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| Assessment Guide |
| ***Module 2*** |

**NATIONAL Certificate:**

**GENERIC MANAGEMENT**

**59201**

**GENERIC MANAGEMENT**

**(LP60269)**

**Module 2-Workplace Management**

**Module Credit Total: 38**

**ASSESSMENT GUIDE**

**Assessor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Welcome to the Assessment Guide!**

This document aims to provide the Assessor and Facilitator with guidance towards the assessment process / evidence / competencies needed for the achievement of the outcomes in this module.

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**Module 2: Unit Standard Cluster Information**

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| --- | --- | --- | --- |
| **SAQA** | **Unit Standard Title** | **Level** | **Credits** |
| 252032 | Develop, implement and evaluate an operational plan | 5 | 8 |
| 252021 | Formulate recommendations for a change process | 5 | 8 |
| 120300 | Analyse leadership and related theories in a work context | 5 | 8 |
| 252036 | Apply mathematical analysis to economic and financial information. | 5 | 6 |
| 12433 | Use communication techniques effectively | 5 | 8 |

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| **Instructions & Memorandum of Assessment** |

**Section1:**

* 1. **Classroom: Formative Knowledge Questionnaire**

These knowledge based questions will be based on the outcomes and content of the classroom training session. The learner is required answer all the questions provided as this will also form part of their portfolio of evidence.

* 1. **Classroom: Practical Assessment Activities and Assignments**

These activities will be completed during the classroom or facilitation session and can be found in the learning material.

**Section 2:**

* 1. **Observational Assessment and Workplace Assignments**

To be completed in the workplace by the facilitator and / or assessor based on the learner’s performance at the end of the course.

* 1. **Summative Knowledge Assessment**

Learner to complete the knowledge assessment by answering all the questions provided in filled giving examples where asked.

* 1. **Personal Narrative**

The personal narrative requires the learner to reflect on the requirements of the reflexive competence required in the application of the learning.

* 1. **Witness Testimony**

The witness testimony consists of a testimonial based on the learner’s performance as observed / reviewed by your Supervisor / Manager in the workplace.

* 1. **Logbook**

Containing the activity records as required by the programme and completed by the learner

**LEARNER ASSESSMENT PLAN**

***Please tick next to the unit standards you are being assessed against.***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit code** | **UNIT STANDARD TITLES** | **NQF level** | **Credits** |  |
| 252032 | Develop, implement and evaluate an operational plan | 5 | 8 |  |
| 252021 | Formulate recommendations for a change process | 5 | 8 |  |
| 120300 | Analyse leadership and related theories in a work context | 5 | 8 |  |
| 252036 | Apply mathematical analysis to economic and financial information. | 5 | 6 |  |
| 12433 | Use communication techniques effectively | 5 | 8 |  |

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| **Activity** | **Evidence of activity will be found where** | **Place & planned date of activity** | **Date**  **Completed** |
| Training | Classroom training registers | Training Provider  Date: |  |
| Self-assessment | Assessment contract signed & dated | Learner file  Date: |  |
| Assessment contract | Assessment contract signed & dated | Learner file  Date: |  |
| Initial meeting | Assessor briefing checklist | Learner file  Date: |  |
| Unit Standard No | Assessment contract & assessment plan | Learner file  Date: |  |
| Formative Assessment | Assessment instruments | Learner file  Date: |  |
| Summative Assessment | Assessment instruments | Learner file  Date: |  |
| Other Evidence | Research portfolio (if applicable) | Learner file  Date: |  |
| Feedback | Feedback Report | Learner file  Date: |  |
| Moderation | Moderators report | Learner file  Date: |  |
| Judgement | Assessor Summary Report / Moderator report | Learner file  Date: |  |
| 1st Reassessment | Assessors’ summary report / instruments | Learner file  Date: |  |
| 2nd Reassessment | Assessors’ summary report / instruments | Learner file  Date: |  |

**Special arrangements for assessment**

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| Place |
| Language |
| Resources |
| Barriers |

**People to be involved with assessment**

|  |  |
| --- | --- |
| Learner: | Manager: |
| Trainer: | Mentor / Coach: |
| Assessor: | Moderator: |

**Next steps for learning**

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**Resources required for this assessment**

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**Guidelines to the learner:**

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Learners Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learner’s signature: Date:

Assessors Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assessor’s signature: Date:

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| |  | | --- | | **ASSESSMENT APPEALS PROCEDURE** |   1. A learner has the right to appeal under the following circumstances   * If the laid down assessment procedures were not followed during assessments * If not all evidence available was taken into account during the assessment * The assessor was not a subject matter expert or did not have a subject matter expert during the assessment process * The assessor did not assess according to the performance criteria and range statement stipulated in the unit standard * Not all the range items were available for assessment   2. A learner bringing an appeal against a decision of the assessment will lodge such an appeal with the assessor and the internal moderator within 2 days of the assessment feedback session.  3. A learner bringing an appeal should complete the “Learner’s Notice of Assessment Appeal “form before the Appeal Hearing. The form should be handed to the internal moderator or a representative of the SETA.  4. Should the internal moderator re-affirm the assessor’ decision, the learner may appeal to the external verifier within 2 days after the initial moderator’s feedback session. The external verifier’s decision will be final. Should the external verifier re-affirm the assessors’ decision, the cost for re-evaluation will be upon the learner. Should the verifier’s decision differ from the assessor’s decision, the cost for re-evaluation will be borne by the assessor. |

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| **ASSESSMENT APPEAL APPLICATION FORM** |

**LEARNER’S NOTICE OF ASSESSMENT APPEAL**

**TO: The Internal Moderator**

A meeting with the internal moderator is hereby requested to discuss the outcome of my assessment.

