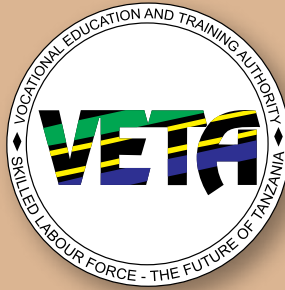


VOCATIONAL EDUCATION AND TRAINING AUTHORITY
(VETA)



RECOGNITION OF PRIOR-LEARNING



ASSESSORS GUIDE



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1.0 COMMONLY USED RPL ASSESSMENT TERMS AND RULES

1.1 *Frequently Used RPL Assessment General Terms*

Assessor - An assessor is a qualified and registered RPL expert for an occupation (vocational teacher or workplace supervisor) who evaluates the application form and portfolio submitted by a candidate, discuss and guide the person in overcoming shortcomings and in preparing for the final assessment. Assessor also conducts the final assessment of the skills and knowledge of a candidate

Assessment: a process in which the candidate and the assessor work together to gather evidence to enable the assessor to make a decision on the candidate's competence.

Assessment tools: Instruments that will be used by assessors to assess the skills and knowledge of candidates against a set of criteria or standards. These would facilitate consistency and quality assurance of the assessment process.

Assessment methods: Particular techniques used to gather different types of evidence. This may include questioning, direct observation, structured activities, third party feedback, portfolios and review of products.

Assessment process

Involve processes and documents to consider when planning and conducting RPL assessments. A section on the assessment process in this guide includes a range of information to guide assessors which may include purpose, context, personnel, competency standards/assessment benchmarks, assessment methods and tools, the evidence plan, organizational

arrangements including physical and material resources and equipment and other relevant information.

Recognition: The process by which a person's existing skills and knowledge, regardless of how they have been acquired, are assessed and credited towards the achievement of units of competency from national training package qualifications or accredited courses. Recognition is sometimes known as Recognition of Prior Learning (RPL). The assessment in the process of recognition is also known by VETA as Recognition of Prior Learning Assessment (RPLA). Recognition of Prior Learning Assessment (RPLA) is an integral part of Competence Based Assessment.

Competency/Competence: Combination of knowledge, technical skills, understanding, problem solving and attitudes that can be demonstrated in the workplace. To be deemed competent you are assessed against the relevant units of competence.

Unit of competence: A description of the job or work function that one needs to perform such as dismantling and/or assembling a car engine, Roofing a house, supervising others in the work place, and the standard of performance and knowledge required.

Facilitator: A qualified and registered RPL expert who will be the first point of contact for a candidate, providing information about RPL to the candidate, making an initial assessment about suitability for a particular qualification, and guiding the person in completing the application and collecting evidences for the portfolio.

Moderator: A qualified and registered RPL expert (vocational teacher or workplace supervisor) who will moderate assessment tools, methods and results.

1.2 Terms Used as Rules for Selecting Assessment Methods and Tools

Assessment methods and tool should follow the following rules

Valid: Cover all elements of the desired competences as listed in the evidence guide.

Reliable: Consistent or if various assessors use the same assessment tools and methods can get the same results.

Transparent: candidates, assessors and moderators are aware of assessment tools, methods and standards.

Equitable and flexible: Candidates needs are taken into account (time, place and method)

Manageable and achievable: Assessment should be possible within the time and resources available

Fair: Assessment should allow for appeal

1.3 Terms Used as Rules of Evidence

The evidence to be collected should be:

Valid: Covers key competences of a qualification

Sufficient: Evidence must be enough to ensure that one can make judgment across all components of the competence standard.

Current: Is up to date in knowledge and skills.

Authentic: the evidence gathered is the applicant's own work.

1.4 Grading of Skills of Candidates

The candidates would be considered successful if they secure at least 75% of marks in the final assessment. They would be graded into three categories:

Grade A: 91-100 percent

Grade B: 81- 90 percent

Grade C: 75-80 percent

2. 0 THE RPL ASSESSMENT CONDITIONS AND PROCESS

As shown earlier that Recognition of Prior Learning Assessment (RPLA) is an integral part of competence based assessment; assessments will be based on competence standards from a relevant training package or accredited course. Training packages are developed by VETA to meet the identifiable training needs of specific industries or industry sectors such as carpentry and joinery, masonry and bricklaying, food production or motor vehicle sectors. Units of competency to be considered for RPL assessment are developed using a consistent format that reflect all VETA training Modules. Competence comprises the following four dimensions.

