Energy and Water Sector Education & Training Authority

Policy and Guidelines for Assessments and Moderation
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<td>QACPOL2.0</td>
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**Acronyms**

AQP : Assessment Quality Partner

EWSETA : Energy Sector Education and Training Authority

NQF : National Qualifications Framework

QAC : Quality Assurance and Compliance

QACD : Quality Assurance and Compliance Department

SAQA : South African Qualifications Authority

SDP : Skills Development Provider

**Glossary of terms**

**Assessment**
A structured process of gathering evidence to measure and make judgements about the learner’s competence or non-competence of specified NQF registered qualifications, unit standards, trades, occupational qualifications and part qualifications.

**Assessor**
A person registered by the relevant ETDPSETA in accordance with established criteria, to measure the achievement of specified NQF standards or qualifications.

**Assessment Quality Partner**
A body delegated by the QCTO to manage and coordinate the external integrated summative assessments of specified NQF registered trades and occupational qualifications and part qualifications.

**Certification**
Means the formal recognition of a learner having successfully completed a qualification or part qualification.

**Course**
Formally recognised learning intervention

**External Integrated Summative Assessment**
A component of the assessment process and refers to the culmination of the assessment process when learners are subjected to a final sitting at the end of the learning cycle for an integrated externally conducted assessment.

**Moderation**
Moderation is a quality assurance process that contributes to the continuous improvement of assessment practices to ensure good assessment practice among assessors. It is a process which
ensures that assessment of the outcomes described in NQF standards or qualifications, is fair, valid and reliable.

Programme
A coherent set of courses, leading to a qualification

Qualification
A planned combination of learning outcomes with a defined purpose(s)

Unit Standard
A coherent and meaningful outcome of learning or training that is formally recognised

Foundational Learning
Refers to the competence needed in the two key areas of Communication and Mathematical Literacy in order to deal successfully with occupational learning at NQF Levels 2-4. Its key purpose is to remove barriers to learning and progress in occupational pathways and skills development.

Part-qualification
Refers to the achievement and some acknowledgement of some part of a qualification on the sub-framework without having fulfilled the complete requirement for the full qualification

Portfolio of Evidence
Means portfolio is defined here as a purposeful collection of samples of annotated and validated pieces of evidence (e.g. written documents, photographs, videos, audio tapes).

Recognition of Prior Learning
Means the principles and processes through which the prior knowledge and skills of a person are made visible, mediated and assessed for the purposes of alternative access and admission, recognition and certification, or further learning and development.

Qualification
Means a national registered qualification

Quality Assurance
The process of ensuring that standards and procedures are adhered to and that delivered products or services meet performance requirements according to the EWSETA, NAMB and QCTO requirements.

Occupational Qualification
Means a qualification associated with a trade, occupation or profession, resulting from work-based learning, developed and quality assured under the auspices of the QCTO and consisting of knowledge, practical skills and workplace experience standards and requires external summative assessments.

Records
Mean the documents that provide objective evidence of activities performed, events occurred, results achieved or statement(s) made. In this context, records are created by EWSETA or...
received from skills development providers or any person(s) or any entity(ies) associated with EWSETA (for example copy of learner's Portfolio of Evidence or Statement of Results including reports and other relevant documentation.

Sector Education and Training Authority
Means a body established in terms of the Skills Development Act to develop and implement sector skills plans and promotes learning programmes, including workplace learning. The QCTO has delegated quality assurance powers to the SETAs.

Skills Development Provider
A provider recommended by EWSETA for accreditation by the QCTO to offer components of the curriculum of an occupational qualification/s or part qualification/s and conduct internal formative and summative assessments.

Statement of Results
A document issued by the skills development provider for theoretical and practical skills modules completed and successfully assessed. If a learner leaves a skills development provider before completing all modules, a statement of results will assist in re-admission at a later stage.

Verification
The process managed by the relevant body for externally verifying (checking) the authenticity of processes to confirm or overturn the findings.

Workplace experience
Means the exposure and interactions required to practice the integration of knowledge, skills and attitudes required in the workplace. It is a component of a module that provides learners with a learning opportunity in the workplace for a specified period of time.

