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GENERAL NOTICE ALGEMENE KENNISGEWING

NOTICE 291 OF 2011**DEPARTMENT OF TRANSPORT****ROAD TRAFFIC MANAGEMENT CORPORATION****DECLARATION OF POLICY DOCUMENT FOR TRAFFIC TRAINING CENTRES**

By virtue of section 3L and regulation 2B(3) of the National Road Traffic Act, 1996 (Act 93 of 1996), I hereby declare the Policy Document for Traffic Training Centres as the national policy and requirements for a training centre for approval in terms of the Act from the date of this publication.

MINISTER OF TRANSPORT

KENNISGEWING 291 VAN 2011**DEPARTEMENT VAN VERVOER****ROAD TRAFFIC MANAGEMENT CORPORATION****VERKLARING VAN BELEIDSDOKUMENT VIR VERKEERS OPLEIDING SENTRUMS**

Kragtens Artikel 3L en regulasie 2B(3) van die Nasionale Padverkeerswet, 1996 (Wet 93 van 1996), verklaar ek hiermee die Beleidsdokument vir Verkeers Opleidings Sentrums as die nasionale beleid en vereistes vir 'n opleidings sentrum vir goedkeuring ingevolge die Wet vanaf die datum van publikasie hiervan.

MINISTER VAN VERVOER

Executive Summary

This Policy is aimed at providing a framework for the implementation of a comprehensive and effective human resources development strategy for all Traffic Training Centres within the country and to co-ordinate, regulate and standardize training to ensure an integrated approach to education, training and development within the road Traffic Management environment in terms of the National Road Traffic Act, 1996 (Act 93 of 1996).

POLICY DOCUMENT FOR TRAFFIC TRAINING CENTRES

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Terms and Definitions

Accreditation

The certification, usually for a particular period of time, of a person, a body or an Traffic Training Centre as having the capacity to fulfill a particular function in quality assurance system set up by the South African Qualifications Authority in terms of the Act.

Act

South African Qualifications Authority Act, 1995 (Act No 58 of 1995).

Aim

Expected outcome of the research project and provides direction to the research project.

Applied Competence

The ability to put into practice in the relevant context the learning outcomes acquired in obtaining a qualification.

Assessment

A structured process for the gathering of evidence and making judgments about an individual's performance in relation to registered national standards and qualifications.

Assessment Instrument

The nature of the assessment task.

Assessment Method

The act the assessor engages in.

Assessor

A practitioner who will be responsible for the assessment of the achievement of learning outcomes.

Core Learning

Compulsory learning required in situations contextually relevant to the particular qualifications.

Credit

The value assigned by the Authority to ten (10) notional hours of learning.

Critical Outcomes

The generic outcomes which inform all teaching and learning.

Education and Training Quality Assurance body

A body accredited in terms of section 5 (1)(a)(11) of the SAQA Act, responsible for monitoring and auditing achievements in terms of national standards and qualifications.

ETD Practitioner

An Education, Training and Development Practitioner, which includes the whole spectrum of educators, trainers, teachers, facilitators, tutors, assessors, lecturers, development officers, mentors and the like.

Fundamental Learning

Learning which forms the grounding or basis needed to undertake the education, training or further learning required in the obtaining of a qualification.

Integrated Assessment

Forms of assessment which permits the learner to demonstrate a wide spectrum of applied competencies; which consists of a range of formative and summative assessment methods.

Instrument

The tools the researcher uses to collect the data.

Learning Programme

The combination of courses, modules or units of learning (learning materials and methodology) by which learning can achieve the learning outcomes for a qualification.

Moderation

The process, which ensures that assessments of the outcome described in national qualifications framework standards or qualifications, is fair, valid and reliable.

Moderating body

A body specifically appointed by the Authority for the purpose of moderation.

Outcomes

The contextually demonstrated end products of the learning process.

Provider

A body which primarily delivers learning programmes, which culminate in specified levels within the National Qualifications Framework.

Qualified Learner

A learner who has obtained a qualification.

Quality Assurance

The process of ensuring that the degree of excellence specified is achieved.

Quality Assurer

In terms of this policy – means the Road Traffic Management Corporation.

Quality Audit

The process of examining the indicators that show the degree of excellence achieved.

Quality Management System

The combination of processes used to ensure that the degree of excellence specified is achieved.

Recognition of Prior Learning

The recognition of previous skills and knowledge of a learner obtained against specific learning outcomes required for a specified qualification.

Registered Standards

Standards or qualifications registered on the National Qualifications Framework.

Sector

A defined portion of social, commercial or educational activities used to prescribe the boundaries of an Education and Training Quality Assurance Body.

Shareholders Committee

Means the shareholders committee of the RTMC which consist of the Minister of Transport as the Chairperson, provincial MEC's responsible for Road Transport matters and two members of the South African Local Governmnet Association (SALGA).

Specific Outcomes

Means contextually demonstrated knowledge, skills and values which support one or more critical outcomes.

Standards Generating Body

A body registered in terms of Section 5(1)(a)(11) of the Act, responsible for establishing education and training standards or qualifications, and to which specific functions relating to the establishing of national standards or qualifications have been assigned in terms or Section 5(1)(a)(11) of the Act.

Unit Standard

Registered statements of desired education and training outcomes, their assessment criteria, together with administrative and other information as specified in the regulation.

RPL Glossary

Accreditation: Awarding of credits for a learning programme or module.

Appeal: If a learner is not satisfied with the outcome of an assessment, the learner may follow an appeal process for reassessment.

Assessment: The process of reviewing, measuring and evaluating the evidence of the learner's learning to determine whether credit should be awarded.

Assessment methods: The two methods commonly in use are the RPL portfolio and challenge assessment/examination.

Assessor: The training practitioner who is trained for RPL assessment and who is responsible for the admission and assessment of the learner/ learner.

Learner: A person applying for RPL admission.

Challenge Assessment/examination: An assessment/examination specifically drawn up to assess the generic knowledge a learner has with regard to a specific learning programme or module.

- This assessment/examination does not assess knowledge from a specific textbook or conveyed by a specific lecturer. It only assesses knowledge according to the learning outcomes of the learning programme or module;
- The challenge assessment/examination may include case studies and/or demonstrations and/or oral tests.

Credit: The value attached to a formal learning programme or module.

Credit for RPL: This is credit awarded when a learner's knowledge acquired through experiential learning matches the syllabus and is on the level of a specific module or learning programme.

Experiential learning: Learning that has been acquired as a result of practical experience rather than through formal structured education.

Evidence: The proof that a learner may produce, could be varied and may include but is not limited to the following:

- Written documents, e.g. letters, testimonials, appraisals, work documents, syllabuses, schedules, job descriptions, work samples, designs, photographs, videos, audio tapes, certificates or certified copies of originals.

Evidence assessment criteria: Assessment of evidence will be done according to a set of assessment criteria that can be related to the type of evidence. These include:

Authenticity: The learner must prove conclusive ownership of submitted evidence.

Sufficiency: There must be enough evidence to prove conclusively that the **skill or knowledge** claimed can be transferred from one contract to another.

Currency: The evidence must represent current professional or vocational levels of competency.

Formal learning: Is learning that has occurred through taking a structured credit learning programme.

Learning outcomes: A learning outcome describes what is known and what can be done as a result of learning experiences.

Lifelong learning: It includes all the learning, formal or non-formal, that a person accumulates. (much of which may never be granted formal credit).

Non-formal learning: This can include all learning other than formal study. It can include learning through experience or informal learning, through self-study or attending conferences, etc.

Recognition of prior learning (RPL): It enables a learner to gain recognition and credit/s for acquired skills and knowledge.

RPL portfolio: This is a file of assembled documented evidence that supports a learner's claim for RPL credit or recognition. This is the RPL process and the product that needs to be submitted for assessment for RPL credit.

Portfolio development: This is a process of collecting and organizing evidence to support the learner's claim for RPL credit or recognition. The learner in this process analyses previous experience and matches it with the learning outcome of a module, collects relevant documented evidence and demonstrates learning.

Acronyms

AC	Assessment Criteria
CCFO	Critical Cross field Outcomes
CEO	Chief Executive Officer: RTMC
CO	Critical Outcomes
DLTC	Driving Licence Testing Centre
EDL	Examiner for Driving Licences
EOV	Examiner of Vehicles
ETDP	Education, Training and Development Practitioner
ETQA	Education and Training Quality Assurer
ISO	The International Organisation for Standards
ISS	Image Scanning Sheet
LCU	Live Capturing Unit
LGSETA	Local Government Sector Educational Training Authority
MOU	Memorandum of Understanding
NQF	National Qualifications Framework
NSB	National Standards Bodies
NRTA	National Road Traffic Act (93/1996)
OBET	Outcomes-based Education and Training
OHASA	Occupational Health and Safety Act and Regulations

POE	Portfolio of Evidence
QC	Quality Council
RPL	Recognition of Prior Learning
RTMC	Road Traffic Management Corporation
SAQA	South African Qualifications Authority
SASSETA	Safety & Security Sector Education and Training Authority
SABS	South African Bureau of Standards
SAPS	South African Police Service
SDA	Skills Development Act
SDF	Skills Development Facilitator
SETA	Sector Education and Training Authority
SGB	Standards Generating Body
SO	Specific Outcome
TO	Traffic Officer
TCTP	Training Committee for Traffic Personnel
TETA	Transport Sector Education and Training Authority
TTC	Traffic Training Centre
VTS	Vehicle Test Station
WSP	Workplace Skills Plan

LEGISLATIVE FRAMEWORK THAT INFORMS THE DRAFT POLICY

- **The Supreme Act Law: Constitutional Act, 1996 (Act 108 of 1996).**
- **The RTMC Act, 1999 (Act 20 of 1999).**
- **The National Road Traffic Act, 1996, (Act 93 of 1996) / Road Traffic Act, 1989, (Act 29 of 1989)**

This policy compliments the National Road Traffic Act, 1996 (Act No.93 of 1996). Chapter II of the Act deals with the approval of Traffic Training Centres, training of authorized officers, examiners of vehicles and examiners for driving licences and the appointment and grading of authorized officers. The policy provides guidelines for the CEO and the Shareholders Committee for the approval referred to above.

The Statistics Act, 1999

This policy complements the Statistics Act, 1999, (Act No.6 of 1999). Paragraph 14 of the Statistics Act deals with the obligation of government departments to work closely with the Statistician-General in, for example, maintaining national standards of statistical reporting and co-coordinating the statistical collections of the country. This draft policy creates a framework for the RTMC and the Traffic Training Centres to comply with this obligation in a more organised and effective manner through improved procedures for ensuring the accuracy and proper presentation of education/ training statistics.

Batho Pele Public Service Delivery

This policy complements the Batho Pele strategy of Government to improve service delivery to the public. By creating a framework for systems development, this draft policy will facilitate the improvement of the education/training systems which will, in turn, improve the lives of those who participate in education/training.

South African Qualifications Act

This policy compliments the initiatives contained in the National Qualification Framework and the SAQA Act.

PART I: APPLICATION AND APPROVAL OF TRAFFIC TRAINING CENTRES

1.1 INTRODUCTION

This policy is intended for use by the RTMC for the approval of all Traffic Training Colleges/Academies who request approval to present training for authorized officers according to the requirements as set out in the National Road Traffic Act and Regulations as well as the requirements of SAQA and this Policy for Traffic Training Centres/Academies approved by the Road Traffic Management Corporation. (RTMC).

1.2 APPLICATION FOR APPROVAL OF TRAFFIC TRAINING CENTRES

If a Traffic Training Centre wants to be approved, it shall apply for approval on the prescribed application form (Form AFA or any amendment thereof) as published in the National Road Traffic Act, 1996 (Act 93 of 1996).

The Traffic Training Centre must complete all questions and fields in this questionnaire. Space is allowed at the end for additional remarks concerning matters that were not covered by the questions and the fields provided. (If additional space is needed, a separate page can be used).

On completion, the Head of the Traffic Training Centre, or his duly delegated representative, must sign the questionnaire and add any comments deemed necessary.

If the Traffic Training Centre wishes to add any written documentation to shed more light on the information noted in the questionnaire, they are welcome to do so. This must be submitted to the CEO of the RTMC within seven days of the date of inspection. The Traffic Training Centre is entitled to a copy of the completed questionnaire.

Each question is answered by either a "YES" or a "NO". In the event of a "NO" the motivation or remarks part must be completed. The remarks part may also be completed where additional information is required e.g. where the Traffic Training Centre achieves better than the minimum. Space is available at the end for the assessor to give a general impression of the Traffic Training Centre.

The Traffic Training Centre must be notified at least fourteen days(14) prior to the assessment, in order to prepare. This must be done by means of a fax and e-mail.

**APPLICATION AND NOTICE I.R.O. APPROVAL OF TRAFFIC TRAINING
CENTRE (Pages 18 – 22)**

AFA(5):2005/11:

AFA

REPUBLIC OF SOUTH AFRICA

REPUBLIEK VAN SU-D-AFRIKA

**APPLICATION AND NOTICE
I.R.O. APPROVAL OF
TRAINING CENTRE**
(National Road Traffic Act, 1996)

**AANSOEK EN KENNISGEWING
T.O.V. GOEDKEURING VAN
OPLEIDINGSENTRUM**
(Nasionale Padverkeerswet, 1996)

NOTE: For the purposes of the approval of a training centre, it shall be essential to produce the identity document of the management representative.

LET WEL: Vir die doeleindes van die goedkeuring van 'n opleidingsentrum is dit noodsaaklik dat die identiteitsdokument van die bestuurs-vertegenwoordiger voorgelê word.