2.1 Dimensions of Competence

Task skills – the capacity to perform tasks to the required standard

Task management skills – the ability to plan and integrate a number of different tasks and achieve a work outcome.

Contingence management skills – the ability to respond to irregularities, breakdowns and other unanticipated occurrences; and

Job/role environment skills – the capacity to deal with the responsibilities and expectations of the work environment, including working with others

The components of a **unit of competence** and its content are specified as follows:

2.2 Components of a Unit of Competence

When conducting the assessment, the following components of the competence standard must be considered.

Unit title and code: Defines the general area of competence for instance; production of fruit juice

Unit descriptor: Clarifies the purpose of unit e.g. juice production for commercial purposes in a hotel

Employability skills: Indicates that the unit contains embedded employability skills e.g. accurate measurement of the required materials for juice production.

Pre-requisite or co-requisite units: Identifies other units of competency that must be achieved before or in conjunction with the unit e.g. identifying the equipment required for juice production.

Application of the unit: A brief description of how the unit is practically applied in the industry e.g. juice produced on regular basis just like food

Competency field: Specifies a specialist area of industry to which the unit belongs e.g. in food production

Unit sector: A category used to group units within a training package e.g. a category in a hotel dealing with beverages

Elements of competence: Outcomes that contribute to the overall unit, i.e. building blocks of the unit expressed in outcome terms e.g. ability to select appropriate materials for juice production, cleaning materials, measuring materials appropriately etc.

Performance criteria: Statements for each element expressing what workplace activity is to be done and the required level of performance e.g. the candidate must be able to select all the necessary materials required for juice production.

Required skills and knowledge: The broad underpinning skills, and specialist and general knowledge necessary for competent performance e.g. knowledge of different types of fruits used in juice production and how to process them.

Range statement: The range of contexts and conditions within which the work is to be performed, and detailed information on terminology and requirements set out in the performance criteria e.g. the candidate has to provide the necessary list of materials and equipments for production of juice

Evidence guide: Helps with the interpretation and assessment of the unit and contains:

- an overview of assessment in the industry context;
- critical aspects to be considered for assessment and the

evidence required to demonstrate competence;

- the context of, and any specific resources required for, assessment;
- suggested methods of assessment;
- any further guidance information for assessment; and
- access and equity considerations where relevant;

e.g. assessing material identification, followed by assessing the process of juice making and then assessing the quality of the produced juice (See a sample of evidence guide for masonry section 3.3).

In considering the assessment, assessors may want to cluster certain units of competency so that they can cover all relevant knowledge and skills required for a workplace task while still maintaining the integrity of the outcome of each unit. These clusters of competencies can then be assessed together. Identified skill sets can also indicate appropriate unit clustering.

2.3 Forms of RPL Evidence

Evidence is the information gathered which, when matched against the requirements of the unit of competence, provides proof of competence. Evidence can take many forms and be gathered from a number of sources. Evidence can be direct, indirect or supplementary.

Direct, for example:

Direct evidence involves: direct observation; oral questioning; and demonstration of specific skills.

Indirect evidence involves: assessment of qualities of a final product; review of previous work undertaken; and written tests of underpinning knowledge.

Supplementary evidence involves: Third party, such as testimonials from employers; reports from supervisors; work diary or logbook; and examples of reports or work documents (See section 3.8 on how third party evidence can be collected)

No single form of evidence is better than another. **Quality evidence** is chosen appropriately for the student and context, and meets the four 'rules' of evidence noted as: valid, sufficient, current, authentic.

There are many potential sources of evidence and lots of methods and techniques for **gathering evidence**. Examples of assessment methods are specified in table 1

Table 1: Assessment methods

Assessment method	Example
Observation	Real work activities at workplace
Questioning	Self-evaluation form Interview Written questionnaire
Review of products	Work samples/products
Portfolio	Testimonials/references Work samples/products Training record Assessment record Journal/work diary/logbook Life experience information

Third-party feedback	Interviews with, or documentation from employer, supervisor, peers or client
Structured activities	Project Presentation Demonstration Progressive tasks Simulation exercise such as role-plays

A summary of the evidence presented by the student should be kept by the assessor in the event of an appeal

2.4 *Selecting Assessment Methods and Assessment Tools*

A process for selecting assessment methods to gather appropriate evidence may follow the following seven stages.