Internal moderator name

Date of submission:

Name of employee assessed:

Name of Assessor:

Date of feedback session:

**Grounds for Appeal**

|  |  |  |
| --- | --- | --- |
| **No** | **Tick the applicable ground(s) for appeal** | **Tick** |
| 1 | The assessment did not follow the laid down procedure |  |
| 2 | Not all evidence available was taken into account during the assessment |  |
| 3 | The assessor was not a subject matter expert nor was a subject matter expert present during the assessment process |  |
| 4 | The assessment was not according to the performance criteria and the range statement stipulated in the unit standard |  |
| 5 | Not all the range items were available for the assessment |  |

**Reasons for Appeal**

|  |  |
| --- | --- |
| **No** | **Please give detailed reasons for the choice(s) above** |
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |

Learner’s signature: Date:

Employee witness: Date:

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| **PRE-ASSESSMENT MEETING CHECKLIST** |

**Points Assessor must cover in the initial meeting with the learner - Please tick**

| **Item** | **Points to be covered** | **Tick** |
| --- | --- | --- |
| 1 | Welcomethe candidate **and put them at ease** |  |
| 2 | **Explain the purpose of the meeting** (why you are there and how long the meeting will take) |  |
| 3 | **Explain the**   * NQF * Credits * Certification process * Learning pathways |  |
| 4 | **Explain**   * Who is involved in the assessment and their role (learners, coach, assessors, managers, moderators) * Principles of assessment (fairness, confidentiality, validity, sufficiency) |  |
| 5 | **Explain the assessment process?**   * Check learner readiness for assessment (logbook / self assessment) * Assessment contract to be completed * Preparation of learner (this meeting) * The assessment (observation and knowledge questionnaire) * Judgement of the evidence * Outcome of assessment (competent, not yet competent, need further evidence) |  |
| 6 | **Give Learner copies of the following documentation and explain each document**   * The Assessment Guide which includes   + The relevant unit standard (s)   + Assessment contract   + Assessment plan   + Observation checklist   + Knowledge checklist |  |
| 7 | **Discuss the assessment plan** (complete the assessment plan document)   * Allow the learner to participate in the decisions made * Agree on dates, time and venue for the assessment and feedback * Agree on evidence the learner can submit * Agree and explain the assessment methods * Identify and discuss special assessment needs of the candidate * Identify and eliminate unfair barriers (language, disability etc) * Discuss and agree on witness requirements |  |
| 8 | **Tell the candidate his/her rights and responsibilities, the assessment procedures and policies**   * How many times they may be assessed * Appeals process / procedure * Reassessment policy |  |
| 9 | **Ensure the assessment environment is appropriate** or make special arrangements |  |
| 10 | Discuss moderation |  |
| 11 | Allow the learner opportunity to clarify any items discussed |  |

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| Learner declaration of acceptance of assessment instruments and relevant documentation: Date: | |
| Learners Name: | Signature |
| Assessors Name: | Signature: |

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| **Assessment Strategy** | | | | | |
| **Learner Profile:** | Learners working towards this standard are working within or towards a first line manager’s position. | | | | |
| **Entry Requirements** | * Communication at NQF Level 4. * Mathematical Literacy at NQF Level 4. | | | | |
| **Check Entry Requirements** | Learners to submit proof of entry requirements, i.e. school certificates / reports. Learners who cannot provide proof of entry level requirements will be undergo testing at accredited assessment centres. Information will be provided as required. | | | | |
| **Purpose of Assessment** | The purpose of this assessment is to determine and recognise learner competence against the unit standard “Apply the principles and concepts of emotional intelligence to the management of self and others”. | | | | |
| **Assessment Approach** | Learners will undergo formative assessment and summative assessment. Evidence gathered during formative assessment will be used towards summative assessment. Formative Assessment will include activities. Summative Assessment will contain and Workplace Assignment, knowledge questionnaire and the completion of a personal narrative. | | | | |
| **Assessment Conditions** | Formative Assessment: Classroom or boardroom. | | | | |
| **Learner Needs** | * Special needs are identified through the learner information form completed during enrolment and verified during the Assessment Preparation Interview which takes place at the end of the learning intervention. * Assessment should be adjusted based on special needs requests, provided that the fairness, validity and reliability of the assessment are not compromised. Special needs include, but are not limited to: Hearing impairment, Physical impairment, Learning disabilities, Visual impairment, Speech impairment and Medical conditions | | | | |
| **Learner Support** | * Learning facilitation * Facilitator / Assessor guidance and support with completion of Summative Assessment | | | * Mentoring & Coaching (provided by supervisor) * Facilitator guidance and support with workshop activities | |
| **Resources & Equipment** | * Training Venue * PowerPoint Slides | | * Data Projector * Flipchart stand | * Flipchart paper * Coloured Pens | * Laptop * Pre-designed assessment instruments |
| **Assessment Tools in relation to VARCS** | **Validity** | The assessment tools cover all of the specific outcomes, assessment criterion, embedded knowledge (where applicable) and critical cross field outcomes of the unit standard. The tools measure the requirements of this unit standard. | | | |
| **Authenticity** | The learners are required to sign a declaration sheet that states that they have submitted their own work. The assessor checks that this sheet is submitted in the learner’s portfolio of evidence. In line with the principles of assessment, the assessor will ensure that they are satisfied that work being assessed belongs to the learner in question. | | | |
| **Reliability** | Consistent results will be obtained with different assessors by making use of these assessment tools. | | | |
| **Current** | The evidence presented will be current – not older than 3 years. | | | |
| **Sufficient** | The assessment tools selected for this assessment provides enough evidence to show that the learners have met the criteria and specific outcomes required to be found competent against this unit standard.  This performance can be repeated consistently with the same results. | | | |

