Unit Standards Nr's			

Assessor Details:

Name of the Assessor	
INSETA Registration Number	
INSETA Registration End Date	
Scope with INSETA	
INSETA Registration End Date	
ID Number	
Telephone	
Fax Number	
E-mail address	

Moderator Details:

Name of the Moderator	
INSETA Registration Number	
INSETA Registration End Date	
Scope with INSETA	
INSETA Registration End Date	
ID Number	
Telephone	
Fax Number	
E-mail address	

PART B:
ASSESSOR REPORT

Note: Each Assessor to complete this section – Number B1, B2, etc. for multiple assessors.

Type of assessment (e.g. RPL; FAIS; Learnership; etc)				
Learning Assumed to be in place				
Summarise the assessment plan				
Summarise how the learners were prepared for assessment				
Indicate what is the pass rate, as per the provider's policy	Formative		Summative	
Did the assessment process meet the following principles	Yes/No	Comments: (How, Where, What)		
Fairness				
Validity				
Authenticity				
Reliability				
Sufficiency				
Currency				
Where the critical cross field outcomes, range statements, essential embedded knowledge and exit outcomes covered in the assessment tools?				
Explain how does the learning schedule meet the required notional hours				
List the different assessment methods used				
Was any special needs reported by the learners and a medical practitioner? E.g O.T. Report or Specialist Report	YES		NO	
Were any other special needs identified in the sample learner portfolios?	YES		NO	
If yes, what action or method of special assessment was undertaken to assist the learner?				

LEARNER COMMUNICATION	
How did you ensure that the instructions to learners/candidates were clear and unambiguous?	
Indicate whether assessment plan states the date, time and venue of the summative assessment and is signed by both the assessor and learner/candidate	
How were the learners/candidates provided with feedback?	
Do the learners/candidates have an opportunity to give feedback to the assessor?	
How are the learners/candidates informed about the re-assessment and appeals procedures?	

LEARNER RECORDS	
Names of learners/candidates who are deemed competent.	
Names of learners/candidates who are deemed partial competent.	
Names of learners/candidates deemed not yet competent	
Were any learners/candidates provided any remediation opportunities? Please provide details (including the criteria for, and method and outcome of remediation)	
Where there any learners/candidates terminations (Provide names and ID numbers)	

PLAGIARISM			
Were there any fraudulent, irregularities or	YES		NO

plagiaristic observations made?				
If yes,	Formative		Summative	
Names and ID number of learners/candidates involved				
Describe the action taken?				
Outcome				

OBSERVATIONS AND RECOMMENDATIONS	
General Observations	
RECOMMENDATIONS AND IMPROVEMENTS	
Assessment Tools and Instruments	
Assessment Practice	
Learning Delivery	
Other	

ASSESSOR COMMENTS ON THE FACILITATOR**Please complete - In the event that the assessor is not the facilitator**

Facilitator Overall Performance							
How do you rate the facilitator's overall performance:							
Poor		Average		Good		Excellent	
Assessors Feedback				Comments/Recommendations			
Facilitator report received?							
Observations/recommendations w.r.t. facilitator comments							
What strengths does the facilitator have?							
What areas for development did you identify w.r.t. the facilitator?							
Were the training venue / assessment instruments suitable for training?							

SECTION C:
MODERATOR REPORT

Portfolios of Evidence:

Note: Portfolios consist of Formative and Summative Assessments inc Workbooks, Logbooks, etc)

Assessor Name (1)		
Number of portfolios assessed		
Names and ID numbers of the Learner portfolios that were moderated (25% minimum 3 portfolios)		

Assessor Name (2)		
Number of portfolios assessed		
Names and ID numbers of the Learner portfolios that were moderated (25% minimum 3 portfolios)		

PART A: PRE-MODERATION

This report is based on an evaluation of the assessment process, the assessment instrument and evidence evaluated, against the following principles:

Principle	Principle Description
Appropriate:	Suited to the outcome being assessed, i.e. capable of gathering evidence in relation to the intended outcome.
Authentic:	The assessor is satisfied that the evidence is attributable to the person being assessed.
CCFOs:	All CCFOs assigned to the Unit Standards and Qualification are addressed appropriately.
Cost Effective:	Assessment methods suitable, manageable, cost effective.
Current:	The evidence is sufficient proof that the candidate is able to perform the assessment outcomes at the time the assessor declares the candidate competent.
Consistency:	With respect to mark allocation; duration of assessment; learner support.
Fair:	The assessment method does not present any barriers to achievement, which are not related to the achievement of the outcome at hand.
Fair and Constructive:	The assessment tool/instrument is appropriate, clear, questions are appropriate and language usage appropriate.
Manageable:	The methods used make for easily-arranged and cost-effective assessments that do not unduly interfere with learning
Integrated with work or the learning itself:	Evidence collection is integrated into the work or learning process where appropriate and feasible, ie. Naturally-occurring evidence.
Moderated:	Assessment plan, assessment guide and assessment instrument and tools were moderated prior to assessment taking place. Portfolio/s moderated for consistency.
Valid:	Evidence matches the requirements of the outcomes, under conditions that mirror the conditions of actual performance as closely as possible.