LIST OF POSSIBLE TRANSACTIONS	Mark with X Merk met X	Parts of the form to be completed Dele van die vorm om in te vul	LYS VAN MOONTLIKE TRANSAKSIES
APPLICATION FOR: Approval		A B C D E F	AANSOEK OM: Goedkeuring
Duplicate certificate of registration		A B	Duplikaat sertifikaat van registrasie
NOTICE OF CHANGE OF			KENNISGEWING VAN VERANDERING VAN
Particulars of training centre		A B	Besonderhede van opleidingsentrum
Equipment and Facilities		A B C F	Toerusting en Fasiliteite
Training Officers		A B C F	Opleidingsbeamptes

PARTICULARS OF TRAINING CENTRE	A	BESONDERHEDE VAN OPLEIDINGSENTRUM
Type of identification	traffic register no. verkeersregisternr.	Soort identifikasie
Identification number	[] or first application eerste aansoek	Identifikasienommer
Name of training centre	[]	Naam van opleidingsentrum
E-mail address	[]	E-pos adres
Telephone number	[] - [] (code/kode) (number/nommer)	Telefoonnommer
Facsimile number	[] - [] (code/kode) (number/nommer)	Faksimileenommer
Postal address	[]	Posadres
Suburb	[]	Voorstad
City/Town	[]	Stad/Dorp
Street address	[]	Straatadres
Suburb	[]	Voorstad
City/Town	[]	Stad/Dorp
Address where notices must be served (mark with X)	postal address posadres	street address straatadres
		Adres waar kennisgewings beteken moet word (merk met X)

PARTICULARS OF PROXY OR REPRESENTATIVE	BESONDERHEDE VAN GEVOI MAGTIGDE OF VERTEENWOORDIGER
Type of identification (mark with X)	traffic register no. verkeersregisternr. RSA ID RSA ID foreign ID buitelandse ID
Identification number	[]
Country of issue if foreign ID	[]
Surname and initials	[] and [] on []
	Van en voorletters

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COURSES	B	KURSUSSE
(mark with X)		(mark met X)
Diploma course for Traffic Officers	<input type="checkbox"/>	Dipomakursus vir Verkeersbeamptes
Course for Examiner for driving licences	<input type="checkbox"/>	Kursus vir Toetsbeampte vir bestuursteensies
Course for Examiner of vehicles	<input type="checkbox"/>	Kursus vir Oordersoker van voertuie

GENERAL REQUIREMENTS, EQUIPMENT AND FACILITIES	C	ALGEMENE VEREISTES, TOERUSTING EN FASILITEITE
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GENERAL REQUIREMENTS			If the answer is NO, please motivate. Attach a separate sheet if necessary.
Does the training centre comply with the requirements as set out in the Requirements Document?	yes ja	no nee	
Are separate lecture rooms provided for, to facilitate concurrent training in the various courses offered?	yes ja	no nee	
Has a work study report been completed and submitted that the lecture rooms are in conformance with the necessary specifications as to overcrowding, adequate lighting, sound and ventilation?	yes ja	no nee	
Does each lecture room have as standard equipment at least one writing board, one overhead projector and one screen?	yes ja	no nee	
Is at least one video machine and monitor available as standard equipment?	yes ja	no nee	
Is a video camera with accessories available, or does the institution have access to one?	yes ja	no nee	
Is a Library or Media Centre available in the centre?	yes ja	no nee	
Is the Library or Media Centre stocked with relevant reference books, articles and publications?	yes ja	no nee	
Does the Library or Media Centre have equipment in stock for the provision of multimedia training aids?	yes ja	no nee	
Is suitable photocopying/reproduction equipment available?	yes ja	no nee	
Does each instructor have access to computers with a word processing package and access to at least a laser printer on site to render the required professional services?	yes ja	no nee	
Do management and support staff have computer equipment capacity to render the required professional services?	yes ja	no nee	
Is Internet access available and does the institution have an e-mail address? (Specify address)	yes ja	no nee	
Does the institution have adequate support/administrative capacity to ensure effective administration of training and development? How many staff members are involved in this capacity?	yes ja	no nee	
Is accommodation and meals available on the premises to persons in training? If not, is it readily available? (Specify)	yes ja	no nee	

SPECIFIC REQUIREMENTS IN RESPECT OF REGISTERED COURSES OFFERED			
DIPLOMA COURSE FOR TRAFFIC OFFICERS			
A training institution which wishes to specialise in the training of Traffic Officers should respond to the following questions.			
Does equipment for practical training include the following basics?			
- an indoor or outdoor shooting range or access to a shooting range which complies with recognised safety standards	yes ja	no nee	
- is there a firearm register and is the issue of ammunition duly recorded and controlled?	yes ja	no nee	
- primary and secondary weapons as per approved curriculum	yes ja	no nee	
- safety glasses	yes ja	no nee	

- ear muffs	yes ja	no nee	
- access to mass measuring apparatus	yes ja	no nee	
- access to a heavy motor vehicle	yes ja	no nee	
- access to a light motor vehicle	yes ja	no nee	
- access to a bus	yes ja	no nee	
- access to a motor cycle (more than 400 cubic cm capacity)	yes ja	no nee	
- access to speed measuring apparatus	yes ja	no nee	
- reflective clothing for night duty	yes ja	no nee	
- access to a magistrate's court	yes ja	no nee	
- access to licensing and testing station facilities	yes ja	no nee	
- suitable dedicated transport to move various groups of students to and from training sites/facilities	yes ja	no nee	
- access to firefighting/hazchem apparatus	yes ja	no nee	
- two way radio systems	yes ja	no nee	
Allocation of training staff and the trainer/learner ratio are specified in the Requirements Document. Will it be adhered to?	yes ja	no nee	
Minimum qualifications for instructors are set out in the Requirements Document. Will all instructors comply with this?	yes ja	no nee	
COURSE FOR EXAMINERS FOR DRIVING LICENCES			
A training institution which wishes to specialise in the training of Examiners for Driving Licences should respond to the following questions:			
Does the institution have access to?:			
- light motor vehicle yard test area	yes ja	no nee	
- heavy motor vehicle yard test area	yes ja	no nee	
- motor cycle yard test area	yes ja	no nee	
- motor vehicle (Code B) (Ratio - one (1) vehicle per three (3) trainees)	yes ja	no nee	
- a heavy motor vehicle (Code C1)	yes ja	no nee	
- an articulated motor vehicle (Code EC)	yes ja	no nee	
- a semi trailer for use with the articulated motor vehicle (GVW > 750 kg)	yes ja	no nee	
- motor cycle (Code A)	yes ja	no nee	
- 2 x motor cycle electronic testing equipment with accessories	yes ja	no nee	
- 2 x orbitrators with accessories	yes ja	no nee	
- live scan unit	yes ja	no nee	
- obstacles for yard testing	yes ja	no nee	
Allocation of training staff and the trainer/learner ratio are specified in the Requirements Document. Will it be adhered to?	yes ja	no nee	
Minimum qualifications for instructors are set out in the Requirements Document. Will all instructors comply with this?	yes ja	no nee	

COURSE FOR EXAMINERS OF VEHICLES			
A training institution which wishes to specialise in the training of Examiners of Vehicles should respond to the following questions:			
Does the institution have access to the following?:			
a fully equipped grade A testing station for vehicles, which complies with SABS 2216 specifications	yes ja	no nee	
ear muffs	yes ja	no nee	
a gradient of 1.8,33 (hard brake testing)	yes ja	no nee	
motor car (one (1) vehicle per three (3) trainees)	yes ja	no nee	
a heavy motor vehicle (not a trailer or semi trailer)	yes ja	no nee	
an articulated motor vehicle	yes ja	no nee	
a motor cycle	yes ja	no nee	
Allocation of training staff and the trainer/learner ratio are specified in the Requirements Document. Will it be adhered to?	yes ja	no nee	
Minimum qualifications for instructors are set out in the Requirements Document. Will all instructors comply with this?	yes ja	no nee	

INSTRUCTORS	D	INSTRUKTEURS
Attach a separate list if necessary. Heg 'n afsonderlike lys aan indien nodig.	SURNAME AND INITIALS OF OFFICER PRESENTLY EMPLOYED VAN EN VOORLETTERS VAN BEAMPTTE TANS IN DIENS	INFRASTRUCTURE NUMBER INFRASTRUKTUURNOMMER
	QUALIFICATION KWALIFIKASIE	

REGISTRATION HISTORY	E	REGISTRASIE GESKIEDENIS								
Complete if previously registered		Voltooi indien vooreen geregistreer								
Date of previous registration:	<table border="1" style="margin: auto;"> <tr> <td style="width: 20px; height: 20px;">:</td> <td style="width: 20px; height: 20px;">:</td> <td style="width: 20px; height: 20px;">:</td> <td style="width: 20px; height: 20px;">:</td> </tr> <tr> <td style="text-align: center;">Y</td> <td style="text-align: center;">M</td> <td style="text-align: center;">D</td> <td></td> </tr> </table>	:	:	:	:	Y	M	D		Datum van vorige registrasie
:	:	:	:							
Y	M	D								
Courses currently offered:		Kursusse tans aangebied:								
Diploma course for Traffic Officers	<table border="1" style="margin: auto;"> <tr> <td style="width: 30px; height: 20px;">YES</td> <td style="width: 30px; height: 20px;">NO</td> </tr> </table>	YES	NO	Diplomakursus vir Verkeersbeamptes						
YES	NO									
Examiner for driving licences	<table border="1" style="margin: auto;"> <tr> <td style="width: 30px; height: 20px;">YES</td> <td style="width: 30px; height: 20px;">NO</td> </tr> </table>	YES	NO	Toetsbeampte vir bestuurderslisensies						
YES	NO									
Examiner of vehicles	<table border="1" style="margin: auto;"> <tr> <td style="width: 30px; height: 20px;">YES</td> <td style="width: 30px; height: 20px;">NO</td> </tr> </table>	YES	NO	Ondersoeker van voertuie						
YES	NO									
Number of Training Instructors on the staff	<table border="1" style="margin: auto;"> <tr> <td style="width: 20px; height: 20px;"> </td> <td style="width: 20px; height: 20px;"> </td> <td style="width: 20px; height: 20px;"> </td> <td style="width: 20px; height: 20px;"> </td> </tr> </table>					Aantal Opleidingsinstrukteurs in die personeel				
Further details in accordance with registration requirement (please specify on additional page):	_____	Verdere besonderhede ingevoegte registrasievorseltes (spesifiseer op aparte bladsy)								

DECLARATION	F	VERKLARING
I, the management representative:		Ek, die bestuursverteenwoordiger.
(a) realise that the training centre is subject to an inspection to determine the extent to which the centre complies with the Regulations for Training Centres;		(a) besef dat die opleidingsentrum onderhevig is aan 'n inspeksie om die mate waartoe die sentrum aan die Regulasies vir Opleidingsentrums voldoen, te bepaal;
(b) declare that all the particulars furnished by me in this form are true and correct; and	Signature Handtekening Place Plek Date : : : Datum Y U M D	(b) verklaar dat alle besonderhede wat deur my op hierdie vorm verstrekte is, waar en korrek is; en
(c) realise that a false declaration is punishable with a fine or one year imprisonment or both.		(c) besef dat 'n vals verklaring strafbaar is met 'n boete of een jaar gevangenisstraf of beide.

FOR OFFICE USE ONLY	NET VIR KANTOORGEBRUIK
Infrastructure number of centre	Infrastruktuurnommer van sentrum
Date and serial number of inspector report	Datum en reeksnommer van inspeksieverslag
Infrastructure number of inspector	Infrastruktuurnommer van Inspekteur
Inspected by (surname and initials)	Geïnspekteer deur (van en voorletters)
Name and signature of official(s)	Naam en handtekening van beampte(s)
Counter/Toonbank	Data capturing/Datavoelegging

The Chief Executive Officer or an employee of the Road Traffic Management Corporation (RTMC) must inspect the Traffic Training Centre to determine whether it meets the requirements as set out in Regulation 2B of the National Road Traffic Act 1996, Act 93 of 1996, after request has been received for evaluation or after having been given at least one months written notice.

The requirements to be met by a Traffic Training Centre for approval, shall be that :

- The Traffic Training College must be registered as an accredited Service Provider and comply with the conditions for accreditation in terms of the SAQA Act.
- The RTMC agreed curriculum for basic Traffic Officer Training, Examiner of Vehicles and Examiner of Driving Licences (as amended from time to time) shall be fully implemented;
- The RTMC approved course and assessment dates will be adhered to;
- The entry requirements for the course shall be complied with;

- The general facilities, equipment and services as set out in this policy shall be available;
- The specific requirements in respect of registered courses offered, shall be complied with;
- All facilitators must comply with the criteria of this policy;
- The assessment policy shall be complied with;
- RTMC accredited learning material must be used;
- Any learning material and lesson plans used must be aligned to training programmes;
- A data base must be kept for all training both electronically and in hard copy format.

If a Traffic Training Centre meets the requirements for approval, the RTMC shall communicate such approval to the Traffic Training Centre in writing.

1.3 ASSESSMENT AND EVALUATION OF TRAFFIC TRAINING CENTRES

An annual evaluation on Traffic Training Centres will be undertaken in accordance with requirements set out in this policy and in accordance with the conditions as set out in the MOU between the RTMC and the LGSETA or any other recognized body in terms of the National Qualification Framework (NQF).

1.4 DEREGISTRATION OF A TRAFFIC TRAINING COLLEGE

If an evaluation contemplated in paragraph 1.4 and Part 2 reveals that a Traffic Training Centre does not comply with a requirement as set out or a condition of its approval and is operating contrary to any other part thereof, the Shareholders Committee or CEO shall review the approval with a view to revoke it.

1.5 FREQUENCY OF MEETINGS

All Heads of Provincial and Metropolitan /Municipal Training Colleges/Centres or someone designated by him/her must attend the Training Committee for Traffic Personnel (TCTP) or any other committee or any committee which replaces such approved committees on a regular basis. The TCTP must also be attended by a representative from each province without a Provincial Traffic Training College.

A member nominated by a SADC member state responsible for training for law enforcement officers may also upon approval be a member of this Committee.

The relevant committee will meet on a quarterly basis (every three months) or on dates agreed upon by the committee.

Adhoc meetings can also be arranged at any other time should the need arise.

The scheduled meeting dates will be agreed upon annually.

1.6 ROTATION OF MEETINGS

The meetings will be hosted on a rotational basis by both the RTMC and the various Colleges/Training Centres and chaired by the RTMC, according to the approved schedule.

1.7 REQUIREMENTS OF TRAFFIC TRAINING CENTRES

1.7.1 Facilities:

- Separate lecture rooms must be provided to facilitate concurrent training in the various courses presented.
- The lecture rooms must be of sufficient size to accommodate the number of learners without being overcrowded, (Lectures - at least 3 square meters per student and Assessment/examinations – 4 square meters per

student) and provision shall be made for adequate lighting, sound and ventilation. A work-study report must be submitted on application.