Identify unit(s) of competency to cluster for assessment



Develop competency profile



Identify evidence requirements



Review and select assessment methods



Select assessment tools



Record evidence matrix



Develop assessment plan

2.4.1 Clustering Units of Competence

In general, a real work activity draws on a number of units of competency at one time. A good assessment task may involve clustering a number of competencies to reflect a real work task or particular job role.

The degree to which a number of units can be clustered together to reflect a real work activity will vary across all training packages.

Training packages can contain skill sets identifying groups of units of competence that meet specific work roles or regulated/licensed activities which may be clustered for good practice assessment.

Clustering should take account of the work activity, the assessment context, the training and assessment arrangements for the qualification, and the time, resources, facility and personnel available.

Assessors are required to have a thorough knowledge of the training package they are working with and the relevant workplace environment.

Appropriate clustering is a key way to ensure that assessments are holistic in that the assessor can gather evidence and cross-reference it across a number of units of competence. Clustering, where appropriate, may also result in reducing the time and cost of assessment.

2.4.2 Developing Competence Profile

Once the units of competency have been identified, the next stage is the development of a competency profile.

A competence profile will provide an overall picture of a competent person in action. It can be a checklist, a written description of the work activity, a list of the characteristics of a competent worker or a job description for an individual performing the activity.

To develop a competency profile, the assessor must draw together the information in the unit(s) of competence, the unit descriptor and the employability skills facets identified in the VETA qualification.

2.4.3 Evidence Requirements

The next step is to identify the evidence required to determine competence. The evidence selected must reflect the skills, knowledge and language used in the competence profile. The evidence also should comply with the four rules of evidence; that is, evidence must be valid, sufficient, current and authentic. The evidence guide in the unit of competency has detailed information that can be used to develop a list of the evidence requirements.

2.4.4 Reviewing and Selecting Assessment Methods

The list of evidence requirements is used by the assessor to review the possible assessment methods; that is, the ways in which the evidence can be collected to demonstrate satisfactory performance.

In identifying the assessment methods, resources and facilities required for the assessment should be considered, including any workplace simulation requirements. Selecting the appropriate assessment methods will involve consideration of the student's needs, the nature of the work activity being assessed, and the location of the assessment; i.e. to ensure a safe and accessible

environment and the requirements of the training package. It is at this stage that issues of reasonable adjustment for candidates' needs should be considered. For example, a student may have a disability which prevents him/her from undertaking certain activities or performing in standard ways, but he/she may still be competent in the unit(s) of competency being assessed or assessment of distant candidates. In this instance, reasonable adjustments should be made to the assessment activity to ensure that the student still has the opportunity to demonstrate the competencies being assessed.

Provided that quality and sufficient evidence can still be collected for the assessment decision to be made, it is acceptable to adapt the assessment methods to reflect the student's needs and situation.

2.4.5 Selecting Assessment Tools

Once the method has been selected, the materials for collecting and analyzing the evidence are then chosen or designed. These materials are called 'assessment tools'. In general, the term assessment tool is used to describe a document that contains both the instrument and the instructions for gathering and interpreting evidence.

Instruments are the specific questions or activities developed from the selected assessment method(s) to be used for the assessment. A profile of acceptable performance and the decision-making rules for the assessor may also be included. Tools may also contain:

- Procedures include the information/instructions given to the student and/or the assessor regarding the conditions under which the assessment is to be conducted and recorded. For example, if the evidence-

gathering technique being used is a workplace observation followed by a brief interview, then the assessment tool might consist of:

- Instructions identifying the activities to be undertaken by the student, the key points to be observed and the performance issues to be considered by the assessor; and
- A proforma which includes a checklist for the key observation points and decision criteria, and a series of questions and a checklist for responses on required knowledge for the interview.
- Other assessment materials such as information on projects, case studies, simulation activities, checklists for third-party evidence, self-evaluation forms or portfolio requirements.

All assessment materials should be flexible, fair, safe and cost-effective.