Sufficient:	All criteria have been met and performance to the required standard can be repeated consistently in the future i.e. not as a "once-off".
Systematic:	Ensures assessment that is fair, effective, repeatable and manageable.

Open:	Transparent i.e. candidates understand the assessment process and the criteria that apply, and can contribute to the planning and accumulation of evidence.
-------	-------------------------------------------------------------------------------------------------------------------------------------------------------------

Have the above mentioned principles been adhered to with regard to the following?

Activity	Yes/No	Comments (What, where, how)
Assessment method		
Assessment tools and instruments		
Assessment Guide		

PART B – DURING MODERATION

Principle	Principle Description
Assessment Process	
Consistent and reliable:	The same assessor would make the same judgment again in similar circumstances.
Resource allocation:	Workplace prepared for workplace assessment, required equipment available, dispute handled, all stakeholders involved.
Learner/s response:	The learners able to respond to the questions in an appropriate manner.
Qualification achievement:	Learners complete or work towards Unit Standards in terms of the Rules of Combination for the appropriate qualification and correct Learnership)
Assessor Report:	Assessor report clear and relevant to the assessment.
Learner Portfolios	
Assessment Process:	Evidence of plagiarism, that is, learners copying from each other or copying directly from the book showing that it is not the learner's own work and interpretation.
Assessment tools:	Assessment tools clear on group work and assignments/research requirements.
Evidence:	Evidence provided was clear and relevant to the topic and brief.

Have the principles in part A and B been adhered to with regard to the following?

Activity	Yes/No	Comments
Assessment Plan		
Assessment Process		
Learners Portfolios (Formative and Summative)		
Workplace Assessment		
Logbooks functions address the qualification		
Assessor Decisions in line with the marking memorandum and NQF Principles		

PART C: LEARNER SUPPORT AND GUIDANCE

Confirm whether the following was available:

Documents	Yes/No	Comments/Recommendations
Assessment Policy and Procedures		

RPL Policy and Procedures		
Assessment Plan		
Assessment Strategy		
Assessment Policy		
Pre-moderated assessment/RPL instruments		
Learner Support Policy and procedures		
Moderation Policy		
Appeals Policy and procedures		
Plagiarism Policy and procedures		
Certification Policy		
Confirmation of candidate's preparation/readiness		
<i>Assistance and Resources Available</i>	Yes/No	Comments/Recommendations
Assessor registered for the relevant Unit Standards/Qualifications		
SLA in-place for assessors and/or moderators		
Confidentiality of records maintained and secured		
Learners with Special needs identified and accommodated		
Feedback from Learners regarding assessment/RPL		
Evidence of how the learner was prepared for the assessment/RPL		
Workplace assessment conducted and evidence included		
Logbooks for workplace assessment available and relevant		

PART D – POST MODERATION

Methods of Moderation:	Yes/No	Comments/Recommendations
Assessor registered for the relevant Unit Standards/Qualifications with INSETA.		
Number of ticks corresponds with the mark allocation per questions.		
Total numeric allocation corresponds with marks given per question on all formative and summative assessments		
Learners are competent for the formative assessment prior to writing the summative assessment		
Moderator signature affixed next to the percentages and competency level on all the assessments		
Moderator decision indicated next to assessor judgment		
Evidence within the portfolio of moderation		
Moderator use a green pen for the moderation process		

PART E – MODERATOR OVERALL COMMENTS

Indicate number of portfolios being upheld or overturned			
Nr. of Portfolios Competent:	Upheld		Overtuned
Nr. of Portfolios Not Yet Competent	Upheld		Overtuned

If any portfolios were overturned, please complete the table below:

Learner/Candidate Name	Reason for Overturn

SECTION D:**PART A – MODERATOR COMMENTS ON THE ASSESSOR**

Note: Moderator to complete this section per assessor – Number D1, D2, etc. for multiple assessors.

Assessors Overall Performance							
How do you rate the assessor's overall performance:							
Poor		Average		Good		Excellent	
Moderator Comments				Comments/Recommendations			
Detailed Assessor report available?							
What strengths does the assessor have?							
What areas for development did you identify w.r.t. the assessor?							