- A library/media Traffic Training Centre shall be available in the Traffic Training Centre and should be stocked with suitable reference books, articles and publications and equipment for use as multimedia training aids.

NOTE: If the Traffic Training Centre is fitted with an electronic Library/media, it should be adequately equipped and must be kept up to date.

- All Traffic Training Centres shall comply with the Occupational Health and Safety Act (OHASA) requirements.
- If the Traffic Training Centre does not provide accommodation and meals, information on the availability of accommodation shall be made available to learners.

1.7.2 Equipment

- Each lecture room shall be equipped with at least one writing board and one overhead projector and screen. (Other media also recommended).
- At least one DVD/video machine and monitor, or combination thereof, shall be available at the Traffic Training Centre.

NOTE: It is recommended that each lecture room be equipped with its own DVD/video machine and monitor or combination thereof.

- The Traffic Training Centre shall have at least one video camera and accessories, or access to one.
- The Traffic Training Centre must have suitable photocopier/reproduction equipment on site.
- Each Traffic Training Centre must have access to the Internet and an e-mail facility.
- Equipment and access to equipment for workplace learning.

- The Traffic Training Centre must have a database which may be linked to the RTMC, must comply with all the relevant requirements thereof as required from time to time.

1.7.3 Personnel

Each facilitator at the Traffic Training Centre shall have access to a computer with a word processing package and access to a printer on site to render the required services.

- Management and support staff shall have computer equipment and the capacity to render the required services, and to electronically capture learner data, progress test, etc.
- The Traffic Training Centre shall have adequate permanently employed support/administrative capacity to ensure effective administration of training and development.
- The Traffic training Centre shall have a sufficient number of registered and accredited Assessors and Moderators.

1.8 SPECIFIC REQUIREMENTS IN RESPECT OF COURSES OFFERED

1.8.1 Traffic Officers Qualification/Course

- **An indoor or outdoor shooting range** or access to a shooting range which shall comply with recognised safety standards. The onus rests with each individual Traffic Training Centre to ensure that the shooting range used complies with recognised safety standards. Proof of adherence to SASSETA, SABS and SAPS requirements must be submitted by the Traffic Training Centre. When utilizing a shooting range from another provider a memorandum of understanding must be available between the parties involved together with copies of the aforementioned documentation.

- **Equipment for practical training** which includes the following:
 - ↓ primary and secondary weapons where applicable as per approved curriculum
 - ↓ safety glasses
 - ↓ ear protection
 - ↓ access to mass measuring apparatus
 - ↓ access to speed measuring apparatus
 - ↓ access to a heavy motor vehicle
 - ↓ access to a light motor vehicle
 - ↓ access to a bus
 - ↓ access to a motor cycle
 - ↓ reflective clothing for point duty
 - ↓ access to a magistrate's court
 - ↓ access to a driving licence testing centre and vehicle testing station, where applicable.
 - ↓ suitable dedicated transport to move groups of learners to and from various training sites/facilities
 - ↓ access to fire-fighting/hazchem apparatus
 - ↓ access to basic first aid equipment
 - ↓ two way radio systems

If any of the equipment mentioned above is provided by another department or provider a valid (issued within the current year of evaluation) memorandum of understanding must be available between all parties involved.

1.8.2 Facilitator/Learner Ratio

Training personnel permanently appointed, allocated as follows:

- ✚ 01 – 30 learners: 4(four) facilitators/training officers
- 31 – 40 learners: 5 (five) facilitators /training officers
- 41 – 50 learners: 6 (six) facilitators /training officers
- 51 – 60 learners: 7 (seven) facilitators /training officers

This applies to full-time allocated facilitators /training officers per Traffic Training Centre or any accredited provider contracted by the Traffic Training Centre to present the Traffic Officers Course.

- ✚ Facilitators: Learner Ratio- Theory 1:30 maximum- Practical 1:15 maximum

1.9 EXAMINERS FOR DRIVING LICENCES COURSE

A Traffic Training Centre that wishes to specialise in the training of **Examiners for Driving Licences** shall comply with the following requirements as set out in the approved Policy Document.

1.9.1 Requirements for facilities to present training:

- ✚ A K53 test area
- ✚ Light motor vehicle testing equipment
- ✚ Heavy motor vehicle testing equipment
- ✚ Motor vehicles (ratio – one (1) vehicle per three (3) trainees)
- ✚ A heavy motor vehicle (Code C1)
- ✚ An articulated motor vehicle (Code EC)
- ✚ Motorcycle (Code A)
- ✚ 1 X Motorcycle electronic testing equipment with accessories
- ✚ 1 X Vision testing apparatus and LCU with accessories
- ✚ Road test routes which comply with the minimum requirements

If any of the equipment mentioned above is provided by another department or provider a Memorandum of Understanding must be available between all parties involved.

1.9.2 Facilitator/Learner Ratio

Training personnel permanently appointed to be allocated as follows:

- ✚ 01 – 06 learners: 2 (two) facilitators/training officers
- 07 – 09 learners: 3 (three) facilitators /training officers
- 10 – 12 learners: 4 (four) facilitators /training officers
- 13 – 15 learners: 5 (five) facilitators /training officers

This applies to full-time allocated facilitators/training officers or anyone contracted by the Traffic Training Centre to present the basic course for Examiners for Driving Licences

- ✚ Trainer / Learner Ratio:- Theory 1:15 maximum- Practical 1:3 maximum

NOTE: A ratio of 1:5 is permitted if mini-buses or 7 seater vehicles are used during training.

1.10 COURSE FOR EXAMINER OF VEHICLES

A Traffic Training Centre that wishes to specialize in the training of **Examiners of Vehicles** shall comply with the following requirements as set out in the approved Policy Document.

1.10.1 Requirements for facilities to present training:

- ↓ A fully equipped grade A testing station for vehicles
- ↓ Ear protection
- ↓ A gradient of 1:8.33 (hand brake testing)
- ↓ Motor car (one (1) vehicle per three (3) trainees)
- ↓ A heavy motor vehicle (not a trailer or semi-trailer)
- ↓ An articulated motor vehicle
- ↓ A bus
- ↓ A motorcycle

If any of the equipment mentioned above is provided by another department or provider a Memorandum of Understanding must be available between all parties involved.

1.10.2 Facilitator/Learner Ratio Training personnel permanently appointed be allocated as follows:

↓ 01 – 06 learners:	2 (two)	facilitators/training officers
07 – 09 learners:	3 (three)	facilitators/training officers
10 – 12 learners:	4 (four)	facilitators /training officers
13 – 15 learners:	5 (five)	facilitators /training officers

This applies to full-time allocated facilitators/training officers per Traffic Training Centre to present the basic course for Examiner of Vehicles.

- ↓ Learner Ratio:- Theory 1:15 maximum - Practical 1:3 maximum

1.11 REFRESHER TRAINING

Refresher training could apply to any Authorized Officer who has never practiced or stopped practicing for more than 12 months or who left the profession and desires to be re-employed. It is also applicable to anyone who wishes to enhance his/her capacity or be updated on changes in legislation of other aspects in regard to training for authorized officers.

1.11.1 Requirements for Evaluation/Assessment for Refresher training

- Duly completed form provided for by the relevant Traffic Training Centre.
- Certified copy of the following documentation:
 - Traffic Officer Diploma, Examiner for Driving Licence Certificate, Examiner of Vehicles Certificate (whichever is applicable)
 - Identification document
 - Applicable Driving Licence
 - Criminal Record Verification
 - Letter from previous employer reflecting the date he/she last practiced as an Authorized Officer and that he/she did not leave the profession as a result of misconduct etc (where applicable)
 - Letter from current employer as proof of employment (where applicable).
 - The applicable registration fee.

1.11.2 Process of Evaluation/Assessment for Refresher training

Upon registration the relevant learning material must be handed to the applicant/official and a date agreed upon for the evaluation/assessment.

- **An applicant/official who has not practiced as an authorized officer for a period of less than 3 years or who wishes to attend a course to enhance his knowledge and skills (attend refresher training) will be assessed/evaluated against the current unit standards or non credit bearing learning material (where applicable) to determine the gaps in his knowledge and skills.**
- The evaluation shall consist of both theoretical and practical evaluation in the respective fields/unit standards.
- A developmental plan will be compiled and the applicant/official will be accommodated within the current training programme/s should the Traffic

Training Centre not be in a position to structure a special refresher training course.

- Applicants/officials accommodated in this manner will be required to compile a Portfolio of Evidence and be assessed in accordance with the approved assessment procedure for the applicable unit standard or non credit bearing training.
- Applicants/officials will only be granted one attempt at the evaluation.
- An applicant who attempts the assessment/evaluation but cannot complete assessment/evaluation process for any reason will be deemed unsuccessful. All unsuccessful applicants will be subjected to either the entire non-credit bearing course, a structured special refresher training course any relevant or applicable registered Unit Standard or Skills Program, at an approved Traffic Training Centre.
- All assessment (formative or summative) will be conducted in accordance with the Policy Document for Traffic Training Centres.
- No applicant/official will be given the opportunity to be evaluated for purposes of refresher training on any subject/course that was not part of his/her initial training/diploma or qualification.
- Should an applicant/official wish to be assessed against a subject/unit standard or course/qualification on which he/she was not initially trained but has gained skills and knowledge through workplace learning then the RPL process must be followed.
- **An applicant/officials who has not practiced as an authorized officer for a period of more than 3 years** will not undergo evaluation or assessment but will be subjected to either the entire non-credit bearing course, a structured special refresher training course any relevant or applicable registered Unit Standard or Skills Program, at an approved Traffic Training Centre.

PART 2: ENTRY REQUIREMENTS TO QUALIFICATIONS/COURSES.

ENTRY REQUIREMENTS TO COURSES:

Before a student is permitted onto a specific course, he/she must comply with the following minimum entry requirements.

2.1 BASIC TRAFFIC OFFICER'S COURSE

The following entry requirements will apply before a person will be allowed to enroll for the above course:

- Minimum educational qualification of matric or grade 12 or equivalent.
- Code B driving licence (manual transmission).
- The applicant must be employed by a Provincial Authority or Local Authority.
- No criminal record.
- Medical certificate as proof that a person may do strenuous exercise.
- Applicants shall not be older than 35 years of age.

Note: All payments of learner fees must only be accepted if made by electronic transfer or bank guaranteed cheque from the relevant provincial or local authority.

2.2 COURSE FOR EXAMINER FOR DRIVING LICENCES

- Minimum educational qualification of grade 12 or equivalent.
- No criminal record.
- The applicant must be employed by a Provincial Authority, Local Authority.

- The applicant must be in possession of the following driving licences (manual transmission) in order to attend and be trained in the different modules as indicated hereunder:-
 - **Grade A:** Codes EC and A
 - **Grade B:** Code EC
 - **Grade C:** Codes B and A
 - **Grade D:** Code B
 - **Grade F:** None
 - **Grade L:** None
- The course for examiners for driving licences is progressive of nature and any person applying to attend only a particular grade (module) of the entire course other than the most basic grade must produce proof of having completed the grades which precede the grade which has been applied for.

2.3 COURSE FOR EXAMINER OF VEHICLES

- Minimum educational qualification of grade 10 or equivalent.
- No criminal record.
- The applicant must be employed by a Local Authority, Provincial Authority or Private Test Station.
- The applicant must be in possession of the applicable driving licences (manual transmission) to attend the different grades of training as prescribed in the National Road Traffic Act, 1996 (Act 93 of 1996).

2.4 ANY OTHER CREDIT OR NON CREDIT BEARING COURSE

The entry requirements for any other course presented at the Traffic Training Centre will be dictated by the relevant Unit Standard or as agreed upon by the Centre in conjunction with the RTMC where applicable.

PART 3: ASSESSMENT POLICY

3.1 INTRODUCTION

Assessment is seen as the process whereby the results obtained through assessment are interpreted to establish a learner's level of achievement and applied to judge the learner's competency level. Within this context and in the assessment of a learning programme, assessment is aimed at measuring the quality, impact and success of the learning programme in relation to its stated and desired outcomes. In each case the training outcomes are compared with the desired outcomes. Assessment therefore entails the judgment of competency and has a direct influence on the process of instruction and learning.

The objective of any assessment process is to consider the body of evidence presented by a learner in support of that person's claims of applied competence in meeting all criteria required of such competence.

Assessment services will be provided to all learners based on:

- Properly registered assessors;
- Properly registered moderators;
- Application of assessment principles of fairness, validity, reliability and practicality;
- Standards required in terms of registered SAQA, NQF learnerships, unit standards and qualifications;
- Maintenance of a ETQA approved quality management system;
- Moderation through internal/external moderators and external verifiers.

3.2 OBJECTIVE

The objective of any assessment process is to consider the body of evidence presented by a **learner** in support of that person's claims of applied competence in meeting all criteria required of such competence.

For the purpose of assessment, criteria used are valid, reliable, comprehensive, fair and objective, especially where assessment leads to a formal credit or qualification. A criterion is a standard, rule or test based on a judgment decision. In the light of this objective, assessors should determine the following:

- What applied competence is the main focus of the assessment?
- Why assess the particular skills and competencies?
- Will this particular form of assessment provide the results needed?
- Will success in the final assessment guarantee the ability of the learner to apply the necessary knowledge and skills in the workplace, i.e. meet occupational demands?

3.3 ASSESSMENT PURPOSE

The purpose of assessment is to establish the applied competence of **learners** in meeting all the required criteria of defined standards of measure e.g. Learnerships, unit standards, qualifications registered on the National Qualifications Framework (NQF).

In addition the purpose of assessment would firstly include diagnosis, appraisal and guidance of the learners (broadly formative, development and supportive) and secondly, grading, selection, prediction and control (more summative and judgmental). On completion of any learning programme, the results obtained from sound assessment procedures should be fed back into the system and lead to a revision (if necessary) of some or all of the elements of the training. Assessment is therefore directed at making a positive impact on the whole system of education and training.

3.4 PRINCIPLES OF ASSESSMENT

The following principles apply to the assessment process:

- **Transparency**

Standards should be accessible, easily understood and have real meaning to the users.