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| **The Assessment Process** | | |
| **1** | **Plan and Prepare for Assessment** | **Documents** |
| 1. Plan & Prepare self for Assessment  * Understand all the requirements of the assessment in terms of evidence required to prove competence. * Identify logistical arrangements that have to be made * Familiarise self with assessment instruments and tools * Identify any resources required for assessment * Ensure that you are familiar with the Assessment, Moderation, RPL and Appeals policy.  1. Plan & Prepare Learner for Assessment  * Discuss all aspects mentioned on the *Assessment Preparation Sheet* ***OR*** * Provide the learner with a *letter* detailing all the specifications covered in the Assessment Preparation Sheet * Complete the Assessment Plan with the learner. | * Assessment Guide * Unit Standard * Assessment Policy * Moderation Policy * RPL Policy * Appeals and Disputes Policy * Assessment Preparation Sheet * Assessment Plan * Assessment Pack (Assessment Instruments and Tools) |
| **2** | **Conduct Assessment** | **Documents** |
| 1. Assist in Evidence Collection  * Assist in the Administration of the Formative Assessments  1. Assessing Evidence  * Review evidence submitted using *model answers / memorandum* * Advise learners of outstanding evidence * Record the findings and feedback using the *Assessment Report* * Inform learner of outstanding evidence via phone, fax or e-mail * Record all communication with learners * Record final judgement using the *Assessment Report* | * Learner’s Portfolio of Evidence * Assessment Report |
| **3** | **Review Assessment** | **Documents** |
| 1. Assessor to complete review questionnaire 2. Learner to complete review questionnaire | * Assessor’s Assessment Review * Learner’s Assessment Review |
| **4** | **Record Keeping and Reporting** | **Documents** |
| 1. Based on the Assessment Report an *Assessment Record* will be completed and sent to the learner. 2. Assessment Results to be recorded on Learner Database by Administrator 3. Submit Portfolio of Evidence and Reports for Moderation | * Assessment Report * Assessment Record |

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| **Evidence Grid** |

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| **Module** | | Module 2 | Unit Standards | 252032 | 252021 | | | 120300 | | 252036 | | 12433 | |
| **Total Notional Hours** | | Notional Hours | Credits | 8 | 8 | | | 8 | | 6 | | 8 | |
|  | | | | | | | | | | | | | |
| **Unit Standard Name** | | Develop, implement and evaluate an operational plan | SAQA ID | 252032 | | NQF Level | | | 5 | | Credits | | 8 |
| **Specific Outcome 1:** | | Develop operational strategies for a unit. | | | | | | | | | | | |
| **SO1** | **Assessment Criteria** | | | | | | **Evidence Guide** | | | | | | |
| AC1 | The strategic plan of an entity is examined to determine the purpose of a unit in contributing to the achievement of the entity's strategy. | | | | | | SA – Observational Assessment | | | | | | |
| AC2 | Operational strategies for achieving the purpose of a unit are developed and recorded. | | | | | | SA – Observational Assessment | | | | | | |
| AC3 | The operational strategy of a unit is aligned with the overall strategy of an entity. | | | | | | SA – Observational Assessment | | | | | | |
| AC4 | A systematic process is followed to develop goals, objectives and performance standards that are clear, concise, measurable and achievable. | | | | | | SA – Observational Assessment | | | | | | |
| AC5 | Stakeholders are involved in the formulation of the goals, objectives and performance standards of a unit to obtain their commitment. | | | | | | SA – Observational Assessment | | | | | | |
| **Specific Outcome 2:** | | Develop an operation plan for a unit. | | | | | | | | | | | |
| **SO2** | **Assessment Criteria** | | | | | | **Evidence Guide** | | | | | | |
| AC1 | The operation plan is developed to transform the goals and objectives into tasks, responsibilities, time frames, performance measures, resource needs and contingencies. | | | | | | SA – Observational Assessment | | | | | | |
| AC2 | Measurable parameters are validated against customer and unit performance requirements. | | | | | | SA – Observational Assessment | | | | | | |
| AC3 | Monitoring systems are described in the operational plan to enable the measurement of progress and results against the performance standards. | | | | | | SA – Knowledge Assessment | | | | | | |
| AC4 | Feedback on the operational plan is obtained from team members to promote buy-in in the implementation of the plan. | | | | | | SA – Observational Assessment | | | | | | |
| **Specific Outcome 3:** | | Implement an operational plan. | | | | | | | | | | | |
| **SO3** | **Assessment Criteria** | | | | | | **Evidence Guide** | | | | | | |
| AC1 | The operational plan is implemented, with amendments where necessary, to meet the specified goals, objectives and performance standards. | | | | | | SA – Observational Assessment | | | | | | |
| AC2 | Optimal use of available resources is ensured during implementation to promote cost-effectiveness. | | | | | | SA – Observational Assessment | | | | | | |
| AC3 | The use of control measures by first line managers is encouraged in the areas of their responsibility. | | | | | | SA – Observational Assessment | | | | | | |
| **Specific Outcome 4:** | | Monitor, measure and evaluate the achievement of goals and objectives. | | | | | | | | | | | |
| **SO4** | **Assessment Criteria** | | | | | | **Evidence Guide** | | | | | | |
| AC1 | The performance of the unit is monitored against the goals, objectives and performance standards in the plan using established monitoring systems. | | | | | | SA – Observational Assessment | | | | | | |
| AC2 | Performance reviews are conducted to measure inputs and outputs of team members against the operational plan. | | | | | | SA – Observational Assessment | | | | | | |
| AC3 | Recommendations on corrective action are implemented with the agreement of the responsible first line managers. | | | | | | SA – Observational Assessment | | | | | | |
| AC4 | Results are evaluated in terms of the teams' contribution to the performance of a unit. | | | | | | SA – Observational Assessment | | | | | | |

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| **Essential Embedded Knowledge** | | **Covered** |
| 1. | Processes for developing clear, measurable and achievable goals, objectives and performance standards. | FA – Knowledge Assessment |
| 2. | Elements of an operational or business plan. | FA – Knowledge Assessment |
| 3. | Techniques for identifying strengths and weaknesses. | FA – Knowledge Assessment |
| 4. | Approaches to and tools for implementing actions. | FA – Knowledge Assessment |
| 5. | Systems for monitoring and evaluating the implementation of operational plans. | FA – Knowledge Assessment |