PART B – ASSESSOR COMMENTS ON THE MODERATION

Assessor Comments	Yes/No	Comments/Recommendations
Are the minutes of meetings held between the assessor and moderator available?		
Did the moderator involve you in the moderation process?		
Did the moderator consider your special needs?		
Did you have access to all policies and moderation instrument?		
Were you given chance to clarify any uncertainties about moderation?		
Did you receive signed copies of moderation documents?		
Do you agree with the moderation decision?		
Do you agree with the moderator on overturned portfolios?		

SECTION E: SIGNATURES

PARTY TO THE REPORT	Signature	Date
Training Provider CEO/Training Manager		
Assessor (1)		
Assessor (2)		
Moderator		

J. CCFO Report (example)

Provider Logo

ASSESSMENT OF CCFOs, EEK, ELOs AND AAC**Group:** _____**Date:** _____

This checklist must be completed by the *registered assessor* and endorsed by the *registered moderator* assigned to assess the learner at the end of a full qualification or a registered skills programme.

Name of Qualification: FETC: Wealth Management**Qualification ID number:** 57917**Learning programme:** 66613**NQF level:** 4**Last date for achievement:** 30 June 2019**Unit standards from SAQA 57917: Tick if submitted for verification approval**

Core	Tick	Elective	Tick	Fundamental	Tick
117132		242584		11727	
243144		243137		117156	
114960		119676		117158	
114970		117126		9015	
243133		119478		9016	
242655		114956		7468	
243153		120124		119462	
243142		120128		119469	
243148		243225		119459	
243154		114209		119471	
242593		242810		119472	
243134		117244		119457	
		117241		119467	
		114209		119465	
		117129			
		119677			
		117121			

Rules of combination:

Core	Elective	Fundamental	Total
45	37	68	150

Learner information:

No	Learner Surname	Learner Name	ID number	Number of credits achieved	Completed
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					

Assessor and Moderator information:

Assessor Name	
Assessor Registration Number	
Assessor Signature	
Moderator Name	
Moderator Registration Number	
Moderator Signature	
Date	

CRITICAL CROSS FIELD OUTCOMES The learner is able to demonstrate ability to:	
Identify and solve well-defined problems of a routine and non-routine and familiar nature within the context of Wealth Management in which responses show that responsible decisions have been made, adjust common solutions to meet changes in the problem and motivate the changes within own limit of authority and license.	C
Work effectively with others as a member of a team, group, organisation or community. As the Qualification is intended to be part of a learnership it is unlikely that the learner would work alone.	C
Organise and manage him/herself and his/her activities responsibly and effectively in that it is expected that the learner will be responsible for his/her own learning and for organising his/her own work allocated tasks responsibly in the work environment. She/he is required to complete research assignments timeously and to demonstrate insight into different aspects of Wealth Management.	C
Collect, organise and critically evaluate information. These competencies are built into the Assessment Criteria in many of the Unit Standards and the learner is required to do research projects and analyse information from the media.	C
Communicate effectively using visual, mathematics and language skills in the modes of oral and/or written presentations. These competencies are an integral part of all the Unit Standards and are built into the Assessment Criteria.	C
Use technology effectively and critically showing responsibility towards the environment and the health of others in that the Financial Services environment is technology driven and very few activities take place without the application of technology.	C
Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation in demonstrating insight into current affairs in the sector, understanding the consequences of non-compliance and the interrelationship between the various indicators and trends in the market.	C
Reflect on and exploring a variety of strategies to learn more effectively in order to become an informed worker in Wealth Management.	C
> Be culturally and aesthetically sensitive across a range of social contexts in dealing with diverse people in the workplace including clients and co-workers.	C

ESSENTIAL EMBEDDED KNOWLEDGE	
Not applicable	

EXIT LEVEL OUTCOMES The learner is able to demonstrate ability to:	
Carry out basic research tasks and applying literacy and numeracy skills to analyse, interpret and evaluate information from a range of sources related to the creation or management of wealth.	C
Manage personal finances.	C
Apply knowledge of economics, the financial services industry, legislation, ethics and compliance in a Wealth Management environment/situation.	C

ASSOCIATED ASSESSMENT CRITERIA	
Current events and developments related to wealth management are analysed and discussed and a personal point of view is offered in the discussion indicating ability to anticipate or predict future trends.	C
Knowledge learnt in various Unit Standards and current events as they occur are integrated with a developing understanding of the Wealth Management environment in general, and a selected career path in particular, so that knowledge of the industry is applied in authentic situations.	C
Information is gathered, analysed, summarised, interpreted from a range of sources and presented reliably and accurately. Positions taken are motivated and substantiated.	C
The basic principles and different forms of individual income tax are explained with reference to an individual's liability and duty to pay tax.	C
Basic financial statements are analysed and used to make a personal financial decision.	C
Knowledge of financial risk is applied and managed in own life.	C
Methods, procedures and techniques of Wealth Creation and Wealth Management are explained and applied with reference to specific company policy, industry practices and in compliance with relevant legislation and the needs of the client.	C
Information is gathered, analysed, evaluated, interpreted, recorded and presented and decisions are explained within own authority limits, license or mandate and with due regard for compliance.	C
The concept of ethics is explained with reference to an organisations code of conduct and an individual's personal and property rights as enshrined in the South African Constitution.	C
Knowledge of legislation is applied to a specific work role.	C
A solution is appropriate to a selected client's needs is proposed and substantiated in line with licensing requirements, an agreed mandate, relevant service agreements and an organisation's customer service policy.	C
Risks associated with non-compliance or non-activity that could result in liability are identified in a proposed solution and/or client interaction.	C