- **Validity**

Validity is considered as the extent to which any form of assessment measures what it is supposed to measure. Assessment should therefore focus on the extent to which outcomes have been achieved. Any questions beyond the scope and range of the stated outcomes may lead to an invalid assessment. To add to the valid process of assessment, assessors should check that every question relates to the learning programme-related predetermined specific outcomes.

Validity of assessment achieved through:

- Assessors being fully aware of what is to be assessed as indicated by the unit standard, the specific outcomes and assessment criteria;
- Evidence collected from activities and tasks that can be clearly related to the capability or specific outcomes specified in the learning programme or unit standard;
- Evidence demonstrating that all specific outcomes have been met;
- Evidence gathered in an integrated manner within the context of task(s) that learners must execute.

- **Reliability**

Reliability is the consistency of an assessment task in terms of its results when administered by different assessors at different times and in different places. Reliability indicates to what extent one can rely on the result of the assessment, i.e. how much value can be placed on the outcome of the assessment.

It is acknowledged that reliability is influenced by the learning area of the assessor, administrative and organisational aspects such as time allocation, instructions, provision and distribution of material, availability of equipment, etc. and the format of the assessment as well as the type, nature and word of the questions. It is therefore important that assessments are reliable so that employers can rely on the results to such an extent that they accept that learners who have passed a learning programme will be able to demonstrate competency and apply knowledge and skills in a particular occupational field.

- Reliability of consistent assessment of learners within the same contextual standards is critical to comparison of credentials.
- Reliability requires setting of high quality standards within a well-documented process using unambiguous procedures.

- **Consistency**

Consistent assessment outcomes achieved through:

- Simple, clear and well-documented assessment procedures;
- Clear, unambiguous assessment criteria;
- Well-trained and consistently briefed assessors;
- Use of integrated evidence that measures the same capabilities.
- Fairness and Flexibility

In order to ensure fairness of assessment, assessment practices should:

- Not disadvantage any individuals;
- Be accessible to all eligible persons
- Be flexible in order to:
 - Accommodate the scope of knowledge and skills encompassed in the assessment criteria;
 - The variance of contexts;
 - The range of needs and personal situations of potential learners.

- **Comprehensiveness**

Comprehensiveness is the coverage of the assessment programme of the full scope of the objectives of the Traffic Training Centre, as well as all the outcomes tabled in the learning programmes. The above are seen as being captured in the interrelationship between outcomes and assessment. The importance of the mutual reliance cannot be over emphasised. It is therefore recommended that all the specific outcomes for a particular learning programme is assessed in each assessment. The omission of an outcome questions the very existence of such an outcome as well as the reliability of the results. The issue of reliability has been addressed earlier.

- **Objectivity and fairness**

Objectivity means that an assessment is free of own personal views of competency demonstrations and uninfluenced by emotion. It is possible to arrive at a measurement of human learning that is completely accurate as results should report on the person being measured and not reflect the judgment of the person applying the measurement.

It is recommended that each item of the assessment be carefully planned and unambiguously worded so that all the learners who know the answers should more

or less answer in the same manner to obtain more or less the same results. Even if learners do not know the answer to questions, they should be in a position to understand what is requested to complete a task.

All assessment's will be undertaken strictly in accordance with the rules, showing no evidence of favoritism, self-interest or the indulgence of an individual's likes and dislikes. The following will be taken into consideration:

- Comprehension and application is assessed when knowledge only was imparted
- Practical skills and creativity cannot be assessed through written assessments which require lengthy theoretical explanations
- Assessment by means of questions on content should at all times have relevance to the outcomes stated in the unit standard

It is therefore understood that in order to display fairness the Traffic Training Centre shall ensure that:

- the criteria for assessment is met
- learners should know exactly how they will be assessed
- assessments should display a sound balance between the different cognitive levels of knowledge, comprehension and application
- assessments should include a variety of types of assessment methods and instruments to provide learners with a wide range of opportunities to demonstrate their competencies
- the degree of difficulty should be in line with the level descriptors

3.5 TYPES OF ASSESSMENT

A policy of holistic assessment will be applied. This entails that no single assessment method and instrument or assessment opportunity can do justice to the diversity of learners who must currently be accommodated in the Further Education and Training Certificate. Holistic assessment therefore implies the use of a variety of training and assessment approaches (methods and instruments) that will assist facilitators to address the diverse backgrounds, learning styles and needs of their learners, and will also provide the learners with a range of opportunities to demonstrate progress and competencies.

The choice of assessment method and instrument necessitates an overview of the system of assessment in order to get a balanced, holistic picture of the learner's progress and his or her eventual competency in terms of the capabilities that the learner is required to demonstrate in the future occupation.

It is important that each instrument of assessment must enable an assessor to measure a learner's performance against assessment and performance criteria for a particular unit standard.

Practical skills should be assessed through practical assessment. For instance if you wish to know if someone can change a tyre on a motor car, you ask them to do it, not to write about how it could be done.

In the same context, theoretical assessments should include a variety of different types of methods and instruments should also cover a variety to meet the different assessment criteria and particularly to confirm beyond doubt that learners who are declared competent will be fully competent to cope with the demands of the workplace.

To meet the criteria, formative and summative assessment will be used in the College environment.

3.5.1 Formative Assessment or Continuous (ongoing) Assessment

This refers to assessment that takes place during the process of learning and teaching. Its purposes may be to diagnose learner strengths and weaknesses, provide feedback to learners on their progress (or lack thereof), assess the success of learning and teaching strategies employed thus far, inform how the learning and teaching strategies can be improved, assist both the learner and assessor to plan future learning, assist the learner and assessor to make decisions regarding the readiness of the learner to do summative assessment.

This assessment is not intended to assess whether the learner has successfully achieved or not in terms of being awarded a credit, qualification or certificate. Formative assessment takes place on a continuous basis throughout the learning programme by means of progress assessments and other suitable techniques to accumulate marks for inclusion in the Portfolio of Evidence towards competency.

3.5.2 Summative or Final Assessment (Theoretical written/practical assessment)

The summative assessment is the process used to determine the achievement of the learner. This is conducted when a learner is ready to do assessment having gone through a learning programme. Summative assessment is conducted when the assessor and the learner agree that he/she is ready for assessment in order to obtain the necessary credits which can be recorded and reported.

The purpose of summative assessment is to provide, at **key points** during the training, but particularly at the **end of a course**, a summary of the achievement levels (capabilities) reached by the student. Summative assessment, like formative assessment, also takes place by means of

written, oral or practical assessment/examinations, tests or assignments, and takes into consideration the specific as well as the general outcomes of the course.

The written summative assessments will be provided by the RTMC on dates agreed upon at the TCTP.

This may result in a statement of results reflecting the credits achieved and certificate or diploma and in the case of a qualification or a formal recording of credits in the case of a unit standard. Summative assessment takes place at the end of the learning programme by means of the final assessments in the prescribed learning areas. These include all the units covered by a final theoretical assessment and the units covered by a final practical assessment. The RTMC will compile and distribute the summative theoretical assessments to ensure standardization, information and consistency.

The requirements of reliability and objectivity make it clear that sound assessment is based on a well-organised and administered assessment system. The Quality Assurer should ensure that validity of the results and also guarantee that fairness to the learners by effective organisation and administration as these aspects fall beyond the control of the learners. The most important elements of organisation and administration of final assessments are addressed, namely

- assessors
- moderators
- verifiers
- Assessment/examination panels

3.5.3 Formative Assessment (including Progress Tests)

Progress tests form an integral part of formative or continuous assessment. Marks obtained by means of formative assessment are extremely important to determine readiness for the final assessment. Formative assessment by means of one or more progress tests should take place in each subject for which a **practical** and **theoretical** final assessment/examination is taken. **The composition of the tests should reflect the nature of the final assessment/examination.**

Progress tests should include a variety of assessment techniques. These techniques should suit the specific subject, e.g. a **case study** for Criminal Law, **practical inspection** for Systematic Assessment/examination of vehicles, **role playing** for Interpersonal Relations, **theoretical tests** for Definitions, **simulation** for Road Check Points, **assignments** and **scenarios** for Basic Accident Recording, etc. Practical formative assessment is therefore essential in all subjects where final practical assessment/examinations are compulsory.

The facilitator of the subject is responsible for compiling the progress tests and the marking thereof as first examiner. A second examiner should be involved in all assessments and the Manager of Traffic Officer's Training should moderate at least 5% of formative assessments. **External moderation by the RTMC will be performed randomly.**

The comprehensiveness of a subject will determine the number of assessments applicable and whether summative assessment is necessary which where applicable will be determined and agreed upon by the TCTP.

The results of formative assessments/progress tests should be discussed with the learners to enable them to improve their performance and pass the final assessment/examination. Tests should be handed out, discussed and

taken back for safe-keeping. The learner and the employer should be informed of the progress of the student on a continuous basis. This should be done by means of written progress reports.

The marks obtained in the formative assessment/progress tests will be used to determine whether the learner has gained access to the summative assessment. .

NOTE: A fully completed and assessed Portfolio of Evidence as well as an average achievement mark of 40% per subject in the formative assessments is a requirement before a learner qualifies to sit for the summative theoretical or practical assessment.

Where non credit bearing units or courses are not assessed by means of a summative assessment/final assessment/examination/s, these units must therefore be assessed through formative assessment (Class or ProgressTests).

3.6 DIFFERENT TYPES OF ASSESSMENT INSTRUMENTS

If we accept that key assessment instruments should promote good practice it seems inescapable that any evaluation would need to include a wide range of assessment instruments over a wide range of contents. It is important that each instrument of assessment must enable an assessor to measure a learner's performance against the assessment and performance criteria for a particular unit.

Practical skills and creativity should be assessed through practical and creative tasks, not through theoretical descriptions. For instance if your wish to know if some-one can change a tyre on a motor car, you ask them to **do** it, not to **write** about how it **could** be done!

In the same context theoretical tests and assessment/examination papers should include a **variety of different types of questions** to meet the requirements of the criteria for assessment discussed in paragraph 1.1, and particularly to confirm beyond doubt that learners who pass the assessment/examination will be **fully competent** to cope with the demands of their new work place.

In conclusion, SAQA states it clearly that neither formal public nor internal Traffic Training Centre assessment/examinations, nor SAQA's own moderating instruments should consist solely of multiple-choice questions. Neither should the design of these instruments be divorced from the **input of practitioners** and the assessment/examination of **real examples** of learner's performance at the defined level.

3.6.1 Multiple-Choice Questions

In view of the SAQA statement above, multiple choice or any other oversimplistic assessment instruments are to be discouraged, except as one aspect of a far more complex and holistic approach.

The following are a few of the negative backwash effects of standardised multiple-choice type questions:

- ✚ They take a great deal longer to develop and require extensive pre-testing.
- ✚ They are difficult to construct when real-life skills are to be assessed.
- ✚ They promote the simplistic view that every question in life has an answer.
- ✚ They discourage the development of understanding and higher order thinking skills.
- ✚ They tend to promote multiple-choice teaching.
- ✚ They allow a high chance of a learner guessing the correct answers to the questions.

The above arguments do not imply that multiple-choice items should be totally disregarded. As an examining and a standardising device, multiple-choice questions will always contribute to assessment.

3.6.2 Data-Response Type Questions

This type of question presents learners with data (**information**) which must be studied carefully before they can answer the questions based on the information.

Data can be presented in a variety of ways, e.g. diagrams, tables with statistical data, graphs, or a scenario illustrating a particular situation from the workplace environment.

The questions to which the learners must respond could require anything from short, single word answers (objective), to answers in full sentences or writing a paragraph to give their own interpretation of the situation (subjective).

Questions of this nature are designed to test a learner's ability to assess data, select and organise information and to express ideas logically and systematically. These are essential life skills and are strongly supported by the general outcomes approach prescribed by SAQA.

Data-response questions are ideally suited to test knowledge (facts), comprehension, understanding and application (higher cognitive skills).

3.6.3 Paragraph Type Questions

Paragraph type questions are mostly contextual by nature, and generally deal with a particular section or topic in the curriculum. They may, however, be subdivided to make them easier to interpret and answer, as well as to facilitate marking.

Answers require short paragraphs and test the recall of knowledge as well as the ability to apply knowledge in descriptions, draw comparisons and discuss data.

Paragraph questions play an important role in providing examinees with a wider range of opportunities to express themselves and exhibiting understanding. Responses are not narrowed down to simplistic answers (either right or wrong) that do not allow examinees to display relevant knowledge, which they may possess.

3.6.4 Essay Type Questions

Essay type questions are usually included in advanced forms of evaluation and test the abilities of learners on higher cognitive levels. Essays type questions are aimed at testing the ability to interpret data, select relevant information and condense this into a well-structured, logical and systematic answer. Over and above the reading and writing abilities assessed in this way, the language skills of learners are brought to the fore.

3.7 QUESTION (ITEM) BANKS

Sound evaluation is facilitated by compiling a comprehensive bank of questions (items), from which standardised and pre-tested questions can be drawn to compose a test or assessment/examination paper. Such questions should be carefully analysed and considered with regard to degree of difficulty and discrimination value and should meet all the requirements and criteria for assessment discussed in this document. Questions accumulated (banked) in this way can form the basis of all future assessment/examination papers for a particular course. At the same time however, papers should always be supplemented by original and creative ideas.

Question banks must be updated continuously to keep track with new developments, renewal in learning programmes and contemporary views of assessment.

For this purpose it is essential that a panel of experienced examiners (subject specialists) should meet at least on an annual basis to update and write suitable items to expand the existing item bank for all courses.

NOTE

When using pre-set questions to compose an assessment/examination paper, utmost care must be taken not to upset the balance and degree of difficulty of the paper as a whole by selecting only “nice” and “telling” questions.

3.8 THE ASSESSMENT PROCESS

The total administrative process of assessments is as follows:

3.8.1 Formative Assessment

This type of assessment takes place on a continuous basis throughout a course and is designed to test the learner’s knowledge at certain intervals to prepare him/her for the final national assessment/examination. These assessments are the activities contained in the learner guide of the accredited learning material and progress tests which are prepared and conducted by the Traffic Training Centres. Marks obtained during the progress tests give access to the final summative assessment.