Work-based learning
Means is the exposure and interactions required to practice the integration of knowledge, skills and attitude required in the workplace.
1. **Preamble**

1.1 Section 7 of the National Qualifications Act, 2008 (Act of 67 of 2008) defines the NQF as a single integrated system comprising three co-ordinated qualifications sub-frameworks overseen by three quality councils as follows:

a) General and Further Education and Training overseen by UMALUSI;
b) Higher Education and training overseen by the Council of Higher Education (CHE); and
c) Trade and Occupations overseen by the Quality Council for Trades and Occupations (QCTO).

1.2 EWSETA is a statutory body established in terms of the Skills Development Act, 1998 (Act 97 of 1998) to accredit skills development providers for learning provision against legacy qualifications and unit standards and the assessment of learning achievements.

1.3 Since the inception of the new educational dispensation, the QCTO has been entrusted with the responsibility to design, develop and maintain standards and occupational qualification including quality assurance. In October 2012, the QCTO has delegated powers to EWSETA to perform quality assurance functions to accredit skills development providers on qualifications (occupational, trade-related qualifications and part qualifications) registered on the NQF falling within its primary focus area in terms Section 32 of the NQF Act No 67 read with Section 261 of the SDA (2) 37 of 2008 in conjunction with the QCTO Delegation of Quality Assurance Functions Agreement signed on the 15 October 2013. This mandate includes the approval of workplaces and the accreditation of assessment sites as well as to recommend the accreditation of assessment centres to the QCTO.

1.4 Furthermore, the EWSETA has been entrusted with the responsibility to in terms of the Memorandum of Understanding (which will be revised annually) entered between the Department of Higher Education and Training (NAMB) and the SETAs in line with the National Transitional Arrangements dated 22 May 2014 in accredit national artisan SDPs as well as the accreditation of trade test centres in collaboration with NAMB respectively.

1.5 Given these mandates, EWSETA is accountable for the standards of provision and learning in its primary focus area and also responsible for assuring the quality of learning achievements for registered qualifications and the quality management system of all accredited SDPs within its area of primary focus.

2 **Purpose**

2.1 The quality of assessment and moderation relies on quality assurance systems within institutions. EWSETA requires all its accredited SDPs to develop quality management systems and processes for the learning provision, assessments and moderation to achieve the objectives of the NQF.
2.2 This policy is an enabling document aimed at providing guidelines to accredited SDPs to develop effective assessment and moderation policy and procedures to enhance the quality of training and education within the energy and water sector.

2.3 It seeks to support continuous improvement in the assessment and moderation practices by skills development providers and how they may establish and maintain quality approaches for their assessment and moderation activities.

This policy needs to be read in conjunction with the Accreditation Policy (QACPOL2.0c).

3 Scope and Application

i) This policy applies to all skills development providers accredited by EWSETA (as a primary or secondary accrediting body).

ii) It also applies to the EWSETA QACD staff members entrusted with the responsibility to monitor and verify internal assessment and moderation practices for the purpose of learner achievements endorsements and certification.

iii) This policy does not seek to replace any requirements for assessments, moderations or verification imposed by any other legislation of policy. If any section(s) or provision(s) of this policy may be found to be inconsistent with any legislation or policy regulatory framework(s), such legislation or policy regulatory framework will prevail.

4 Legislative and policy contexts

This policy has been developed and guided by the following legislative and policy frameworks including relevant documents.

- Skills Development Act, 1998 (Act 97 of 1998 as amended)
- National Artisan Development Transitional Arrangements
- QCTO Policy on Accreditation of Skills Development Providers, QCTO SDP – 001/13 dated 20 February 2014
- Memorandum of Understanding (MoU) entered between DHET (NAMB) and EWSETA dated 2 May 2014.
- Policy on Delegation to DQPs and AQPs adopted on 22 June 2011
5 Policy Statement

5.1 This policy must be viewed as an overarching document that provides guidelines to accredited SDPs to:

a) Design their policy and procedures for the management of assessment and moderation
b) Develop relevant assessment methods and instruments
c) Record and report assessment and moderation activities
d) Develop the process for handling complaints and/or appeals for assessments

5.2 It can be used as a resource material for SDPs in designing their own assessment and moderation policies and procedures to ensure that assessment and moderation practices are valid, reliable, practical and fair.