K. Moderator Reports

Refer to section I

L. Pre-Assessment Checklist

Provider Logo

Pre-assessment Checklist

Qualification:				
Company / Group/ Learner:				
Method of information delivery	Email	Training site	Face to face	Manual
Orientation Manual				
Technology Start-up document				
Powerpoint Orientation presentation				
Acknowledgement of understanding and/or Declaration of Authenticity				
Evidence	Ticked in the Learner Work File Administration Document of each unit standard		Declaration of Authenticity in Summative Assessments	
Assessment Plan				
Plagiarism				
Reassessment process				
Appeals process				

Readiness for Summative assessment		
Special needs		
Date:		
Training Provider/Moderator		

The following information must be conveyed to the learners:

	Yes	No
Assessment Plan		
Dates, time & venue of orientation and assessment briefing		
Training schedule, dates, time, venue		
Unit standards to be trained		
SOs, ACs and CCFOs linked to assessments in Assessment Plan		
Dates, time, venue of assessment		
Formative and summative (exam) assessment		
Assessment Policy and competency requirements		
Dates, time & location of feedback		
Pre-assessment information		
Overview of current developments: SAQA & NQF		
Purpose of workplace assessment		
Roles & responsibilities of learners and assessors		
Role of the moderator		
Authenticity		
Plagiarism and consequences		

M. Procedures for assessors and moderators

Provider Logo

Procedures for assessors and moderators

1. Assessors and moderators need to be qualified and registered with INSETA.
2. Assessors and moderators need to check their respective scopes from INSETA and maintain the currency of their scopes.
3. The Training Provider Administrative Assistant will track Portfolios and Summative Assessments given to each assessor.
4. Assessors and moderators need to sign a Service Level Agreement with the Training Provider.
5. Assessors and moderators are responsible for submitting invoices for payment of assessment services.
6. Each Assessor must have a personalised stamp made reflecting the assessor name and registration number.
7. **Marking must be done in red pen** (or red colour and bold if online), **moderation in green pen.**
8. **For re-assessment, marking must be done in pink or purple pen; re-moderation in orange pen.**
9. Marking turnaround time is set at a maximum of 2 weeks from the time the assessor receives the Portfolio. Assessors are encouraged to return marking in 5 days if possible.
10. If the turnaround times cannot be met, please inform the Administrative Assistant as soon as possible.
11. Marks to be rounded off to the nearest % (up and down). This must not be left to the office staff to complete.
12. Assessors must give marks according to the Facilitator Guide. There is some room for discretion where the answer required is subjective or company specific. Otherwise the assessor must follow the factors as set out in the Facilitator Guide and place the tick next to correct factor.
13. Ticks given must match marks allocated.
14. Assessors are encouraged to add valid points to the Facilitator Guides as they mark, so that we can be continually improving the quality of our delivery.
15. Assessors must indicate total marks obtained below each section.

16. Assessors must give **online feedback in bold aerial 14 red font for 1st marking and in pink or purple font for resubmission marking** so that the feedback stands out from the learner's answers. Remember that POEs must be printed for verification, which means that all the printing is black.
17. Online assessors use this format under each question: **12/14**
18. Assessors must give comprehensive constructive feedback to enable a learner to progress from NYC to Competent. Acknowledge good results.
19. Assessor Guides, Facilitator Guides and Assessment Matrixes are available for all unit standards and are to be used by the assessors and moderators.
20. The Administrative documents have the maximum totals per section of each unit standard. Assessors must remember to add totals per section and confirm grand total to prevent adding errors.
21. Assessors must be diligent about completing admin forms and signing where required.
22. Timetables/programmes may not be changed without the Training Provider's involvement and administrative approval.
23. The INSETA revised Assessor Moderator Report has resulted in a streamlining of processes between the assessors and moderator.
24. The INSETA Assessor Moderator Report must be completed by assessors and moderators at the end of learning programmes and in preparation for INSETA verification.
25. The Training Provider's administrative templates are available in the Assessor Guide.