Assessment strategies and tools need to be developed in consultation with work place industry and tested on an appropriate sample of candidates if possible or reviewed before use (See a sample of an assessment tool in section 3.6 and 3.7)

2.4.6 Recording Evidence Matrix

Once assessment methods and tools have been selected, it may be useful to do a mapping exercise to ensure that all the evidence gathered through these tools will meet the critical and mandated requirements of the unit(s) of competence. This is called an evidence matrix and the mapping, if done accurately, will help assessors to ensure that evidence collected will be valid and sufficient (See a sample of an evidence matrix template in section 3.5)

2.4.7 Developing Assessment Plans

It is at this stage that an assessment plan can be developed (See Assessment plan template) Assessment plans are provided to candidates at the start of the assessment process. They can also be referred to in the case of an appeal. Assessment plans should contain the following information:

- i. what will be assessed, i.e. the units of competence;
- ii. how assessment will occur, i.e. the methods that will be used;
- iii. when the assessment will occur;
- iv. where the assessment will take place, i.e. the context of the assessment;
- v. the criteria for decision making, i.e. those aspects that will guide judgments; and
- vi. where appropriate, any supplementary criteria used to make a judgment on the level of performance

2.5 *Ensuring the Integrity of the Assessment Decision*

There are six main components that RPL assessor needs to consider so as to ensure that any assessment decision is sound. Assessors use their expertise and appropriate assessment tools to synthesize the evidence before them in a systematic way and holistically relate it to the requirements of the unit(s) of competency. While the process of holistic assessment is encouraged, assessors must be confident that a student is demonstrating competence against the full unit(s) of competency. The assessor or assessment team must possess the relevant vocational competencies being assessed. A competent assessor should ensure that:

- i. **The evidence accurately reflects:**
 - the requirements of the unit(s) of competence

- advice in the range statement
 - real workplace requirements
 - all four dimensions of competency
 - employability skills
 - appropriate VETA qualification alignment
- ii. The assessment is:**
- valid;
 - reliable;
 - flexible; and
 - Fair.
- iii. Validation processes have been used, such as:**
- internal assessor meetings;
 - moderation;
 - participation in industry forums;
 - Appropriate arrangements for credible assessments; and
 - appropriate records
- iv. Evidence is:**
- valid;
 - sufficient;
 - current; and
 - authentic
- v. Assessment procedures and decisions are recorded, reviewed and improved (See RPL assessors self-assessment form)**
- vi. Assessment reflects workplace requirements.**
Confidence in assessment decisions is enhanced when validation processes are used.

2.6 Documenting the Process Adequately

Some examples of the documents are provided in table 2

Table 2: Some of the important documents

Documentation	Purpose
Copies of relevant training package	To be available to assessors for reference at all times.
Competency profile	Prepared by assessor to assist in determining evidence requirements. The candidates can also confirm if they possess the competencies listed in the profile.
Materials, checklists or tools for collecting and analyzing evidence	Developed or adapted by assessor to be used in the actual assessment activity.
Assessment plan	Prepared by assessor and to be given to student in advance.
Record of evidence presented and samples of evidence collected	Collected and documented by assessor to corroborate assessment result, used in validation processes and in case of an appeal.
Record and reporting of assessment decision	Documented by assessor, qualification/statement of attainment issued by VETA and results to be supplied to candidate by VETA.
Feedback checklist	To be completed by the assessor and given to the student during feedback discussion.
Appeals information	To be provided to the student at the beginning of the process by the assessor or delegated person within VETA and during feedback discussion.

2.7 Planning and Conducting the Assessment Activity

The following stages demonstrate the steps likely to occur in planning and then conducting an assessment activity.

Plan the assessment.



Prepare the student.



Conduct the assessment.



Provide feedback, and appeals and reassessment information.



Record and report results



Review the assessment.

When **planning** an assessment activity, the assessor needs to ensure that:

- i. The student is prepared for the assessment and understands the process to be applied
- ii. The assessment tools or materials have been checked and trialed with an appropriate sample of people or reviewed where trials are not undertaken.
- iii. Assessment procedures have been reviewed to ensure that the tasks to be performed reflect workplace requirements with appropriate personnel in the industry/workplace or VETA.
- iv. The time and place for assessment have been agreed upon with the student and other relevant parties.
- v. The needs of the student have been determined and any reasonable adjustments have been made to the.
- vi. All appropriate personnel have been advised of the assessment.