5.3 Its provisions serve as a reference tool for external moderation by EWSETA's verifiers.

6 Roles and responsibilities of SDPs in assessment and moderation

6.1 SDPs are accountable to the EWSETA in respect of assessments and moderation practices and are responsible for the following:

a) Manage the delivery of learning programmes leading to standards and qualifications for which they are accredited.

b) Provide learning as specified within the relevant qualification, part qualification, unit standard or any of the curriculum components;

c) Ensuring the quality of the learning experience according to the requirements of the registered standards and qualifications;

d) Ensure that assessors that conduct assessment are qualified, registered assessors with EWSETA for the qualifications (occupational or part qualifications), unit standards or modules they are assessing;

e) Ensure that assessments are properly administered and moderated;

f) Develop assessment plan covering the outcomes of the qualification, unit standard or module outlining the assessment methods and instruments, evidence required, timing, weighting, assessment tasks that integrate linked knowledge and skills in line with the outcome and associated assessment criteria;

g) Monitor and evaluate the impact of their education and training services in respect of the standards and qualifications for which they are accredited.

h) Internally moderate 25% of learners (formative and internal summative assessments) or a minimum of three (3) formative and internal summative assessments. It is advisable, however, that all assessments must be moderated and the EWSETA reserves the right to sample any of the assessments moderated to ensure the quality of assessments at its discretion.
i) Enroll learners for the external assessment in the form and manner required by the EWSETA.

j) Record and report the achievements of learners;

k) Work in collaboration with approved workplaces who fulfil the workplace experience component of the curriculum to ensure correct, timeous submission of logbooks and associated reports;

l) Issue Statements of Results against the qualification (legacy, occupational, trade-related or part qualification including unit standards or module/s) successfully completed by learners and submit to EWSETA in the form and manner required by it;

m) Report on the number of learners enrolled and who have successfully completed education and training in the form and manner (prescribed template) as required by EWSETA, NAMB, QCTO on a quarterly basis in respect of occupational qualifications and monthly trade-related qualifications (See EWSETA Reporting Template).

9. Functions of EWSETA as an Assessment Quality Partner

9.1 EWSETA will act as an AQP in respect of the qualifications (occupational and part qualifications) for which it has been appointed, and must in accordance with Section 5 of the QCTO policy on DQPs and AQPs, in respect of the occupation/s specified in the Service Level Agreement.

(a) develop, maintain and apply a national data-bank of instruments for external assessment;

(b) develop and publish exemplars of external assessments;

(c) coordinate and manage external assessment processes;

(d) develop and maintain a national database of registered assessors and moderators from which assessors/moderators for the external summative assessments will be selected;

(e) record learner achievements;

(f) develop criteria for the accreditation of assessment centres or the approval of assessment sites;

(g) recommend to the QCTO assessment centres for registration;

(h) make recommendations to the QCTO on the withdrawal of accreditation of an assessment centre;

(i) recommend to the QCTO the accreditation of skills development providers for the knowledge and/or practical skills component using criteria and guidelines provided by the QCTO;

(j) verify that SETA workplace approval systems meet the standards set in the workplace experience curriculum component against the criteria and guidelines provided by the QCTO;

(k) implement an appeals policy as guided by an assessment policy;

(l) upload learner assessment achievements and submit Statement of Results of learners to the QCTO for the awarding of occupational certificates to the QCTO;
(m) recommend the certification of learners to the QCTO;
(n) ensure systems are in place to detect and address irregularities;
(o) conduct learner tracer studies;
(p) advise the QCTO as to the recognition of qualifications and part qualifications from other sub frameworks;
(q) promote continuous professional development of AQP associated practitioners;
(r) report to the QCTO on the performance of its functions in the form and manner required by the QCTO;
(s) collaborate with QCTO on the evaluation of the assessment and moderation processes; and
(t) moderate at least 10% of learner assessments.

9.2 Recognise part qualifications as/towards the achievement of one or more of the curriculum components.

9.3 Provide for RPL assessment to enable learners to achieve full or part recognition for one or more of the curriculum components and where full recognition is given then enable the learners to access the final summative assessment.

9.4 Over and above these functions, EWSETA is accountable for the standards of provision and learning within its primary focus area for legacy qualifications until the end of their lifespan. As a quality assurance body in keeping with its functions as an Assessment Quality Partner, it is responsible for:

a) Monitoring the performance of SDPs on an ongoing basis to determine compliance with its requirements and that NAMB and the QCTO.

b) Ensuring that the quality of learning provision, assessment and moderation including verification interactions achieve the degree of excellence in keeping with its vision, mission, goals and objectives.

c) Ensuring the quality of learning achievements are within a specified context for registered qualifications and the quality management system of accredited SDPs.

d) Informing SDPs of intended site visits.