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| **Critical Cross-field Outcomes (CCFO)** | | **Covered** |
| 1. | Identify and solve problems in developing and implementing an operational plan in a unit. | PA - Personal Narrative  WT – Workplace Testimonial  FA – Formative Assessment |
| 2. | Work effectively with others to obtain cooperation in implementing an operational plan. | PA - Personal Narrative  WT – Workplace Testimonial  FA – Formative Assessment |
| 3. | Organise and manage oneself and one's activities in developing and implementing an operational plan for a unit. | PA - Personal Narrative  WT – Workplace Testimonial  FA – Formative Assessment |
| 4. | Collect, evaluate, organise and critically evaluate information required to develop an operational plan. | PA - Personal Narrative  WT – Workplace Testimonial  FA – Formative Assessment |
| 5. | Communicate effectively with team members and other stakeholders in developing and implementing an operational plan. | PA - Personal Narrative  WT – Workplace Testimonial  FA – Formative Assessment |
| 6. | Use science and technology for recording information required for developing an operational plan, and tracking and evaluating its implementation. | PA - Personal Narrative  WT – Workplace Testimonial  FA – Formative Assessment |
| 7. | Demonstrate an understanding of the world as a set of related systems by aligning the unit's strategy and operational plans with the strategy of the organisation. | PA - Personal Narrative  WT – Workplace Testimonial  FA – Formative Assessment |

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| **Unit Standard Name** | | Formulate recommendations for a change process | SAQA ID | 252021 | NQF Level | | 5 | Credits | 8 |
| **Specific Outcome 1:** | | Demonstrate knowledge of and insight into the need for change within the context of environment change. | | | | | | | |
| **SO1** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | The nature of change and its impact on organisational sustainability are explained with reference to internal and external environmental change affecting a specific unit. | | | | | SA – Knowledge Assessment | | | |
| AC2 | The need for change is motivated by identifying the benefits of change for a unit. | | | | | SA – Observational Assessment | | | |
| **Specific Outcome 2:** | | Analyse an area requiring the implementation of a change process. | | | | | | | |
| **SO2** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | The need for change in a unit of an entity is identified in terms of a desired state compared with the current state. | | | | | SA – Knowledge Assessment | | | |
| AC2 | The results of a SWOT or other suitable analysis are presented to substantiate the argument in favour of a change process.  (The SWOT analysis should include the benefits of implementing change, the main risks and obstacles, the positive forces to be harnessed and the change resilience in the unit.) | | | | | SA – Observational Assessment | | | |
| **Specific Outcome 3:** | | Select a model for implementing a change management process. | | | | | | | |
| **SO3** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | The characteristics of two change models are described with reference to their appropriateness for different change processes. | | | | | SA – Knowledge Assessment | | | |
| AC2 | The reasons for selecting the model are described with reference to the findings of the analysis. | | | | | SA – Knowledge Assessment | | | |
| **Specific Outcome 4:** | | Formulate recommendations on implementing the change process. | | | | | | | |
| **SO4** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | The change management plan presented describes the changes to be implemented in relation to the needs identified in the SWOT analysis.  (The change management plan includes the phases of the plan, the actions, the persons responsible for the actions, the time frames, communication with stakeholders, desired outcomes, anticipated obstacles, expected positive and negative responses to the change, as well as plans to overcome the obstacles and negative responses.) | | | | | SA – Observational Assessment | | | |
| AC2 | The actions proposed for managing the anticipated human responses to the change process are appropriate to the findings of the SWOT analysis. | | | | | SA – Observational Assessment | | | |
| AC3 | The role and competencies of the change leader responsible for facilitating the dynamics of the change process are motivated in relation to the proposed change process. | | | | | SA – Observational Assessment | | | |

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| **Essential Embedded Knowledge** | | **Covered** |
| 1. | Theories of change. | FA – Knowledge Assessment |
| 2. | Theories of change management. | FA – Knowledge Assessment |
| 3 | Human responses to change. | FA – Knowledge Assessment |
| 4. | Models of change management. | FA – Knowledge Assessment |
| 5. | Techniques for conducting a SWOT analysis (i.e. strengths, weaknesses opportunities and threats). | FA – Knowledge Assessment |
| 6. | Components of a change management plan. | FA – Knowledge Assessment |