3.8.2 The Theoretical Summative Assessment

The RTMC is responsible for compiling the Summative assessment instruments. The various Assessment Panels/committees will assist in the compilation of the assessment tools. Foolproof measures for security along the whole route as well as the safe-keeping of papers at the assessment venue until the day of the assessment is of utmost importance.

A uniform assessment timetable shall be compiled by the Quality Assurer. For the final summative assessment it is essential to synchronise the completion of the relevant assessments at all the different training colleges. This time table should be finalised in consultation with the heads of all the traffic training colleges.

Standardisation of practical and theoretical summative assessments is of the utmost importance. For this reason the RTMC together with the various Traffic Training Colleges will be responsible for setting assessment standards and prescribing formats and assessment criteria in practical and theoretical summative assessments. These standards, formats and criteria, together with the summative assessment instruments, will be provided to traffic training colleges by the RTMC. The RTMC or an external moderator appointed by RTMC should also moderate these assessments.

The Head of the College/Traffic Training Centre is responsible for the safekeeping of all summative assessments. The Head of the College/Traffic Training Centre must ensure that all summative theory assessment papers and assessment material is stored in a safe or strong room until the day of the assessment and that no one else has access to the papers. No papers may be handed to any other person for safekeeping.

The Head or his/her *secundus* may only open the envelope containing the summative assessment papers on the day of the assessment and the seal must be broken in the presence of the learners and the invigilator. The memorandum should only be opened on completion of the assessment session and only by the Head of the Traffic Training Centre or the *secundus* who will hand it over to the first assessor for the purpose of assessing the scripts.

The results of the assessments should also be submitted to the RTMC in the format prescribed for each learning area for the purposes of moderation and statistical analysis.

Note: A fully completed and assessed Portfolio of Evidence is a requirement before a learner can be summatively assessed.

3.9 ASSESSMENT EVIDENCE

Assessment pivots on the concept of “evidence”.

- **Definition of Evidence**

Assessment evidence is information or facts collected from workplace performance, portfolios, supplemented by other performance measurements. This evidence is weighed up against the assessment criteria in the relevant unit standard or qualification.

3.9.1 Forms of Evidence

Evidence may take the form of:

- **Direct Evidence**

This is evidence gained through direct observation of performance both in a normal and non-routine workplace situation and in the execution of specially structured tasks.

Examples include mentor/facilitator observation, selected workplace examples, workplace simulations, video or audiotapes, end - product or outcomes and probing and questioning, etc.

- **Indirect Evidence**

Indirect evidence is alternative evidence of performance and may be collected through simulation and projects and the assessment/examination of completed pieces of work, whether products or services. Examples include testimonials and affidavits, narrative on work processes and procedures, descriptions of materials, equipment and products, written answers, written tests and assessment/examinations, certificates, samples of previous work (portfolios), etc.

- **Supplementary Evidence**

Supplementary evidence may be required to confirm underlying or embedded knowledge or to confirm that the learner can perform specific outcomes under a variety of circumstances and can be divided into historical evidence and documented evidence.

- ‡ **Historical evidence.**

Documented evidence is all articles, reports and documents compiled by a third party, eg. reported cases and personal experience that will contribute to the portfolio of evidence of the learner. Although these documents are not those of the learner but contribute towards the enhancement of skills and knowledge of the learners.

- ‡ **Documented evidence:**

This entails the completion of a document in order to accurately complete the necessary information and documentation as well as documenting all particulars relating to a particular assessment e.g. from the vehicle it would be the tyre specifications, manufacturers specifications and bridge formula etc. Other documented evidence will include statements, a docket, charge sheets. Another form of documented evidence would be the accident report form, etc.

3.9.2 Rules of Assessment Evidence

Answer the following key questions representing the rules of evidence in respect of evidence used in assessment processes:

- **Validity of Evidence**

“What does this evidence actually tell me about this person’s performance?”

- **Authenticity of Evidence**

“How do you know that the evidence presented was actually produced by the learner?”

- **Currency of Evidence**

“Does the evidence demonstrate the competency of the learner at the time of assessment?”

- **Sufficiency of Evidence**

“Is there enough evidence to show competence of the learner in meeting:

- All of the assessment criteria;
- The whole range of variables;
- Underpinning knowledge and understanding; and
- Only the assessment criteria as specified in the standards, not personal opinion?”

3.9.3 Evidence Gathering Methods and Instruments

The evidence may be gathered through the assessment process in order to establish the learner’s:

- Evidence of knowledge;
- Evidence of application of knowledge; and
- Evidence of understanding and reflection of knowledge.

In order to conduct the assessment the assessor must select the most appropriate and cost-effective assessment methods or instruments. The table below reflects a variety of assessment instruments and their applicable use:

Instrument	Observation	Product Evaluation	Questioning Written/ Oral
Alternative response questions			X
Assertion / reason questions			X
Assignments		X	X
Assimilation	X	X	
Aural / oral tests			X
Case studies		X	X
Completion questions			X
Assessment/examination/tests		X	X
Extended response questions			X
Grid questions			X
Group discussions	X	X	
Log books	X	X	X
Matching questions			X
Multiple response questions			X
Oral questions			X
Personal interviews	X		
Practical exercises/ demonstration	X	X	
Portfolios		X	X
Projects	X	X	X
Questionnaires		X	X
Restricted response questions			X
Role plays	X		X

Simulations	X		X
Short answer questions			X
Structured questions			X

3.10 PLACE OF EVIDENCE

When assessing a learner always ensure that the environment is conducive and that it reassures learners, and learner's needs are catered for.

3.10.1 Assessor Responsibilities – (workplace)

Assessors must:

- 1 Ensure the right environment for the assessment
- 2 Create a positive atmosphere and surroundings
- 3 Ensure that the learner is relaxed
- 4 Greet, welcome and establish rapport with learners
- 5 Allow learners time to settle and feel comfortable
- 6 Briefly talk about issues unrelated to the assessment
- 7 Advise learners of the time allowed and instructions
- 8 Invite learners to ask questions for clarification
- 9 Advise learners when they can commence
- 10 Advise learners of moderation and appeal process
- 11 Ensure time, documentation and quality requirements are adhered to.

3.10.2 Assessor Responsibilities – (portfolio)

Assessors must:

- Document receipt of the portfolio
- Check that the portfolio is complete
- Match the evidence within the portfolio with the relevant assessment evaluation document

- Assess the portfolio according to good evidence principles (valid/ authentic/ sufficient/ current)
- Complete the feedback within the evaluation document (must form part of POE)
- Complete the assessment evaluation document and assessment report(must form part of POE)
- Provide oral/ electronic/ post or personal feedback to the learner.
- Provide the learner with a copy of the evaluation document and assessment report
- Provide the learner with information on areas for improvement in the case of a “not yet competent “decision
- Ensure that the learner provides a signed copy of the assessment feedback
- Advise learners of moderation and appeal processes
- Ensure time, documentation and quality requirements are adhered to.

3.10.3 Assessment Materials and Equipment

Prior to commencement of the practical assessment, assessors must ensure that the correct materials and equipment necessary for use by the learner is available to the learner.

In addition, assessors are required to inspect materials, tools and equipment reserved for practical assessment at least 1 day prior to the assessment.

3.10.4 Parties to Assessment

The various parties to assessment include:

1. The learner
2. The learner’s facilitator
3. An observer when required
4. Invigilator/s

5. The assessor
6. The moderator
7. The verifier
8. RTMC

3.10.5 Access to Assessment

The assessment process is available to all learners who qualify for assessment, irrespective of ethnicity, gender, age, disability, etc.

Where necessary assessment processes must accommodate the specific requirements of learners with special needs.

The language of assessment is **only English**.

3.11 QUALIFICATION REQUIREMENTS FOR FACILITATORS

3.11.1 Facilitators and Assessors

Facilitators and assessors must be qualified at or above the level of the learners they are training in the appropriate field of expertise. The minimum requirements for a facilitator will be as follows:

Basic Traffic Officer Qualification

- ↓ Grade 12 or equivalent
- ↓ A Traffic Officer's Diploma in terms of the Road Traffic Act
- ↓ 3 Year's operational experience as a traffic officer
- ↓ Qualified as a facilitator and registered as an assessor with the relevant SETA within 1 year of appointment.
- ↓ Fluent in English: speak, read and write.

Examiner for Driving Licences

- ↓ Grade 12 or equivalent
- ↓ An Examiner for Driving Licences Certificate – Grade “D”. Obtain Grade ‘A’ status within 12 months of appointment.
- ↓ 3 Year’s operational experience as an Examiner for Driving Licences
- ↓ Qualified as a facilitator and registered as an assessor with the relevant SETA within 1 year of appointment.
- ↓ Fluent in English: speak, read and write.

Examiner of Vehicles

- ↓ Grade 12 or Equivalent
- ↓ An Examiner of Vehicles Certificate – Grade “A”.
- ↓ Code A (manual) and EC (manual) driving licence or equivalent.
- ↓ 3 Year’s operational experience as an Examiner of Vehicles.
- ↓ Qualified as a facilitator and registered as an assessor with the relevant SETA within 1 year of appointment.
- ↓ Fluent in English: speak, read and write.

Facilitators / Assessors conducting assessments must be adequately qualified and most important of all, have competencies on the level of the National Qualifications, units or outcomes-based programmes they are delivering.

All facilitators/assessors must adhere to the minimum requirements for registration as laid out by the ETQA.

3.11.2 Assessor Profile

Inclusive of proper recording of the assessment documentation.

3.11.3 Registration of Assessors

No person shall be registered as an Assessor unless that person meets the criteria set by the relevant ETQA.

3.11.4 Assessors (Markers)

Elected assessors from the different Traffic Training Centres serve on the National Assessment/examination Panels or similar recognized committees. They compile questions for the question bank for the particular subject for which they are responsible.

People with wide knowledge of the subject or knowledgeable people who have already been involved and marked such assessment/examination papers or who have been trained by previous assessors should preferably be appointed as the first and second assessor to mark and moderate assessment/examination papers at the Traffic Training Centre. They could also serve on these assessment/examination panels. The Heads of Traffic Training Centres should take responsibility for ensuring that the right persons are appointed.

The first assessor is the facilitator who presents that particular subject at the Traffic Training Centre. The first assessor is responsible for receiving the assessment/examination scripts after the assessment/examination session and marking them according to the set memorandum, as well as for the calculation of the marks.

The second assessor is the understudy for that particular subject. His responsibility is to **remark** all the papers according to the set memorandum and **recalculate** the marks. Disputes should be resolved by the internal moderator of the Traffic Training Centre. (Manager of Traffic Officer's Training or the Head of the Traffic Training Centre).

The first assessor is also responsible for setting the papers for the **progress tests** in that particular subject and for marking the answers of the learners. The second assessor also remarks these papers and recalculates the marks.

Once the marking has been done, the first assessor has the responsibility to hand over all the assessment/examination scripts, papers and the memoranda to the internal moderator.

3.11.5 Moderators

Internal Moderator

If the Head of the Traffic Training Centre does not act as internal moderator, he/she has to appoint an internal moderator, e.g. the Manager of Traffic Officer's training. This person receives all assessment/examination material from the first assessor and is responsible for **moderating** the answers by remarking them, or marking at least 5% of the scripts.

Borderline cases, namely 39%, 49% and 74% should receive particular attention by the moderator. All assessment/examination scripts, assessment/examination papers and memoranda must be handed to the Head of the Traffic Training Centre (or *secundus* responsible for assessment/examination papers) once the scripts have been moderated.

External Moderator(RTMC)

A representative of the RTMC appointed/ designated by the CEO will act as external moderator. The external moderator should be a specialist, and should have no personal interest in any Traffic Training Centre.

The external moderator is, together with the members of the panel, responsible for maintaining the standard in the particular paper and should ensure that all the questions are in line with the criteria set for sound assessment and the latest changes in the subject, e.g. legislation, etc.

The external moderator should confer with the chairperson of the National Assessment/examination Panel regarding any new developments and changes necessitated by the latest demands of the profession (work place).

External moderation by the RTMC can be performed randomly.

3.11.6 Assessment/Examination Commission

The Assessment/examination Commission consists of the Head of the Traffic Training Centre, the Manager of Traffic Officer's Training and all the examiners. This Commission decides on the adjustment to promotion marks, re-marking and supplementary assessment/examinations.

When assessing the results, this Commission will take into account any extraordinary circumstances or situations which could have influenced the learners or the assessment/examination sessions. Any such circumstances or possible deviations from this policy should, however, be discussed with the Quality Assurer in advance.

3.11.7 Assessment/Examination Panels/Committees

In respect of non credit bearing courses that have been recognized and which add significant value to the profession or those courses for which unit standards or programme approval has not yet been received there should be a Assessment/examination Panel/Committee for each unit or subject or combined units or subjects.

Depending on the comprehensiveness of the subject, the members of the panel should comprise of at least one subject specialists from each Traffic Training Centre experienced in the subject and assessment thereof.

A representative from the RTMC will be appointed or nominated by the RTMC as chairperson of the panel/committee. This chairperson should co-

ordinate the functions of the panel and accepts full responsibility for moderating the questions supplied by the facilitators as well as supplying questions for the question bank to the Quality Assurer. The chairperson shall assist the Quality Assurer in the resolution of any disputes concerning questions contained in the paper and/or the answers in the memoranda.

The panel will also be responsible for setting standards and prescribing formats and criteria for assessment in practical assessment/examinations allocated to the panel.

The national assessment/examination panels' functions and duties are in compliance with the respective terms of reference document.

3.11.8 Quality Assurer

The RTMC (or persons appointed by the CEO) acts as the Quality Assurer for non credit bearing courses. The main function of this body is the administrative management process with regard to the compilation and distribution of assessment/examination papers. The Quality Assurer may also handle the statistical processing of the results, deal with problems, disputes and other considerations concerning the assessment/examination system.

The Quality Assurer may co-opt additional members to any committees and panels as deemed necessary. The Quality Assurer also has the authority to take the necessary steps (i.e. through inspections, spot checks, etc.) to ensure that Traffic Training Centres adhere to all the regulations prescribed by this policy. The Quality assurer may also exercise control over the marking of answers and the calculation of marks by means of external moderation of assessment/examination scripts and score sheets.