When **preparing** the student for assessment, the assessor needs to ensure that:

- i. The scope, context and purpose of assessment have been agreed upon with the student.
- ii. The student has understood the assessment plan and any other appropriate documentation.
- iii. The relevant performance requirements have been provided and explained to the student.
- iv. The assessment procedure and expectations of the student have been clarified and agreed upon between the student and the assessor.
- v. Any legal or ethical responsibilities associated with the assessment have been explained to the student and other relevant parties.
- vi. The appeals process has been explained to the student.
- vii. Information has been conveyed using appropriate language and techniques to communicate effectively with the student and other relevant parties.
- viii. The need for any additional evidence gathering has been identified and the student has been informed.

In order to ensure all these let the candidate fill the assessment agreement form (see sample assessment agreement form)

When **conducting** the assessment activity, the assessor needs to ensure that:

- i. The assessment is conducted in accordance with the assessment plan.

- ii. Evidence specified in the assessment procedure is gathered using the agreed tools or materials.
- iii. Evidence is gathered in accordance with reasonable or allowable adjustments where applicable.
- iv. Evidence is evaluated in terms of validity, sufficiency, currency and authenticity.
- v. Evidence is evaluated according to the unit(s) of competency, all four dimensions of competency, the facets of employability skills, and the ability to transfer and apply skills and knowledge to new contexts if appropriate.
- vi. If appropriate, assistance from more experienced assessors or industry experts is sought.
- vii. The assessment decision is made in accordance with the specified criteria. The decision is recorded appropriately, in accordance with VETA RPL assessment guide and other regulating processes.

When providing **feedback**, the assessor needs to ensure that:

- i. Clear and constructive feedback is given to the student, and appropriate language and strategies are used.
- ii. Feedback includes guidance on overcoming gaps in competency or further goals or training opportunities if appropriate. Possible skills upgrading programme is suggested
- iii. The student is given information on reassessment opportunities and the appeals process.
- iv. Any assessment decision dispute is reported to the appropriate personnel within VETA.

2.8 Appeal Process

VETA should have an **appeals and complaints process** which allows candidates to challenge an assessment decision and enables them to be reassessed. The process should facilitate effective resolution of complaints and appeals. Some questions for VETA assessor to consider when developing appeals processes are as follows:

- i. Is the student clearly informed in a timely way about how to complain or appeal?
- ii. Does the student have an opportunity to present his/her case?
- iii. Does the student have access to an independent arbitrator if necessary? Some of these services might not be available in our context and thus should reflect within the existing VETA systems
- iv. Is the student clearly informed of the outcomes of the complaint or appeal?
- v. Does VETA have complaints and appeals resolved within realistic and fair timelines?
- vi. A reasonable non-refundable fee may be charged by VETA to discourage playful appeals but it should not be so high that it prohibits appeals altogether.

When **recording** results, the assessor needs to ensure that:

- i. Assessment results are recorded accurately and follow VETA record-keeping policies and procedures.
- ii. Confidentiality of assessment outcomes is maintained.

When **reviewing** the assessment activity, the assessor needs to ensure that:

- i. Feedback on the assessment activity is sought from the student.
- ii. Both positive and negative features experienced in conducting the assessment are conveyed to those responsible for the assessment procedure.
- iii. Suggestions for improving the assessment process are made or changes are made to the assessment process and materials.
- iv. Appropriate validation processes are implemented.

3.0 APPENDICES

3.1 *SAMPLE RPL ASSESSOR'S SELF ASSESSMENT FORM*

Review your current practice, using the criteria listed, and identify your current status and any issues you need further clarification.

Criteria	Your current status	Clarification needed
1. Are you familiar with VETA RPL training and assessment especially on: <ul style="list-style-type: none">• VETA cluster modules (MES)• Assessment rules• Certification criteria• VETA units of competence		
2. Are you fully briefed on all aspects and requirements of VETA recognition guidelines and procedures?		
3. Do you have a shared understanding with other VETA assessors of the rules of evidence and specific evidence requirements?		
4. Do you communicate effectively with candidates?		
5. Do you review Recognition assessments regularly?		
6. Are you conversant with assessment tools which are likely to bring out consistent results?		
7. Do you undertake further training in relation to RPL?		
8. Do you keep yourself current with specific employer or industry requirements?		