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| **Critical Cross-field Outcomes (CCFO)** | | | | | | **Covered** | | | |
| 1. | The learner is able to identify and solve problems in which responses show that responsible decisions using critical and creative thinking have been made in relation to the recommendations made for change process for a unit. | | | | | PA - Personal Narrative  WT – Workplace Testimonial  FA – Formative Assessment | | | |
| 2. | The learner is able to work as a member of a team in promoting a change process in a unit. | | | | | PA - Personal Narrative  WT – Workplace Testimonial  FA – Formative Assessment | | | |
| 3. | The learner is able to organise and manage him/herself and his/her activities responsibly and relation to the recommended change process for a unit. | | | | | PA - Personal Narrative  WT – Workplace Testimonial  FA – Formative Assessment | | | |
| 4. | The learner is able to collect, organise and critically evaluate information in applying this information in formulating recommendations on a change process for a unit. | | | | | PA - Personal Narrative  WT – Workplace Testimonial  FA – Formative Assessment | | | |
| 5. | The learner is able to communicate effectively using visual, mathematics and language skills in the modes of oral and/or written presentations in formulating recommendations on a change process for a unit. | | | | | PA - Personal Narrative  WT – Workplace Testimonial  FA – Formative Assessment | | | |
| 6. | The learner is able to demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation in applying knowledge of and insight into the complexity of change processes. | | | | | PA - Personal Narrative  WT – Workplace Testimonial  FA – Formative Assessment | | | |
| **Unit Standard Name** | | Analyse leadership and related theories in a work context | SAQA ID | 120300 | NQF Level | | 5 | Credits | 8 |
| **Specific Outcome 1:** | | Explain the concept of leadership. | | | | | | | |
| **SO1** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | Various definitions of leadership are identified and explained with examples in the workplace.  (At least four definitions are provided.) | | | | | SA – Knowledge Assessment | | | |
| AC2 | The roles and qualities of a leader are explained using examples.  (Qualities of a leader should include at least five examples but are not limited to humaneness, empathy, objectivity, transparency, accountability, responsibility, honesty, integrity, assertiveness, consistency, reference to historical and present leaders.  Leadership roles include but are not limited to being a visionary, motivating self and others, creating synergies, facilitating a developmental environment, being an innovator, being creative.) | | | | | SA – Knowledge Assessment | | | |
| **Specific Outcome 2:** | | Differentiate between leadership and management. | | | | | | | |
| **SO2** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | Leadership and management are defined and differentiated using examples. | | | | | SA – Knowledge Assessment | | | |
| AC2 | The roles and qualities of a leader are differentiated and compared with those of a manager in a work context. | | | | | SA – Knowledge Assessment | | | |
| AC3 | The concepts of accountability and responsibility pertaining to a leader and manager are discussed and explained in terms of advantages and disadvantages in the work place.  (Accountability and responsibilities should include at least two examples but are not limited to complying with related institutional policy and procedures, local government legislation, levels of authority, structure of organisation.) | | | | | SA – Knowledge Assessment | | | |
| AC4 | The role of a leader and a manager is compared in terms of their complementary roles in the work place. | | | | | SA – Observational Assessment | | | |
| **Specific Outcome 3:** | | Analyse leadership theories.  (At least four different leadership theories must be identified and analysed.) | | | | | | | |
| **SO3** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | The various theories of leadership are identified and discussed in a work context. | | | | | SA – Knowledge Assessment | | | |
| AC2 | Trends and developments relating to the different leadership theories are examined with examples.  (At least four examples but not limited to trait leadership, leadership base on behaviour styles, servant leadership, transformational leadership and visionary leadership.) | | | | | SA – Knowledge Assessment | | | |
| AC3 | The various leadership theories are justified in terms of advantages and disadvantages. | | | | | SA – Knowledge Assessment | | | |
| **Specific Outcome 4:** | | Apply the different roles and qualities of leadership in a work context. | | | | | | | |
| **SO4** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | The roles and qualities within leadership contexts are analysed with examples. | | | | | SA – Knowledge Assessment | | | |
| AC2 | The leadership style of selected leaders are analysed in order to determine its effect in a context.  (At least three case studies are analysed.) | | | | | SA – Knowledge Assessment | | | |
| AC3 | The term role-model is analysed in order to establish its effect on the work context. | | | | | SA – Observational Assessment | | | |
| AC4 | A leadership theory is selected and applied in own work context. | | | | | SA – Observational Assessment | | | |
| AC5 | Leadership roles, qualities and abilities are analysed in order to formulate own leadership development strategy. | | | | | SA – Observational Assessment | | | |

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| **Essential Embedded Knowledge** | | **Covered** |
| 1. | Leadership definitions. | FA – Knowledge Assessment |
| 2. | Leadership theories. | FA – Knowledge Assessment |
| 3 | Roles of leaders. | FA – Knowledge Assessment |
| 4. | Leadership functions. | FA – Knowledge Assessment |
| 5. | Management functions and roles - the difference between management and leadership. | FA – Knowledge Assessment |
| 6. | Institutional policies, procedures and legislation. | FA – Knowledge Assessment |

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| **Critical Cross-field Outcomes (CCFO)** | | | | | | **Covered** | | | |
| 1. | Identify and solve problems using critical and creative thinking processes to interpret how leadership theories, roles and values are applied to own work context. | | | | | PA - Personal Narrative  WT – Workplace Testimonial  FA – Formative Assessment | | | |
| 2. | Work effectively with others as a member of a team, group, organisation or community to determine leadership needs within own context. | | | | | PA - Personal Narrative  WT – Workplace Testimonial  FA – Formative Assessment | | | |
| 3. | Organise and manage oneself and one's activities responsibly and effectively in order to ensure proactive leadership. | | | | | PA - Personal Narrative  WT – Workplace Testimonial  FA – Formative Assessment | | | |
| 4. | Collect, analyse, organise and critically evaluate information in order to apply the roles of leadership in different work contexts. | | | | | PA - Personal Narrative  WT – Workplace Testimonial  FA – Formative Assessment | | | |
| 5. | Communicate effectively using visual, mathematical and/or language in the modes of oral and/or written persuasion to lead effectively. | | | | | PA - Personal Narrative  WT – Workplace Testimonial  FA – Formative Assessment | | | |
| 6. | Demonstrate an understanding of the world as a set of interrelated systems by recognising that problem-solving contexts relating to leadership do not exist in isolation and that varying factors will impact on leadership. | | | | | PA - Personal Narrative  WT – Workplace Testimonial  FA – Formative Assessment | | | |
| **Unit Standard Name** | | Apply mathematical analysis to economic and financial information. | SAQA ID | 252036 | NQF Level | | 5 | Credits | 6 |
| **Specific Outcome 1:** | | Use mathematical techniques to collect and organise data. | | | | | | | |
| **SO1** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | Appropriate methods are selected for collecting, recording and organising financial and/economic data. | | | | | SA – Observational Assessment | | | |
| AC2 | Financial and demographic relevant to the unit are collected. | | | | | SA – Observational Assessment | | | |
| AC3 | Financial and demographic relevant to the unit are recorded in a usable format. | | | | | SA – Observational Assessment | | | |
| **Specific Outcome 2:** | | Apply mathematical techniques to calculate and represent financial and economic data. | | | | | | | |
| **SO2** | **Assessment Criteria** | | | | |  | | | |
| AC1 | Averages and standard deviations are calculated using the data collected. | | | | | SA – Observational Assessment | | | |
| AC2 | The lines of best fit are calculated using the data collected. | | | | | SA – Observational Assessment | | | |
| AC3 | Calculations relating to the time value of money are performed for different transactions. | | | | | SA – Observational Assessment | | | |
| AC4 | Data collected and calculations are represented in a graphical format. | | | | | SA – Observational Assessment | | | |
| **Specific Outcome 3:** | | Apply mathematical analysis to indicate economic relationships. | | | | | | | |
| **SO3** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | Economic relationships are indicated through graphical representation techniques. | | | | | SA – Observational Assessment | | | |
| AC2 | Graphical representations and numerical summaries are consistent with the data, are clear and appropriate to the situation. | | | | | SA – Observational Assessment | | | |
| AC3 | Projections are made on the basis of mathematical analysis. | | | | | SA – Observational Assessment | | | |