3.12 COMPILATION AND PROVISION OF THEORETICAL ASSESSMENT/EXAMINATION PAPERS / SUMMATIVE ASSESSMENTS AND PRACTICAL ASSESSMENT FORMS

3.12.1 Administrative Route of the Theoretical/Examination/Summative Assessments

A strict time schedule for the duplication and distribution of the papers to the different Traffic Training Centres or assessment/examination venues should be set and adhered to. The schedule should allow for sufficient time to deal with problems that may arise along the route. Foolproof measures for security along the whole route as well as the safe-keeping of papers at the assessment/examination venue until the day of the assessment/examination is of utmost importance.

Such internal measures should be drawn up in writing by the Traffic Training Centre and considered valid for all assessment/examinations. In the case of a breach in security, the Quality Assurer must immediately be informed in order to make the necessary decisions and alternative arrangements.

A generalised assessment/examination time-table for the final theoretical assessment/examination is essential to synchronize the writing of the relevant assessment/examination papers at all the different Traffic Training Centres. This table should be finalised in consultation with the heads of all Traffic Training Centres. The Quality Assurer will compile and submit such a time table to the Traffic Training Centres before the end of each year.

Note: The Quality Assurer shall compile the following:

- ✚ Final, supplementary and back up papers.

3.12.2 Request for Summative Assessment Instruments

A Traffic Training Centre shall request summative assessment instruments from the RTMC in writing as follows:

Basic Traffic Officer Qualification/Course

- 60 (sixty) days or 2 (two) calendar months before the commencement of the first summative assessment/examination as per the approved course schedule and 14 (days) before the commencement of the re-assessment/supplementary dates.

Examiner of Vehicles

- 30 (thirty) days before the assessment date and 14 (fourteen) days for re-assessment/supplementary assessment.

Examiner for Driving Licences

- First day of commencement of each Grade and 14 (fourteen) days for re-assessment/supplementary assessment

3.12.3 Administrative Route of the Practical Assessment

Standardisation of final practical assessments/assessment/examinations is of the utmost importance. For this reason an assessment/examination panel/committee will be responsible for setting evaluation standards and prescribing formats and criteria for assessment in practical assessment/examinations. These standards, formats and criteria, together with the practical assessment forms, will be provided by the Quality Assurer to the Traffic Training Centres. These forms may be made available to the learners.

The Manager of Traffic Officer's Training at the Traffic Training Centre should also moderate practical assessment/examinations.

The results of the assessment of practical assessment/examinations should also be submitted to the Quality Assurer in the format prescribed by the

assessment/examination panel for each subject for the purpose of moderation and statistical analysis.

NOTE:

Each Traffic Training Centre should compile an internal assessment/examination time-table for the final practical assessment/examinations. This time-table should be submitted to the Quality Assurer at least two weeks after the commencement of the Basic Traffic Officers course, Examiner of Vehicles course and 2 days after the commencement of the Examiner for Driving Licences course.

The assessment/examination time-tables for the final theory assessment/examinations, practical assessment/examinations and the supplementary assessment/examinations should already be made known to the learners at the beginning of a particular course to limit possible unforeseen circumstances.

The Head of Traffic Training Centres should timeously arrange for the particular forms like AARTO 01, AARTO 31, Sections 56, 73, 341, AR etc. that must accompany the practical assessment forms for Administration and Discontinue Notices, Basic Accident Recording, etc

3.13 INSTRUCTIONS AND GUIDELINES FOR THEORETICAL ASSESSMENTS/EXAMINATIONS

3.13.1 Safekeeping of Summative Assessment Instruments/Papers

The Head of the Traffic Training Centre or a person duly delegated by him/her is responsible for the safekeeping of assessment/examination instruments/papers. He or she should ensure that all papers and assessment/examination material are properly locked away in a safe or strong room until the day of the assessment/examination and that no one

else has access to them. No assessment/examination papers may be handed to any other person for safekeeping.

The Head or a person appointed may only open the envelope containing the assessment/examination papers on the day of the assessment/examination and the seal must be broken in the presence of the learners and the invigilator.

The **memorandum** shall only be opened on completion of the assessment/examination session and only by the Head of the Traffic Training Centre or the person appointed, who will hand it over to the first examiner for the purpose of marking the assessment/examination scripts.

3.13.2 General Instructions

Before, during and after assessment/examinations, all instructions should be carefully studied so that invigilators will be fully informed at all times about the procedures to be followed during the assessment/examination.

The assessment/examination instructions outlined in this chapter should be kept close at hand during the assessment/examinations so that they can be referred to at any time.

In all emergencies that arise before or during the assessment/examinations, and for which provision has not been made in these instructions, invigilators should report the circumstances to the Head of the Traffic Training Centre without delay.

3.13.3 Invigilation

All Traffic Training Centres must comply to the requirements as set out in this Policy Document in regard to the following:

3.13.4 Invigilators

Invigilators should be responsible and neutral persons. Invigilators should be officially appointed by the Head of the Traffic Training Centre and be fully informed about their responsibilities, powers and duties with respect to this policy as well as the Traffic Training Centre's internal assessment policy. Irrespective of the number of learners, **two** invigilators **must** at all times be present during all assessment/examination sessions and another invigilator should be on standby.

NOTE: Facilitators are not allowed to

- ✚ Invigilate when learners are writing their particular subjects.
- ✚ Write up the final marks of their own learners

3.13.5 Responsibilities

Invigilators are expected to exercise very strict supervision over learners. They should give their undivided attention to this matter and should move around in the assessment/examination room regularly for as long as the assessment/examination lasts. It is extremely important that learners should not have reasons to believe that there may be an opportunity for them to disregard the assessment/examination regulations owing to a lack of supervision.

NOTE: Invigilators may under no circumstances

- ❖ Amend any questions.
- ❖ Provide any help or supply the answer(s) to questions that in their, or a learner's opinion, is faulty.

All queries and/or complaints by learners during the assessment/examination session should be noted. After the session these should, without delay, be reported to the Quality Assurer, and will provide a decisive answer on the matter. **The memorandum could therefore be adjusted before the marking commences, but only after consultation with the Quality Assurer and in accordance with the answer obtained.**

3.13.6 Temporary Replacement of Invigilators

If an invigilator cannot be present during any part of the assessment/assessment/examination, the head of college should make arrangements with another invigilator to take over these duties.

3.14 PROCEDURE BEFORE THE START OF THE SUMMATIVE ASSESSMENT/EXAMINATION

Learners should be allowed into the assessment/examination room half an hour before the starting time of the session so that certain duties like the completion of the assessment/assessment/examination particulars, etc. can be attended to before the start of the assessment/assessment/examination.

Learners must be afforded the opportunity to hand over any unlawful documents or instruments to the invigilator before the start of the session.

Before the assessment/examination starts, invigilators should check carefully that the numbers of assessment/examination papers, together with the number of assessment/assessment/examination scripts, are adequate for the number of learners writing the assessment/assessment/examination. The number of papers is indicated on the flyleaf included in the container.

All summative assessment/assessment/examinations will commence at 09:00 on scheduled date, unless otherwise agreed upon by the Quality Assurer.

3.14.1 Arrangements in the Assessment/Examination Room

Before every assessment/examination, the following checks should be made:

- ↓ that there is adequate seating available in the assessment/examination room;
- ↓ that the seats in the assessment/examination room are arranged in such a way that the learners are not tempted to copy from one another or to make use of unlawful aids;
- ↓ that every learner has duly completed and signed the attendance list of the RTMC enclosed with the assessment/examination material. Once the internal scoring has been done, the completed attendance list, together with the rest of the assessment/examination material, must be kept by the Traffic Training Centre.

3.14.2 Stationery

The onus rests with the learners to ensure that they are in possession of all the stationery required to complete any particular assessment/examination paper.

3.14.3 Calculators/Cellphones

The use of calculators is permitted. Learners should note the following:

- ❖ Only non-programmable calculators (the silent, hand-held and battery-operated type which do not have paper-type printing facilities) may be used in an assessment/examination.
- ❖ The use of cell phones or other communication devices as calculators is prohibited, must be switched off and must be safely stowed away for the duration of the summative assessment and any other assessment.

- ❖ The use of a calculator that does not comply with the above specifications constitutes grounds for immediate dismissal from an assessment/examination. Should the calculator not comply with the specifications, the invigilator may confiscate it for the duration of the assessment/examination.
- ❖ Calculator malfunction during an assessment/examination does not constitute grounds for challenging assessment/examination results or for requesting additional assessment/examination time.

3.14.4 Regulations at the Assessment/Examination Venue

To ensure that all learners are assessed under equally favorable conditions, the following regulations and procedures must be observed at every assessment/examination:

- ❖ Smoking is not permitted during the assessment/examination.
- ❖ Learners are not permitted to take dictionaries, books or papers of any kind (including rough-work papers) into the room.
- ❖ Under no circumstances will learners be permitted to work beyond the time allotted for the assessment/examination.
- ❖ All rough work must be done on the last page of the assessment/examination script provided for this purpose and indicated as such in the instructions.
- ❖ Learners who wish to leave the room while an assessment/examination is in progress, may do so only under the supervision of the invigilator.
- ❖ Learners should be reminded that all assessment/examination papers and assessment/examination scripts remain the property of the RTMC. On completion of the assessment/examination, learners must hand in their assessment/examination scripts and assessment/examination papers. Learners will not be permitted to leave the assessment/examination room if they have not complied with this rule.

These papers and script must be checked by the head of the Traffic Training Centre or delegated person, and any missing assessment/examination documents may result in a learner not being awarded his or her marks until the matter has been satisfactorily resolved. To build up a data bank of questions, the Quality Assurer is compelled to enforce this rule.

3.15 HANDING OUT OF ASSESSMENT/EXAMINATION PAPERS

- ↓ Before assessment/examination papers are handed out, invigilators should warn learners not to page through the assessment/examination paper until told to do so.
- ↓ Once the assessment/examination papers have been handed out, the information required on the assessment/examination script should be completed fully and correctly.
- ↓ Except for the identifying information to be completed on the cover page and the instruction to be read to the learners on the first page, assessment/examination papers may not be opened and answering may not commence before the invigilator announces the start of the assessment/examination.

NOTE: No assessment/examination paper may be handed/shown to any person who is not an assessment/examination learner.

3.16 PROCEDURE DURING THE ASSESSMENT/EXAMINATION SESSION

3.16.1 Admission to and leaving the Assessment/Examination Room

- ↓ Learners that arrive more than 30 minutes late for an assessment/examination will not be admitted into the assessment/examination room. Being late for an assessment/examination does not constitute grounds for challenging assessment/examination results or for requesting additional assessment/examination time.

↓ Learners are not allowed to leave the assessment/examination room during the first 30 minutes of any assessment/examination session. The strict application of this rule is important and each exception made, should be reported to the Head of the Traffic Training Centre and a full explanation given of the circumstances.

↓ With the exception of extremely urgent circumstances, no learner may be allowed to leave the assessment/examination room during the assessment/examination and then return. Where it is necessary, practical precautions should be taken.

3.16.2 Duration of Each Assessment/Examination Session

↓ The duration of the assessment/examination session is indicated on the first page of the assessment/examination paper.

↓ Unless specifically given permission to do so, no learner may exceed the prescribed time, and all assessment/examination scripts as well as papers must be handed into the invigilator as soon as the time has expired.

↓ The time must be announced on the hour and also fifteen and five minutes before the end of the session.

3.16.3 Handing out of Assessments/Examination Scripts

↓ Once the learners are properly seated and the invigilator is in full control, an assessment/examination script and assessment/examination paper (in that order) must be handed to each learner.

- ↓ Circulate the RTMC attendance list and ensure that each student completes the information required on the script (if applicable) as well as on the attendance list. The attendance list must be signed and returned to the RTMC within 21 days of the examination.

- ↓ Ensure that learners enter their student numbers and other information on the cover page of the assessment/examination script.

- ↓ Once learners have provided the information required, the invigilator must read and / or explain the “INSTRUCTIONS” (on the inside of the front page of the script) to the learners. **Learners must sign at the bottom of the page as acknowledgement.**

- ↓ As soon as the invigilator has ensured that all the learners know what is expected of them, the learners may turn to page 1 of the paper and start writing.

- ↓ The moment that learners turn over the first page of the paper will be regarded as the official starting time of the session.

Note: Invigilators should move around among the learners and ensure effective invigilation.

3.16.4 Circumstances that could influence a learner’s Results

If anything happens during an assessment/examination session that could influence a learner’s results, the invigilator must furnish a full report on these circumstances and submit it to the Head of the Traffic Training Centre together with the relevant script. Learners who are unable, for reasons beyond their control, to take the final assessment/examinations must be permitted to write the supplementary assessment/examinations on the dates set for the course.

They must, however, prove to the satisfaction of the Head of the Traffic Training Centre and the RTMC that this was indeed the case. Should they fail this supplementary assessment/examination, they must be permitted to write the back up assessment/examination as their supplementary assessment/examination supplied by the RTMC.

Note: All learners who failed the final and the supplementary assessment/examinations are not allowed to write a back up assessment/examination.

3.17 DISQUALIFICATION OF A LEARNER

- ⚡ Any kind of misconduct during the course or during a practical or summative assessment/examination will not be tolerated.

- ⚡ Any kind of misconduct, such as taking of bribes from the public during practical training or assessment, paying for or offering any form of payment/bribe for any assessment or examination instruments/scripts during the qualification/course for assessment purposes, communicating with another learner during the assessment, using books, notes, papers or other unauthorised aids, attempting to take the assessment/examination for someone else, or removing assessment/examination material or notes from the assessment/examination room, **will result in a learner being summarily expelled** from the course and /or assessment/examination . Such learner will not be allowed to sit for the course or examination or any other course for Authorized officers for 2 (two) years.

Upon disqualification in terms of the Assessment/examination Instructions, the invigilator should:

- ↓ Immediately confiscate all the incriminating evidence together with the learner's assessment/examination script and assessment/examination paper where applicable;
- ↓ Immediately compile a detailed report on the case to the Head of the Traffic Training Centre. Should a facilitator fail to compile a detailed report immediately then it will be seen as if the learner is favored and disciplinary steps must be taken against the facilitator by the Head of the College/Department.
- ↓ The Quality Assurer (RTMC) as well as the learners employer must be informed in writing of the such incident within 24 (twenty four hours).
- ↓ Should the learner or his employer wish to appeal against the learner's expulsion from the qualification/course he may do so in writing within 3 (three) working days of the incident. Such report will be motivated by the employer or learner giving reasons for the request.
- ↓ The appeal must be considered by the Head of the College together with a member of the Quality Assurer (RTMC) and one representative from the Human Resource Division/Department of the Province or Local authority under whom the College resorts. These three members will form a quorum to consider the appeal.
- ↓ Further Labour disciplinary processes will be taken by the respective employer.