8. Integrated Assessment

Assessment is conducted to determine the learner’s applied competence and successful completion of learning in the qualification.

There are two types of assessments, namely:

a) Integrated internal assessments which address internal assessment activities. This type of assessment is divided into two, namely: integrated formative assessment and summative assessment.
b) External integrated summative assessments that take place at the end of the learning cycle.

8.1 Integrated formative assessment

8.1.1 Formative assessment takes place during the process of learning and teaching and is sometimes called continuous assessment. It is used to build a profile of the learner over time, and can be used to give feedback to a learner for developmental purposes.

8.1.2 Formative assessment leads to entrance into the integrated external summative assessment and is designed to:

- Support the teaching and learning process
- Assist in the planning of future learning
- Diagnose the learner’s strengths and weaknesses
- Provide feedback to the learner on his/her progress
- Determine the readiness of learners to do a summative assessment.

8.1.3 SDPs must conduct formative assessment, as specified within the relevant curriculum component(s).

8.2 Integrated summative assessment

8.2.1 Summative assessment is assessment for making a judgement about achievement. It is normally carried out when the learner is ready to be assessed at the end of a programme of learning and is used to confirm that learners have met all the requirements of a unit standard(s).

8.2.2 SDPs must use the curriculum of the occupational qualification to guide them on the stipulated internal assessment criteria and weighting to structure formative assessments. They must also apply the scope of practical skills and applied knowledge as stipulated by the internal assessment criteria.

8.3 External integrated summative assessment

8.3.1 The purpose of an external summative assessment or assessment against the occupational qualification or part qualification is to promote consistency and credibility of the occupational qualifications or promote articulation of part qualification issued.

8.3.2 External integrated summative assessment takes place at the end of the learning cycle and focuses on the exit level outcomes and associated assessment criteria of the occupational qualification.
8.3.3 It is conducted nationally at approved assessment sites by the EWSETA and accredited assessment centres by the QCTO.

9. Elements of an assessment system and process

9.1 The purpose of an assessment system is to gather information that is used to determine the learner's knowledge, skills and attributes and ensure a fair evaluation and judgement.

9.2 SDPs must ensure that their assessment system is informed by policy and procedures and that assessment and moderation will:

(a) ensure assessment processes and decisions are open, systematic and consistent;

(b) assessment methods are appropriate, fair, manageable and integrated with work or learning and evidence is valid, authentic and sufficient;

(c) provide for internal moderation of assessment materials and judgements;

(d) comply with external moderation requirements of the EWSETA and the QCTO;

(e) ensure learners are assessed only against those unit standards or qualifications registered on the National Qualifications Framework for which the provider has accreditation;

10. Assessment Principles

10.1 There are many taxonomies of principles that apply to the assessment process. SDPs may consider which principles best reflect the institutional commitments in respect of assessment practices taking into account the objectives of the NOF.

The following principles also apply in the assessment process.

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<tr>
<th>Validity</th>
<th>The assessment focuses on the requirements laid down in the standard i.e the assessment is fit for purpose.</th>
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<tr>
<td>Authenticity</td>
<td>The assessor is satisfied that the work being assessed is attributable to the person being assessed</td>
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<tr>
<td>Consistency</td>
<td>The same assessor would make the same judgment again in similar circumstances. The judgment made is similar to the judgment that would be made by other assessors</td>
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<tr>
<td>Currency</td>
<td>Currency refers to the applicability of skills, knowledge and understanding in the present circumstances. In some fields of study, currency of experience and training is of the utmost importance.</td>
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<tr>
<td>Sufficiency</td>
<td>The evidence collected establishes that all criteria have been met and that performance to the required standard can be consistently repeated.</td>
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<td>Appropriateness</td>
<td>The method of assessment is suited to the performance being assessed</td>
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<td>Directness</td>
<td>The activities in the assessment mirror the conditions of actual performance as closely as possible</td>
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<td>Fairness</td>
<td>The method of assessment does not present any barriers to achievements</td>
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<tr>
<td>Integration</td>
<td>Evidence collection is integrated into work or learning process, where this is appropriate and feasible</td>
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<tr>
<td>Manageability</td>
<td>The methods used make for easily arranged, cost-effective assessments that do not unduly interfere with learning.</td>
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<tr>
<td>Open</td>
<td>Learners can contribute to the planning and accumulation of evidence. Learners understand the assessment process and the criteria that apply.</td>
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<tr>
<td>Systematic</td>
<td>Planning and recording is sufficiently rigorous to ensure that assessment is fair.</td>
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10.2 Providers generally strive to ensure that assessments are valid, authentic, consistent, current and sufficient (VACCS).