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| **Essential Embedded Knowledge** | | **Covered** |
| 1. | Methods for collecting, organising and analysing financial and economic data. | FA – Knowledge Assessment |
| 2. | Techniques for calculating averages, standard deviations and line of best fit. | FA – Knowledge Assessment |
| 3. | Time value of money. | FA – Knowledge Assessment |
| 4. | Graphical representation of data and analyses, e.g. histograms, pie charts, bar charts, line graphs and stack charts. | FA – Knowledge Assessment |

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| **Critical Cross-field Outcomes (CCFO)** | | | | | | **Covered** | | | |
| 1. | Identify and solve problems using critical and creative thinking processes to interpret economic and financial problems utilising mathematical theories and analysis. | | | | | PA - Personal Narrative  WT – Workplace Testimonial  FA – Formative Assessment | | | |
| 2. | Work effectively with others as a member of a team, group, organisation or community to gather mathematical data. | | | | | PA - Personal Narrative  WT – Workplace Testimonial  FA – Formative Assessment | | | |
| 3. | Organise and manage oneself and one's activities responsibly and effectively in order to conduct mathematical analysis within job context. | | | | | PA - Personal Narrative  WT – Workplace Testimonial  FA – Formative Assessment | | | |
| 4. | Collect, analyse, organise and critically evaluate information in order to establish economic relationships. | | | | | PA - Personal Narrative  WT – Workplace Testimonial  FA – Formative Assessment | | | |
| 5. | Communicate effectively using visual, mathematical and/or language in the modes of oral and/or written persuasion to present mathematical analysis to illustrate theories, economic trends and different financial transactions. | | | | | PA - Personal Narrative  WT – Workplace Testimonial  FA – Formative Assessment | | | |
| 6. | Use science and technology effectively and critically, showing responsibility to the environment and health of others in obtaining mathematical information. | | | | | PA - Personal Narrative  WT – Workplace Testimonial  FA – Formative Assessment | | | |
| 7. | Demonstrate an understanding of the world as a set of interrelated systems by recognising that mathematical problem-solving contexts do not exist in isolation to demonstrate how mathematical theories and principles are linked to financial transactions, economic relationships and finance and economic related problems. | | | | | PA - Personal Narrative  WT – Workplace Testimonial  FA – Formative Assessment | | | |
| 8. | Participating as responsible citizens in the life of local, national and global communities by analysing mathematics and integrating the principles into all spheres of life. | | | | | PA - Personal Narrative  WT – Workplace Testimonial  FA – Formative Assessment | | | |
| **Unit Standard Name** | | Use communication techniques effectively | SAQA ID | 12433 | NQF Level | | 5 | Credits | 8 |
| **Specific Outcome 1:** | | Discuss and explain a range of written and oral communication techniques used in the workplace | | | | | | | |
| **SO1** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | An understanding of a range of written and oral communication techniques used in the workplace and applicable communication theory is demonstrated. | | | | | SA – Knowledge Assessment | | | |
| AC2 | Discussions are led and meetings chaired in an effective manner according to standard meeting procedures. | | | | | SA – Observational Assessment | | | |
| AC3 | A variety of generated workplace reports and presentations are available for scrutiny. | | | | | SA – Observational Assessment | | | |
| AC4 | Presentations are effectively delivered and meet the needs of the target audience. | | | | | SA – Observational Assessment | | | |
| **Specific Outcome 2:** | | Lead discussions and chair meetings | | | | | | | |
| **SO2** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | An understanding of a range of written and oral communication techniques used in the workplace and applicable communication theory is demonstrated. | | | | | SA – Knowledge Assessment | | | |
| AC2 | Discussions are led and meetings chaired in an effective manner according to standard meeting procedures. | | | | | SA – Observational Assessment | | | |
| AC3 | A variety of generated workplace reports and presentations are available for scrutiny. | | | | | SA – Observational Assessment | | | |
| AC4 | Presentations are effectively delivered and meet the needs of the target audience. | | | | | SA – Observational Assessment | | | |
| **Specific Outcome 3:** | | Generate a variety of workplace reports using various data gathering techniques | | | | | | | |
| **SO3** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | An understanding of a range of written and oral communication techniques used in the workplace and applicable communication theory is demonstrated. | | | | | SA – Knowledge Assessment | | | |
| AC2 | Discussions are led and meetings chaired in an effective manner according to standard meeting procedures. | | | | | SA – Observational Assessment | | | |
| AC3 | A variety of generated workplace reports and presentations are available for scrutiny. | | | | | SA – Observational Assessment | | | |
| AC4 | Presentations are effectively delivered and meet the needs of the target audience. | | | | | SA – Observational Assessment | | | |
| **Specific Outcome 4:** | | Deliver presentations | | | | | | | |
| **SO4** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | An understanding of a range of written and oral communication techniques used in the workplace and applicable communication theory is demonstrated. | | | | | SA – Knowledge Assessment | | | |
| AC2 | Discussions are led and meetings chaired in an effective manner according to standard meeting procedures. | | | | | SA – Observational Assessment | | | |
| AC3 | A variety of generated workplace reports and presentations are available for scrutiny. | | | | | SA – Observational Assessment | | | |
| AC4 | Presentations are effectively delivered and meet the needs of the target audience. | | | | | SA – Observational Assessment | | | |