9. **Your knowledge of assessment**

Do you apply the following rules and requirements of evidence consistently:

Validity:

- Evidence relates directly to the unit of competency
- Demonstrates relevant underpinning skills and knowledge
- Reflects key competencies; and is appropriate to the relevant VETA qualification.

Sufficiency:

- Evidence includes all the critical aspects of evidence in the Unit
- It covers the entire scope of the unit
- It demonstrates competence over a period of time and in different contexts
- Includes different forms of evidence.

Authenticity:

- Each piece of evidence is clearly identifiable as the candidate's own work
- If candidate's evidence is part of teamwork, the candidate's specific role is clearly defined; qualifications, references, licenses etc. presented by the candidate are certified documents
- Candidates' verbal or written accounts about what they can do are verified by a credible third party and/or supported by documented evidence.

Currency:

- Evidence demonstrates that candidates can apply the competence in their current work.
- Demonstrates continuous ability for improvement

<p>10. Your practice as RPL assessor Do you inform candidates about:</p> <ul style="list-style-type: none"> • The RPL process • How to gather and present evidence • How to seek advice during the process • what constitutes evidence or what is not evidence • The rules of evidence and the requirements of the Unit • Opportunities to communicate and receive feedback about their application • Their own responsibilities • The final assessment decision and its consequences • Their right to appeal? 		
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This is a good form that we can use for RPL assessors prior to training them.

3.2 SAMPLE ASSESSMENT AGREEMENT

Candidate's name	
Address	
Phone number	
Assessors name	
Unit(s) of competence to be assessed	
Evidence to be collected	
<p>Candidate to answer questions (yes/no)</p> <ul style="list-style-type: none"> • Have the purpose and the consequences of the assessment been explained? • Have you received copies of the relevant unit(s) of competency? • Do you understand what evidence is to be collected? • Have your rights and the appeal system been fully explained? • Have you discussed any special needs to be considered during assessment? 	
<p>I agree to undertake assessment in the knowledge that information gathered will only be used for professional development purposes and can only be accessed by my supervisor/employer and VETA in Tanzania.</p>	
Candidate signature:	Date:
Assessor signature:	Date:

3.3 SAMPLE EVIDENCE GUIDE FOR MASONRY

Summary of unit requirements (Following VETA training)	Candidates role – can be recorded by the assessor or the candidate)	Evidence presented (how the candidate could prove competency, eg, combining answering questions, demonstrating, providing 3rd party reports, documentary evidence)
Excavate pits and trench Erect fencing poles Batch and mix materials Pour / cast concrete in position Align poles in a straight line Fix chain link wires Fix tension wires	Identifying the equipment and materials and use them to perform the indicated activity	1..... 3..... 4..... 5..... 6..... 7..... 8.....
Check for up rightness Pole are in straight line Poles are in plumpness Strength of poles Tensioning of chain link	Presenting the finished product	9..... 10..... 11..... 12..... 13.....

3.4 SAMPLE RULES OF EVIDENCE CHECKLIST

Complete a separate copy of this form for each unit of competence assessed.

Features of good quality evidence	Yes or No	Comments (if required)
<p>Review the evidence provided by the Candidate. Is it:</p> <p>Valid – relevant to the unit(s) of Competence?</p> <p>Authentic—are you sure it belongs to the candidate? For example, are documents originals, signed and dated; Can the candidate answer questions about them or explain how the work was done?</p> <p>Current – relevant to the unit(s) of competency?</p> <p>Sufficient – covers the Unit(s) of competency?</p>		

Assessor signature: Candidate signature:

Assessor name :..... Candidate name :.....

Date: Date

3.5 SAMPLE SUMMARY OF EVIDENCE MATRIX

SUMMARY OF EVIDENCE FOR (insert unit of competence)				
Elements	Describe below all evidence sighted, including names and dates of documents, names of signatories and other relevant details:			
	Observation Checklist	Portfolio Evaluation	Interview	3rd Party Report

Assessor signature: Candidate signature:

Assessor name:..... Candidate name:.....