11. **Role of an Assessor**

11.1 Successful implementation of quality assessment processes and practices is dependent on the skills, knowledge and expertise of assessors. The quality of assessor training has a major influence on both the quality of assessment outcomes and the confidence that stakeholders have in the national assessment arrangements.

The role of an assessor is to:

a) Inform the learner about the qualification’s or unit standard’s requirements  
b) Support and guide the learner in the collection of evidence  
c) Help the learner plan for the assessment  
d) Inform the learner about the timing of the assessment  
e) Conduct the assessment and provide feedback  
f) Review assessment practices and make recommendations for improvement  
g) Abide by the Code of Conduct for assessors  
h) Judge evidence observing the rules of evidence applying VACCS principles

11.2 SDPs must ensure that assessors conduct assessments in the manner that is procedurally correct and acceptable. Equally important, assessors must ensure that their assessment practice is procedurally fair, valid, credible and reliable

12. **Methods and instruments of assessment**

The methods and instruments of assessment must be appropriate and relevant to the circumstance and requirements of the qualification, and be in line with the NQF principles. A combination of methods and instruments should be used in conducting assessments.
13. **Assessment cycle**

The timing of the assessment must be determined by its purpose. Cycles must be determined by formative, summative and integrated assessments, as required.

14. **Frequency of assessments**

14.1 EWSETA accredited skills development providers must conduct assessments at planned intervals. The timing and focus of these assessments must be recorded in an assessment plan which should be given to learners as part of the course/programme outline on registration.

14.2 Such plan must also be communicated to the EWSETA’s QACD.

15 **Internal Moderation of Assessments**

15.1 Any national system of assessment must be effectively and efficiently quality assured to ensure that consistent and accurate standards are being applied and maintained.

15.2 Moderation is used to ensure consistency and accuracy, particularly in the assessment of learner performance.

15.3 The purpose of moderation is to ensure that assessments conducted by registered assessors meet the required outcomes laid out by the NQF standards and qualifications.

Therefore moderation of assessment must focus on the following:

- The validity of assessment instruments.
- The reliability of assessment decisions.
- The practicability of applying assessment instruments.
- The consistency of the quality of assessment practices by skills development providers over time.

15.4 Moderation methods must include, but not limited to combinations of pre- and post-assessment, visits and panels (or clusters).

15.5 The EWSETA accredited SDPs must ensure that assessments are moderated in terms of the provisions of the internal assessment and moderation policy and procedures.
16 Role of Moderators

16.1 Moderators must ensure that:

- Registered as an assessor and moderator with EWSETA
- Plan and prepare for moderation activities with other role-players (assessors and other moderators within the system)
- Abide by the Code of Conduct for Moderators
- An appropriate sample is taken from internal assessments conducted, as outlined in clause 6.1 (e) of this policy.
- Monitor consistency of assessment process and records
- Provide appropriate support, guidance and advice to assessors for improvement
- Record and report irregularities and actions taken in this regard
- Uphold ethical principles and behaviour
- The selection and design of assessment methods and instruments is appropriate to the qualification (legacy, occupational and part qualifications including unit standards or module/s) that is being assessed.
- Review moderation systems and processes.
- Be a subject matter expert in the area for which they are registered
- Establish and monitor the implementation of procedures for selection of samples of assessments for moderation
- The process of arriving at results is in place and is moderated.
- All observations are recorded and reported to the relevant party according to prescribed requirements after each moderation cycle.
- Assessment guides are developed and adhered to when conducting assessments.
- Review marks of a sample work across sampled PoEs.

17 Moderation Cycle

The timing of the moderation process should match the assessment cycle, within a reasonable time frame.

18 External Moderation

18.1 External moderation usually involved the verification of learner achievement and the checking or validating of the accuracy of information on learner results before the authorisation of certification.

18.2 The verification process is managed by the QACD lead by an expert. This process is covered in a separate document, the “Verification Checklist”.