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| **Essential Embedded Knowledge** | | **Covered** |
| 1. | Purpose of:  Using a variety of oral and written communication techniques in the workplace | FA – Knowledge Assessment |
| 2. | Attributes, descriptions, characteristics & properties:  Workplace reports  Presentations | FA – Knowledge Assessment |
| 3 | Cause and effect, implications of:  Implications of developing reports and presentations that do not meet the needs of the target audience | FA – Knowledge Assessment |
| 4. | Procedures and techniques:  For leading discussions  For meetings  For chairing  For gathering data  For writing workplace reports  For developing presentations  For presentation delivery | FA – Knowledge Assessment |
| 5. | Regulations, legislation, agreements, policies, standards:  Applicable company policies and procedures governing communication | FA – Knowledge Assessment |
| 6. | Theory: rules, principles, laws:  Applicable communication theory | FA – Knowledge Assessment |
| 7. | Relationships, systems:  Relationship between the effective use of a variety of oral and written communication techniques and effective job functioning as a supervisor/senior technical person. | FA – Knowledge Assessment |

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| **Critical Cross-field Outcomes (CCFO)** | | **Covered** |
| 1. | Identify and solve problems:  Related to workplace communication issues | PA - Personal Narrative  WT – Workplace Testimonial  FA – Formative Assessment |
| 2. | Work effectively with others:  In a meeting situation | PA - Personal Narrative  WT – Workplace Testimonial  FA – Formative Assessment |
| 3. | Organise and manage myself and my activities:  To effectively communicate in the workplace | PA - Personal Narrative  WT – Workplace Testimonial  FA – Formative Assessment |
| 4. | Collect, analyse, organise and critically evaluate information:  To develop workplace reports and presentations | PA - Personal Narrative  WT – Workplace Testimonial  FA – Formative Assessment |
| 5. | Communicate effectively:  When leading discussions and chairing meetings  When delivering presentations | PA - Personal Narrative  WT – Workplace Testimonial  FA – Formative Assessment |
| 6. | Use science and technology effectively and critically:  Apply relevant communication theory | PA - Personal Narrative  WT – Workplace Testimonial  FA – Formative Assessment |
| 7. | Demonstrate an understanding of the world as a set of related systems:  Explain the relationship between the effective use of a variety of oral and written communication techniques and effective job functioning as a supervisor/senior technical person | PA - Personal Narrative  WT – Workplace Testimonial  FA – Formative Assessment |

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| **Instructions & Memorandum** |

You are required to complete the following:

**FORMATIVE ASSESSMENT**

“Formative Assessment refers to assessment that takes place during the process of learning and teaching” (SAQA: Criteria and Guidelines for Assessment Policy Document, pg 26).

Your Formative Assessment consists of:

**Class based activities**

1. **Knowledge Component: Knowledge Questions**

These activities will be completed during the classroom or facilitated session and can be found in the learning material Please answer all the questions provided and submit your answers with your portfolio of evidence.

1. **Observation Assessment**

To be completed by facilitator at the end of the course.

**SUMMATIVE ASSESSMENT**

“Summative Assessment is assessment for making a judgement about achievement. This is carried out when a learner is ready to be assessed at the end of a programme of learning” (SAQA: Criteria and Guidelines for Assessment Policy Document, pg 26).

Your Summative Assessment consists of:

1. **Workplace Assignment**

Please complete the assignment by following the instructions provided.

1. **Personal Narrative**

The personal narrative offers a chance for you to reflect on the financial requirements of a new venture and prove your competency in the application of the learning. The narrative is part of the practical component of your assessment and will review your understanding of the course material.

1. **Logbook**

Please complete the Log Book by following the instructions provided.

**FORMATIVE ASSESSMENT**

1. **Activity Workbook**

**Instructions to the Learner:** The following questions must be answered in filled giving examples where asked. Please read all the questions carefully and take time to consider your answer before recording it.

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| UNIT STANDARD: 252032 Develop, implement and evaluate an operational plan |

**Important Note**: Should any additional information / documents be required or attached, kindly ensure that you have referenced them accurately as identified in each section.

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| **Essential Embedded Knowledge** |

1. Lit the typical elements of a business plan.

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| --- |
| * The Mission Statement, which briefly explains the primary concept of your business. Providing you reader with a clear picture of what your business is all about. * Names of founders and the functions they will perform * Number of projected employees (or additional employees) * Location of business and any branches or subsidiaries * Description of facilities * Products manufactured/services rendered * Banking relationships and information regarding current investors and amount of investment * Summary of company growth if it's an established business looking to expand * Summary of your future plans |

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| **Essential Embedded Knowledge** |

1. Explain what method could be used to identify the strengths and weaknesses of an organisation.

|  |
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| SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) is a method of assessing a business, its resources, and its environment. Doing an analysis of this type is a good way to better understand a business and its markets and can also show potential investors that all options open to, or affecting a business at a given time have been thought about thoroughly. |

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| **Essential Embedded Knowledge** |

1. Explain the typical use of an operational plan.

|  |
| --- |
| An operational plan explains the daily operation of the business, its location, equipment, people, processes, and surrounding environment. |

**Section B: Multiple Choice Questionnaire**

**Instructions:** Complete the following multiple choice questions by selecting the correct answer from the options provided. Mark your selection with an “X” below to indicate the correct choice/s.

|  |
| --- |
| **Essential Embedded Knowledge** |

1. Identify the benefits of being able to identify the organisation’s strengths and weaknesses.

|  |  |  |  |
| --- | --- | --- | --- |
| Choice A | Choice B | Choice C | Choice D |
| Organisation will be able to improve itself | Organisation will lose focus and progress | This should not be done under any circumstances | There is no benefit from doing this |
| X |  |  |  |

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| UNIT STANDARD: 252021 Formulate recommendations for a change process |

**Important Note**: Should any additional information / documents be required or attached, kindly ensure that you have referenced them accurately as identified in each section.