Date: Date

3.6 SAMPLE OF ASSESSMENT TOOL

An assessment tool extracted from a VETA module on motor vehicle service transmission system: Servicing and repairing the final drive

(a) Direct performance assessment:

S/N	STEPS	STANDARD SCORE	CANDI-DATE SCORE
1	Select tools, equipment and materials	5	
2	Drain gear oil as per instruction	5	
3	Dismantle final drive	5	
4	Clean all parts of final drive as required	2	
5	Inspect visually worn wheel pinion and bearing	4	
6	Assemble all parts as required	7	
7	Check backlash for final drive gears as per specification	7	
8	Check crown wheel run – out and adjust to specification	7	
9	Check tooth and pinion depth as to the specification	5	
10	Collect, clean tools and restore	5	
11	Why do you check back lash	1	
12	Why do you check crown wheel run out	1	
13	Why do you check crown wheel tooth contact	1	
	TOTAL	60%	

(b) Product Assessment:

S/N	Assessment	STANDARD SCORE	CANDI-DATE SCORE
	Final drive unit overhauled and serviced as per manufacture’s specification without noise, hammering or oil leakage	40	
	TOTAL	40	
	TOTAL SCORE (DP + PA)	100%	

Name of Assessor: Signature Date.....

3.7 SAMPLE STRUCTURED ORAL QUESTIONING GUIDE

Candidate's name				
Assessor's name				
Unit of competency		Overhaul final drive		
Context		The questioning can be conducted before and/or after other evidence is gathered.		
<p>Instructions: These questions form part of the questioning for this unit. The candidate is required to provide verbal answers to all of the following questions that will be asked by the assessor. If required the assessor can ask 'what if' type questions and additional questions as deemed necessary as long as this is documented in the space provided.</p>				
Did the candidate Satisfactorily answer the following questions:	Yes	No	Suggested answers	Comments:
Why do you check back lash when servicing and repairing the final drive?				
Why do you check crown wheel run out?				
Why do you check crown wheel tooth contact?				
What tools/materials do you need when servicing and repairing the final drive?				
The candidate's underpinning knowledge was:: Satisfactory r Not Satisfactory r				
Comments:				
Additional questions:				
Assessor's signature:		Date:		
Candidates signature:		Date		

3.8 SAMPLE THIRD PARTY REPORT

Candidate's name			
Name of person giving the report			
Relationship to candidate			
Unit of competence	Serving food and beverage		
<p>Instructions: As part of the assessment for the unit listed above we are seeking to obtain supporting evidence of the candidate's competence. We are asking that you provide a brief explanation of why you have answered yes or no to the tasks listed below. This enables us to gather evidence of the candidate's competence. We value your support and ask that you complete this report honestly. Thank you.</p>			
Have you observed the candidate performing the following tasks:	Yes	No	Explanation
Setting up a service plan			
Ensuring cleanliness in a restaurant			
Handling the guest in restaurant			
Taking food and beverage orders			
Presenting the bill			
Setting a sitting plan			
Wearing a proper uniforms			
Inviting customers			
The candidate's performance was: Satisfactory r Not Satisfactory r			
Please provide any additional information to support your response:			
Third party signature:			
Date:			

For more information, please contact:

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CHANG'OMBE,

P.O. BOX 2849,

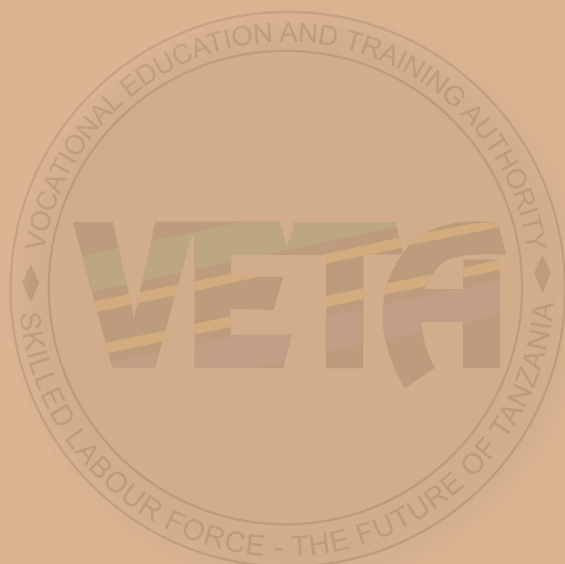
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