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19  **Document management system**

19.1 To ensure that there is a sound basis for building on the knowledge and records to be maintained and kept overtime, it is important that SDPs develop a robust strategy for documenting and keeping records including important documentation safe and secure.

19.2 SDPs must establish clear protocols for records management regarding assessment and moderation.

20  **Sampling strategy for the external moderation of assessments**

20.1 This refers to a representative sample that must be used to identify any issues with assessment and moderation practices and decisions.

20.2 It is recommended that the PoEs sampled include but not limited to:

- The full performance range of assessment results
- Adequate representation of borderline cases at each threshold;
- Moderate at least 10% of randomly selected learner assessments in accordance with section 5(5.1) (t) of the QCTO policy on Delegation to DQPs and AQPs.

21  **Criteria for registration of Assessors and Moderators**

21.1 In order to register as an assessor or moderator an applicant must fulfil the requirements of EWSETA and NAMB as outlined in the Procedure for Registration of Assessors and Moderators.

22  **Duration for registration**

22.1 Assessors and moderators will be registered for a period of three (3) years, starting on the date of registration.

23  **Reporting of assessment and moderation activities**

EWSETA’s accredited SDPs must report at least monthly on the management of their assessment and moderation activities.[prescribed template]

24. **Assessment and Special Needs**

24.1 One of the key objectives of EWSETA is to promote better educational and training outcomes for the energy and water sector to contribute toward the national goals of skills development in the energy and water sector.
24.2 Under the Equity Act (Act No. 55 of 1998), learners with a disability have the right to be evaluated based on their ability, not their disability. It provides a framework to ensure that learners with disability have equal opportunity to learn and that they are able to access and participate in education on the same basis as other learners.

24.3 SDPs must ensure that all learners are treated equally and that learners' special needs are considered in the design of course and learning support materials, assessment arrangements and communication with facilitators, assessors and moderators.

24.4 SDPs must also take into account learners' special needs in the design of the institution which should be relevant to the form of delivery of learning programmes.

24.5 If the location, delivery system, or instructional methodology limits their access, participation, or ability to benefit, learners have the right to reasonable adjustments in those aspects of the course to accommodate their disability.

24.6 In designing, implementing and evaluating assessment and moderation processes, SDPs must take into account the entitlements of their learners who reflect the diversity of protected characteristics and prior educational experience, and promote the development of inclusive practice.

In the event that the SDP enrols learners with special needs, the SDP must:

24.7 Ensure that assessments meet the requirements of learners with special needs at all times to ensure that such special needs do not affect the ability of the learners to be fairly assessed.

24.8 Ensure that assessments and moderation indicate the number of attempts that learners may be permitted to be assessed in case where they are found ‘Not Yet Competent’.

25 Recognition of Prior Learning (RPL)

25.1 The EWSETA policy on Recognition of Prior Learning applies (See QACPOL2.0g). Any individual may request to be assessed in terms of the provider assessment practices without having to undergo any formal training.

25.2 The learner must be given the opportunity to be assessed in terms of requirements of the qualification (legacy, occupational, part qualification, unit standard or module). If successful, the provider should certify the learner as competent in the unit standard(s) or a full qualification. The EWSETA QACM must issue the competency certificate for a full qualification in case of legacy qualification or submit a Statement of Results to the QCTO for the awarding of an occupational qualification or part qualification.

25.3 Competency and credits in unit standards or modules must be recorded on the EWSETA QACD database, but no certificate will be issued – instead, a Statement of Result can be issued on request.
26 Policy Review

This policy shall be reviewed at least after three (3). Any envisaged policy review may be done as and when required.

Any changes and/or amendments made must be clearly recorded and be duly approved by Management.

27 Approval

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<tr>
<th>Name</th>
<th>Mr. Shannon Davids</th>
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<tr>
<td>Position</td>
<td>Quality Assurance and Compliance Manager</td>
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<th>Name</th>
<th>Ms Tsholofelo Mokotedi</th>
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<th>Name</th>
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<td>26/05/15</td>
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<table>
<thead>
<tr>
<th>Name</th>
<th>MR CLEBOGENG BESNAAR</th>
</tr>
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<tbody>
<tr>
<td>Position</td>
<td>Board Chairperson (ACTING)</td>
</tr>
<tr>
<td>Signature</td>
<td>![Signature Image]</td>
</tr>
<tr>
<td>Date</td>
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