3.18 PROCEDURE AT THE END OF THE ASSESSMENT/EXAMINATION SESSION

- ↓ Invigilators should check each assessment/examination script handed in to them and ensure that each learner's number and all the other required information has been properly entered thereupon;

- ↓ Invigilators must ensure that the number of assessment/examination scripts and assessment/examination papers handed in corresponds with the number of learners on the attendance list. If a learner is present at a session but has not answered any questions, he / she must still hand in the papers with the required particulars on the assessment/examination script;
- ↓ At the end of the session, the assessment/examination scripts and papers must be collected by the invigilator(s) and placed in the envelope / container in which they were received;
- ↓ The invigilator hands over all assessment/examination material to the Head of the Traffic Training Centre (or secundus). This marks the end of the responsibility of the invigilator, while the Head in return hands the assessment/examination scripts and memorandum to the examiner(s) for marking and moderation (where applicable).

3.19. ASSESSMENT OF SUMMATIVE ASSESSMENT/EXAMINATION

3.19.1 Marking of Summative Written Assessment/Examination and calculation of Marks

- On receiving the assessment/examination scripts and memorandum from the Head, the examiner(s) must as a first step check the answers in the memorandum against the questions in the assessment/examination paper. All queries in this regard, as well as those reported by the learners to the invigilator(s), must without delay be reported to the Quality Assurer before 13:00 on the day of the particular assessment/examination

- A member of the Quality Assurer, as well as the first examiner for that subject of each Traffic Training Centre, must therefore also be on duty until 13:00 of the specific day to provide a decisive answer on all possible queries and make the necessary adjustments to the memorandum (if applicable) and before the marking can commence.
- After 13:00 the memorandum will be considered as final and marking by the first and second examiner and moderation by the internal moderator must commence without delay.
- Marking and moderation take place strictly according to the memorandum to ensure uniformity and standardisation.
- The calculation of marks should receive careful attention. The allocation, adding up and writing up (on the score sheet) of marks must be done correctly and double- checked.
- The conversion of marks to a percentage (%) as well as the calculation of the promotion mark (from the course and assessment/examination marks), should be done with extreme care.

Note:

- Any dispute regarding the allocation of marks between the first and second examiner or the moderator, must immediately be referred to the Quality Assurer who will in consultation with a subject expert supply a decisive answer.
- Should the marks between the first and the second marker differ by less than 5% the average mark is allocated.

Should the difference in the marks be more than 5% the matter is referred to the moderator who may in consultation with a subject matter expert remark the paper. The marks by the moderator are considered to be the final mark.

- Assessors must note that single marks are allocated to the answers of certain questions, while the answers to other questions count double marks. Assessors must therefore take care to allocate marks correctly and note that this may also differ from one subject to another.
- Some questions have a flexible memorandum, e.g. any 5 out of a possible 8 correct answers are accepted as full marks for the question. Examiners must therefore mark the first 5 answers only and take care that the maximum number of marks allocated to a particular question is not exceeded.

NOTE: All Exam papers to be completed in black pen by learners.

- **The marking of scripts by the first assessor must always be done with a red pen.**
- **The marking of scripts by the second assessor must always be done with a blue pen.**
- **The marking of scripts by the internal moderator must always be done with a green pen.**
- **The marking of scripts by the external moderator (RTMC) must always be done with a purple pen.**

3.19.2 Requirements and Composition of Marks

Pass Mark

The competency or pass mark for credit and non credit bearing units/subjects in the summative/final and supplementary theoretical assessment/examinations is 50%.

Note:

- The pass mark of 50% applies to the assessment/examination mark and the supplementary assessment/examination mark.
- Pass requirements for the different practical assessment/examinations are stipulated under "Evaluation Standards" on the last page of the respective practical assessment forms.

3.20 COMPOSITION OF THE ENTRY REQUIREMENTS TO FINAL SUMMATIVE THEORETICAL ASSESSMENT/EXAMINATIONS.

A learner's assessment mark for each of the different credit or non credit bearing units/subjects will be made up as follows:

Average mark for all progress tests shall be 40%.

Note: Learners must obtain an average of 40% to enable them to continue with the summative assessment.

Assessment/examination mark (final assessment/examination paper) shall be 50%.

EXAMPLE OF CALCULATIONS

Entry Requirements for final assessment/examination:

Using the marks of all the compulsory progress tests in respect of a particular subject, the following formula is used to calculate the entry requirements for final assessment/examination:

(Actual mark of all progress tests) X 100

(Grand Total of all progress tests)

Note: Learners must obtain 40% to be able to write the final assessment/exam. A learner, who obtains less than 40% for a progress test, will be allowed to write one remedial progress test for each progress test failed after attendance of remedial training.

Learners must obtain a minimum of 50% in the final theoretical assessment to pass or be declared competent.

NOTE: In summarizing as follows:

- A learner would have to obtain an average of 40% in the formative assessment/progress test to qualify him/her to write the final examination.
- A learner must obtain 50% in the summative assessment/final examination to pass the module.
- The average of the formative/progress and the summative/final marks is used to award learners who have excelled (achieved *cum laude*). Note: This mark does not determine a pass or fail.
- A learner who obtains between 40 – 49% for the summative assessment/final examination will be afforded an opportunity to write a one off supplementary assessment/examination.

- **A learner who writes a supplementary assessment/examination must obtain 50% to pass the supplementary assessment/examination.**
- **Any learner who does not achieve 50% in the supplementary assessment/examination has failed and will have to repeat the module/s during the next semester.**

Also note that the word “final examination “ this would include the “supplementary examination” for the respective semester.

3.20.1 Adjustments to Progress test/Summative marks

The following policy will apply with regard to adjustments to the marks:

- Cases of 39,5% are rounded off to 40% to allow the learner to qualify for a final/supplementary assessment/examination.
- Cases of 49,5% are rounded off to 50% to enable the learner to pass.
- Cases of 74,5%+ are rounded off to 75% to enable the learner to pass with distinction

Note:

Once the marking and adjustment to the marks have been done, all material (scripts, papers, copies of the score sheets and attendance lists) must be kept by the respective college for a period of 5 years.

3.20.2 Re-marking of Final Summative Assessment/Examination

A student who obtains a mark in the final assessment/examination that is within 5% of a pass mark, or a distinction, may request that his/her final assessment/examination paper be remarked by the internal moderator.

The purpose thereof is to ensure that the assessment/examination scripts are marked correctly according to the memorandum and that the marks obtained are calculated correctly.

Note:

- Re-marking of assessment/examination scripts must be done with a black pen.
- A Student cannot request a re-mark just to possibly improve the marks that he/she has originally obtained.

3.20.3 Passing with Distinction

If a learner passes all practical subjects and obtains 75% in the summative assessment for each of the theoretical unit standard or subjects on which he or she was assessed/examined, he/she passes the course with distinction (cum laude) and this is so stated on the certificate.

Note:

A student cannot pass with distinction by way of a supplementary assessment/examination in the practical or theoretical assessment/examinations.

3.20.4 Supplementary Assessment/Examination

Learners who have obtained at least a sub minimum of 40% in the final assessment/examination automatically qualify for **only one** supplementary assessment/examination in that particular module. All supplementary assessment/examinations must be written within 21 (twenty one) days of the national assessment/examination, but at least 14 (fourteen) days must pass between the summative assessment/examination and the supplementary assessment/examination date. (Learners may write on the fourteenth day).

The arrangements for the supplementary assessment/examination must be co-ordinated with the Quality Assurer according to the fixed time-table set for supplementary assessment/examinations. The exact time and date of this time-table should also be made known to the learners' right at the beginning of the course. All supplementary assessment/examinations to commence at 09:00.

If a learner who qualifies for a supplementary assessment/examination requests to see his/her assessment/examination script, this should be allowed under the supervision of the internal moderator and the two examiners. Discussions of answers are permitted if it will contribute to the improvement of the learner's performance. The purpose of such a session is for remediation and not to create an opportunity for learners to argue for additional marks.

In allowing a learner to sit for a supplementary assessment/examination the Assessment/examination Commission may not deviate from the sub-minimum mark of 40% without consultation with the Quality Assurer. They may also not deviate from the prescription of a once-only rewrite.

Assessment/examination papers for the supplementary assessment/examination must be requested from the Quality Assurer as soon as the final marks have been calculated and the results of the final assessment/examination are available.

3.20.5 Instructions and Guidelines for Practical Assessment

The Head of Traffic Training Centres should ensure that, as for theoretical assessment/examinations, competent persons are appointed as assessors of practical assessment/examinations. The following instructions apply to practical assessment/examinations:

-
- A sub-minimum of 75% is required in respect of practical assessment/examinations in order to pass. In some practical assessments (eg. firearms -100%) the minimum requirement will be in accordance with the content of the different unit standards or non credit bearing training courses.
 - The prescribed practical assessment instrument (evaluation sheets) obtained from the Quality Assurer must be used for practical assessment/examinations.
 - Assessment should take place in accordance with the evaluation standards and criteria recommend by the particular Assessment/examination Panel and approved by the TCTP.
 - Pass requirements for the different practical assessment/examinations are stipulated on the respective assessment instruments.
 - The same procedure during assessment/examinations described under 3.13 above is also applicable to practical assessment/examinations.
 - For the purpose of practical assessment/examinations the relevant facilitator (subject expert) acts as assessor and is therefore responsible for taking the practical assessment/examination(s) in that particular subject.
 - The functions performed by the invigilator should in the case of practical assessment/examinations be performed by the second examiner.
 - The assessment instruments should be moderated by the internal moderator immediately after the practical assessment/examination has been completed. The guideline for sampling as specified applies.

- Results are submitted to the Assessment/examination Commission to decide on adjustments and supplementary assessment/examinations.
- Practical assessment forms are handed to the Head of the Traffic Training Centre for final control and submission to the Quality Assurer if requested.

Note:

- The practical assessment/examination mark is a stand alone mark and not linked to any other mark. This is due to the fact that these pass requirements are higher than 50% and the fact that practical assessment/examinations are aimed at demonstrating competency in certain skills rather than theoretical knowledge.
- A learner, who fails any of the practical assessment/examinations, automatically qualifies for **two (2)** supplementary assessment/examinations/ reassessments in that particular subject(s) - read the motivation in the previous point. The attention of such learners should immediately be drawn to the internal practical supplementary assessment/examination time-table.
- Due to the fact that the pass requirements for practical subjects are higher than 50%, the practical marks of a student does not affect his chances to pass the course with distinction (cum laude). However, learners who fail the initial practical assessment/examination but pass the assessment/examination by means of a supplementary assessment/examination do not qualify for a cum laude (distinction).
- No sub-minimum is required to qualify for the practical assessment/examinations.

- Final practical evaluations may be conducted immediately after the completion of a particular practical module.

3.21 RECOGNITION OF UNITS PASSED AND REPEATING THE COURSE

Learners who fail one or more units (theoretical or practical) in the final or supplementary assessment/examinations cannot receive a diploma at the end of the particular course. Such learners, will, however, retain credit for all the non credit bearing units/modules that they have passed in the final and/or supplementary assessment/examinations of that specific course for a period of twelve (12) months calculated from the last day of that course.

Theoretical and practical aspects of subjects are separately dealt with for this purpose, i.e. a student may fail the theoretical assessment/examination but pass (and retain credit for) the practical assessment/examination and *vice versa*.

Within this period (12 months) such learners are entitled to repeat the units/modules that they have failed. They may, however, do so only during the final assessment/examinations of the course(s) following their original course, i.e. only during the period in which assessment/examinations are scheduled at a Traffic Training Centre according to the assessment/examination time-tables for final and supplementary assessment/examinations. Such learner must be treated as if he was a learner for the first time attending the course.

The decision to allow such a student to attend remedial and other classes and consult with the facilitators, as well as the fees to be paid for these services, rests with the management of the Traffic Training Centres. **The compilation of a new Portfolio of Evidence and the completion of all formative activities and progress tests to accumulate a new mark is compulsory in order to once again gain access to the summative assessment.**

Learners can apply for the recognition of subjects passed at the Traffic Training Centre at which he/she has done the course, or at any other registered Traffic Training Centre. In cases where the module/unit failed is repeated at another College the College must concur with the previous College to obtain all previous results. The results should then be returned to the original Traffic Training College where the majority of units/modules were written and achieved for the issue of the diploma/qualification.

Should a disagreement in this case arise as to which College will issue the diploma/certificate the matter must be referred in writing to the Quality Assurer's (RTMC) whose decision on the matter will be final.

Learners who wish to repeat a course must apply to the Traffic Training Centre in writing. The decision to allow a student to repeat the course lies with the management of the Traffic Training Centre. In this regard amendments to curricula, subject contents and assessment strategy should be taken into account as this may lead to a decision not to allow a student to repeat the course or to require learners to attend lectures for the duration of a respective subject.

If a student is not satisfied with the Traffic Training Centre's decision, he/she has the right to appeal to the CEO. This must be done in writing, within 21 days of receiving the results. A copy of the appeal documentation must be forwarded to the Head of the Traffic Training Centre concerned. The CEO should supply an answer on the matter within 21 days. The answer of the CEO is considered as final.

Note: Once a student has passed a subject, he/she **cannot apply** to write a supplementary assessment/examination, or rewrite any other assessment/examination for the purpose of obtaining better results than he/she has already obtained.

3.22 ASSESSMENT RECORD KEEPING

Each Traffic Training College must be equipped with a electronic data capturing system (preferably compatible with the system maintained by the Quality Assurer.

The following records must be kept in respect of the assessment process:

- Unit standards – relevant to the learning programs and qualifications offered by the Traffic Training Centre
- Learning programmes – what learning is available and who attended such training
- Outcome of each assessment including:
 - Who was assessed
 - What evidence was collected
 - Where it came from and when it was collected
 - How it was demonstrated and the method of assessment
 - What units of measurement or performance criteria were achieved
 - When competence was confirmed
 - When the qualification was granted
 - Or as required by the relevant ETQA

Learners are entitled to have their results properly recorded. Records will be available to the relevant assessors, moderators, relevant ETQA verifiers, management and assessment/examination body/ RTMC.

3.23 ASSESSMENT FEEDBACK

Assessors must provide constructive confidential feedback to learners following evaluation under the assessment process.

Feedback may take the following form:

- Encouraging learners to assess their own performance;
- Information regarding the strengths and weaknesses of learners, linked to possible corrective action;
- Confirmation of recommendation for award to successful learners;

- Encouragement to unsuccessful learners to:
- Repeat relevant parts of the assessment where applicable after taking necessary remedial action;
- Remain positive (without giving false expectations);
- Undergo further skills development where applicable.

3.24 INTERPRETATION OF RESULTS

This section addresses the recognition of units and repeating of learning programmes based on the method adopted to interpret results.

As mentioned earlier, assessment is also necessary within the context of a particular learning programme to measure quality, impact and success of the learning programme in relation to its stated outcomes. Because assessment has a direct influence on teaching and learning, constructive feedback into the system is essential before attempting the next round or a repetition of the same programme.

In terms of formative assessment, learners need to be informed about their progress and what is required to do to be declared “competent”. The new paradigm requires interactive and supportive communication with the learners.

In terms of summative assessment on completion of the learning programme, the assessment process has been completed. The learner will then either be declared “competent” or “not yet competent”.

Learners who are not declared competent will be given two opportunities for re-assessment to prove their competence after which they must re-enroll and repeat the module/unit standard.

The learner will however retain the credits for those unit standards in which he/she was declared "competent" and work towards those credits in which they were declared "not yet competent".

3.25 FURTHER RESPONSIBILITIES OF TRAFFIC TRAINING CENTRES

- ↓ Traffic Training Centres must notify the Quality Assurer/RTMC within 14 (fourteen) days of all learners enrolled for a specific course/unit standard
- ↓ Traffic Training Centres must notify the Quality Assurer/RTMC about the number of learners that will take the final assessment/examination for any particular course/unit standard **at least 2 months before** the day determined for the first assessment/examination paper.
- ↓ No results may be announced to learners before all the assessment/examinations have been completed.
- ↓ Assessment/examination scripts must be treated as confidential. No learner is entitled to see his or her assessment/examination script in order to obtain a possible change in marks.
- ↓ A great responsibility rests with the Traffic Training Centre to ensure that the marking of assessment/examination scripts is done carefully and according to the instructions, and that its internal system is above suspicion!
- ↓ A smooth administrative process will ensure that a high standard of assessment and moderating can be maintained.
- ↓ Full records of all results must be kept for **at least five years** for possible later reference.

- ↓ Progress tests as well as the answer sheets and score sheets of the learners form part of the POE and must be kept as for a period of 5 years by the Traffic Training Centres for the purpose of moderation by the Quality Assurer should there be any queries in this regard.
- ↓ The determination of course fees remains the prerogative of the individual Traffic Training Centres.
- ↓ Learners who are absent from the course for 5 days with no valid reason, whether the days are consecutive or not, may be suspended from the course.
- ↓ All learner results must be forwarded to the Quality Assurer/RTMC immediately upon completion of the assessment process.
- ↓ A letter signed by the CEO of the RTMC will be issued to every learner who is declared competent within 21 (twenty one) days after receipt of all the necessary documentation and information. Such letter will form part of the registration as an authorized officer. No learner will be registered as an authorized officer if he/she is not in possession of a letter signed by the RTMC.
- ↓ The issue of duplicate diplomas and certificates issued in terms of this policy document is strictly forbidden. Any person who makes application for a duplicate diploma/certificate may be provided with a letter from the Traffic Training Centre who issued the original diploma/certificate confirming the issue of such document and the particulars thereof.

All Traffic Training Centres must strictly adhere to these instructions and guidelines to ensure that uniformity is consistently maintained. Traffic Training Centres may not deviate from the assessment policy without prior permission from the Quality Assurer. All persons involved in evaluation at Traffic Training Centres must familiarise themselves thoroughly with the contents of this document.

3.26 APPEALS PROCESS

If a learner is not satisfied with the Traffic Training Centre's decision in regard to the full and final assessment of a qualification or unit standard the learner has the right to appeal to the CEO or a person delegated by the CEO. This must be done in writing, within 21 days of receiving the results. A copy of the appeal documentation must be forwarded to the Head of the Traffic training Centre.

The RTMC will refer the relevant document/s to the Head of College for comment. The comment of the Head of College must be accompanied by the learner's assessed and moderated POE **within 5 (five) days** after receipt of the letter/documents. The CEO should furnish an answer on the matter **within 21 days**. The answer of the CEO is considered final.

NOTE: This appeal process above does not apply in the event of misconduct or disqualification of a learner.

3.27 RELEVANT QUALIFICATION AS APPROVED BY THE TCTP FOR BASIC TRAFFIC OFFICER AND OTHER TRAINING

Formative and summative assessments must be completed during the learning programme in regard to all unit standards of the registered qualification as contained and approved from time to time by SAQA and the TCTP. The results of both the formative and summative assessments will declare the learner "competent" or "not yet competent". For the Examiner for Driving Licence and Examiner of Vehicles programme, a learner may not progress to the next unit standard unless they have complied with all the entry requirements. (Also refer to relevant Policy in this regard)

PART 4: MODERATION POLICY

4.1 DEFINITION OF MODERATION

Moderation is the process of checking to assure that the assessment process was performed to the required standards.

4.2 MAIN PURPOSE OF MODERATION

The main purpose of moderation is to ensure that the assessment process is consistent and fair, regardless of the assessment methods used or the assessor who executed the assessment.

Moderators may be internal or external to the Traffic Training Centre.

4.3 MODERATION PRINCIPLES

In line with the main purpose of moderation, the following principles apply to moderation:

- Maintenance of the quality and credibility of qualifications under the NQF;
- The assessment process must be consistent and fair;
- Moderators must be registered with the relevant ETQA;
- Moderators must have assessment experience in order to fairly evaluate assessors;
- Moderation occurs within a quality management system, this learning area is subject to frequent evaluation, review and amendment to reflect current trends and needs;

4.4 FUNCTIONS OF THE MODERATOR

The functions of the moderator include:

- Checking the entire assessment process;
- Moderation of the assessment process against the assessor standards;
- Suggestion of improvements based on the moderation review;
- Management of assessment information
- Provision of feedback to the assessor on these suggestions;
- Design and implementation of assessment and moderation systems, policies and procedures;
- Interaction between the Traffic Training Centre and ETQA in respect of quality assurance and facilitation of smooth communication between all role players in assessment through provision of advice, mentoring, conflict resolution and co-ordination.

Moderators must:

- Review all registers to ensure proper completion and cross referencing
- Prepare reports reflecting details of all products, processes and activities off learning areas to moderation, inclusive of the methods applied to such moderation.
- Report on all identified potential and /or actual systems, processes weaknesses and recommend remedial action where necessary.
- At least 5% of all POE's (all assessments) must be moderated.
- Review and comprehensively report to management all appeals lodged and the outcomes thereof, together with remedial action taken and/or needed.

4.5 MODERATOR COMPETENCIES

The moderator must display the following competencies:

- Familiar with the learning field in the particular area of assessment;
- In-depth understanding of assessment practices; and
- Ability to ensure efficient operation of the internal assessment system.
- Registered with the relevant SETA.

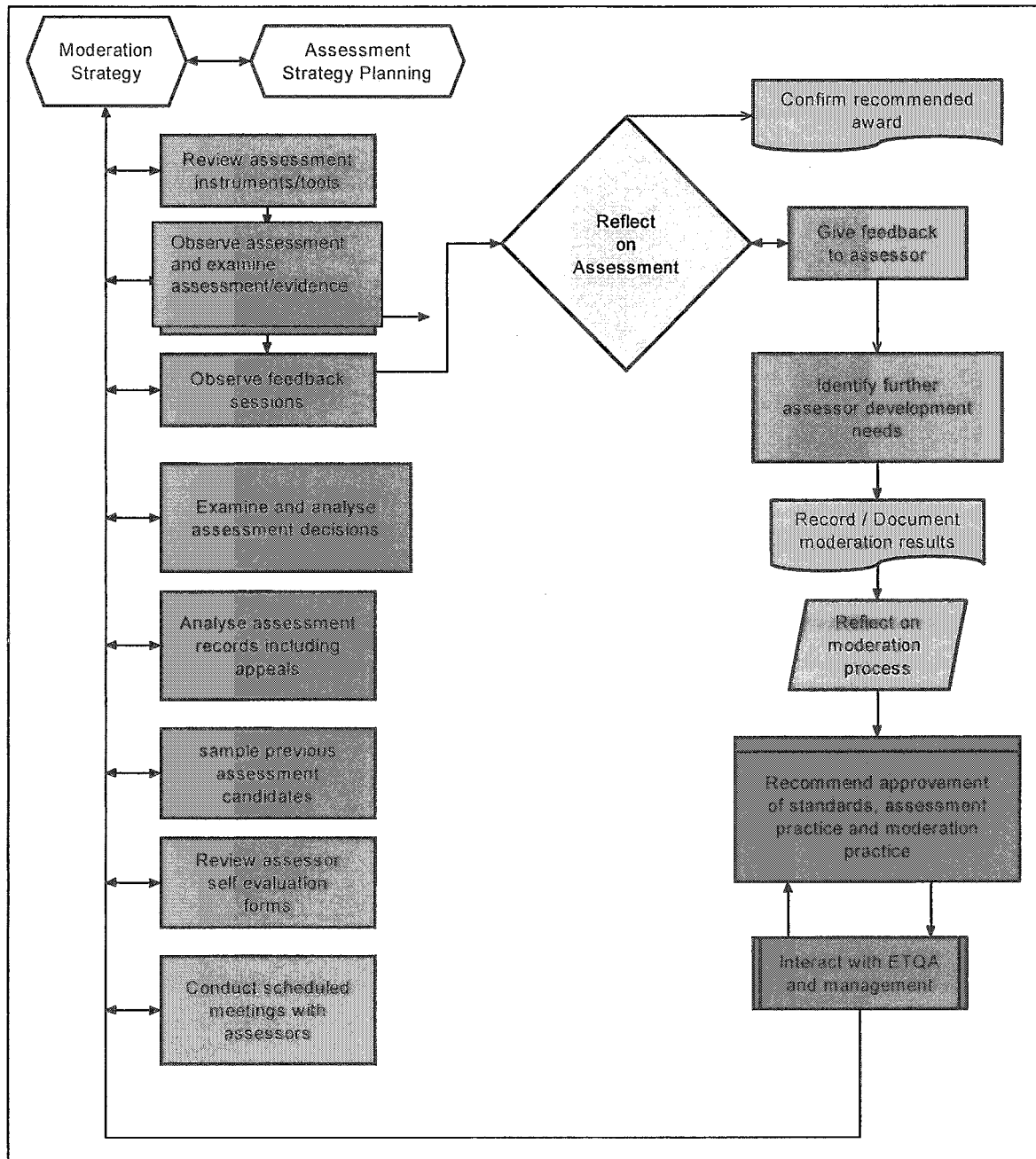
4.6 EXTERNAL MODERATORS (RTMC)

After the internal moderation by the Traffic Training Centre the RTMC or someone appointed by the RTMC will act as an external moderator. The RTMC would be responsible for reviewing a random sample of at least 10 percent (10%) of learner (POE's) and assessment files to ensure systems compliance, reporting on any deviations found and remedial action taken.

The RTMC is responsible for maintaining the standard in the particular assessment and should ensure that all the instruments are in line with the criteria set for sound assessment and the latest changes in the subject matter, e.g. legislation. (The RTMC will therefore be responsible for moderating the content and the process.)

The RTMC should confirm with the various panels and Heads of College's regarding any new developments and changes necessitated by the latest demands of the profession.

Internal Moderation Process



PART 5: RECOGNITION OF PRIOR LEARNING (RPL)

5.1 OBJECTIVES

The key objectives of the RPL Policy include the:

- Facilitation of access to, and mobility and progression within education, training and career paths;
- Acceleration or redress of past unfair discrimination in education, training and employment opportunities.

5.2 DEFINITION

RPL refers to the comparison of the previous learning and experience of a learner howsoever obtained against the learning outcomes required for a specified qualification and acceptance for the purpose of a qualification of that which meets the requirements.

In other words the RPL recognises what you have learned from other learning interventions (formal & informal), from life experience, from work experience and from any training provided at work, and measures it against the qualification or learning programme for which you have enrolled.

RPL is also known as:

- Accreditation of prior learning
- Credit for prior learning
- Assessment of prior learning
- Recognition of informal learning
- Assessment of experiential learning
- Recognition of current competencies.

5.3 UNDERLYING PRINCIPLES OF RPL

- RPL facilitates equitable access to education and training and redress of past educational practices.
- The implementation of RPL requires a developmental and incremental approach.
- A holistic approach to the process and execution of assessment is supported, including the following elements:
 - The principles of good assessment are equally valid for RPL and all other forms of assessment;
 - The approach subscribes to the values of human development and lifelong learning;
 - RPL advocates flexibility in the use of assessment methods and instruments.
- The context within which RPL is practiced is linked to various purposes, including the following:
 - Personal development and/or certification of current skills;
 - Progression into a learning programme;
 - To facilitate promotion;
 - Career or job change.
- Learning occurs in all kinds of situations, formally, informally and non-formally.
- Measurement of learning takes place against specific learning outcomes required for a specific qualification.
- Credits are awarded for learning if they meet the requirements of the qualification.

5.4 REGISTRATION AND PROCESS

The process followed by any Traffic Training Centre will be in terms of the approved RTMC Policy for the Recognition of Prior Learning.

5.5 CONCLUSION

The impression learners obtain of assessment, assessment/examinations and feedback about their work is often very negative. Assessment is associated with fear, unfairness, rewards and punishment, humiliation and stress. In the new educational dispensation we should strive to promote assessment methods which encourage, stimulate, guide and support learners, and which focus on normal daily learning activities in favorable and familiar contexts.

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