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| **Essential Embedded Knowledge** |

1. Explain the term “theories of change” in your own words.

|  |
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| It defines all the building blocks required to bring about a long-term goal. ‘Like any good planning and evaluation method for social change, it requires participants to be clear on long-term goals, identify measurable indicators of success, and formulate actions to achieve goals.’ |

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| **Essential Embedded Knowledge** |

1. Explain the use of a SWOT analysis in an organisational environment.

|  |
| --- |
| SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) is a method of assessing a business, its resources, and its environment. Doing an analysis of this type is a good way to better understand a business and its markets, and can also show potential investors that all options open to, or affecting a business at a given time have been thought about thoroughly. |

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| **Essential Embedded Knowledge** |

1. List the typical components of a change management plan.

|  |
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| Mission changes,  Strategic changes,  Operational changes (including Structural changes),  Technological changes,  Changing the attitudes and behaviours of personnel. |

**Section B: Multiple Choice Questionnaire**

**Instructions:** Complete the following multiple choice questions by selecting the correct answer from the options provided. Mark your selection with an “X” below to indicate the correct choice/s.

|  |
| --- |
| **Essential Embedded Knowledge** |

1. Identify the impact of being able to implement an effective change management plan in an organisation.

|  |  |  |  |
| --- | --- | --- | --- |
| Choice A | Choice B | Choice C | Choice D |
| This will ensure for improved personal relationships | Organisation will be able to make progress | Changes will be implemented correctly as planned | This should not be used |
|  |  | X |  |

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| UNIT STANDARD: 120300 Analyse leadership and related theories in a work context |

**Important Note**: Should any additional information / documents be required or attached, kindly ensure that you have referenced them accurately as identified in each section.

|  |
| --- |
| **Essential Embedded Knowledge** |

1. Explain which technique could be used for scoping a project.

|  |
| --- |
| By creating a The Project Scope Management Plan that documents how the project scope will be defined, managed, controlled, verified and communicated to the project team and stakeholders/customers. It also includes all work required to complete the project. |

|  |
| --- |
| **Essential Embedded Knowledge** |

1. Explain the concept of a stakeholder and how they “interact” with the project.

|  |
| --- |
| Groups / individuals that are affected by and/or have an interest in the operations and objectives of the business. |

|  |
| --- |
| **Essential Embedded Knowledge** |

1. List at least two (2) key project success factors.

|  |
| --- |
| Project completion. Reaching / achieving defined goals and objectives. |

**Section B: Multiple Choice Questionnaire**

**Instructions:** Complete the following multiple choice questions by selecting the correct answer from the options provided. Mark your selection with an “X” below to indicate the correct choice/s.

|  |
| --- |
| **Essential Embedded Knowledge** |

1. Identify the benefits of breaking down a large project into smaller components.

|  |  |  |  |
| --- | --- | --- | --- |
| Choice A | Choice B | Choice C | Choice D |
| Project becomes harder to complete | There are no befits from doing this | Project becomes more manageable | Easier to manage progress made |
|  |  | X | X |

|  |
| --- |
| UNIT STANDARD: 252036 Apply mathematical analysis to economic and financial information. |

**Important Note**: Should any additional information / documents be required or attached, kindly ensure that you have referenced them accurately as identified in each section.

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| **Essential Embedded Knowledge** |

1. List two methods which could be used to gather and collect economic and financial information.

|  |
| --- |
| Research through sampling, questionnaires, interviews etc. |

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| --- |
| **Essential Embedded Knowledge** |

1. Explain the impact of time and value for money when calculating financial information.

|  |
| --- |
| A fundamental idea in finance that money that one has now is worth more than money one will receive in the future. Because money can earn interest or be invested, it is worth more to an economic actor if it is available immediately. This concept applies to many contracts; for example, a trade in which payment is delayed will often require compensation for the time value of money. |

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| **Essential Embedded Knowledge** |

1. Explain which graphical formats (at least two) could be used to display large amounts of financial or economic data.

|  |
| --- |
| Pie or chart. |

**Section B: Multiple Choice Questionnaire**

**Instructions:** Complete the following multiple choice questions by selecting the correct answer from the options provided. Mark your selection with an “X” below to indicate the correct choice/s.

|  |
| --- |
| **Essential Embedded Knowledge** |

1. Identify the impact of selecting and using a suitable format for displaying financial data.

|  |  |  |  |
| --- | --- | --- | --- |
| Choice A | Choice B | Choice C | Choice D |
| This will just cost additional money | This will improve the level of understanding achieved | This will improve the readability of the information | This is not very important |
|  | X | X |  |

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| UNIT STANDARD: 12433 Use communication techniques effectively |

**Important Note**: Should any additional information / documents be required or attached, kindly ensure that you have referenced them accurately as identified in each section.

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| **Essential Embedded Knowledge** |

1. Explain the typical use of the following document formats in the workplace.

|  |
| --- |
| Workplace reports |
| Reporting of financial information or progress data. |
| Presentations |
| Presenting the information contained within the report to stakeholders. |

|  |
| --- |
| **Essential Embedded Knowledge** |

1. Explain the relationship between the effective use of a variety of oral and written communication techniques and effective job functioning as a supervisor/senior technical person.

|  |
| --- |
| As a holder of a senior position in the organisation, you are required to communicate effectively through both oral and written communication methods. These skills will therefore enable you to fulfil your job function more effectively. |

**Section B: Multiple Choice Questionnaire**

**Instructions:** Complete the following multiple choice questions by selecting the correct answer from the options provided. Mark your selection with an “X” below to indicate the correct choice/s.

|  |
| --- |
| **Essential Embedded Knowledge** |

1. Identify the implications for developing reports and presentations that do not meet the needs of the target audience.

|  |  |  |  |
| --- | --- | --- | --- |
| Choice A | Choice B | Choice C | Choice D |
| Audience may not understand the information | May result in confusion and misunderstandings | This will save time and should always be done | There are no implications |
| X | X |  |  |

1. **Knowledge Assessment**

|  |
| --- |
| UNIT STANDARD: 252032 Develop, implement and evaluate an operational plan |

**Instructions to the Assessor:** The following questions must be answered in filled giving examples where asked. The assessor can make reference to formative assessment evidence where available.

|  |
| --- |
| **US REFERENCE: SO 1 AC 1** |

1. Make use of the strategic plan of your organisation to determine the exact purpose of your department / unit. Record your findings below.

|  |
| --- |
| As per the learner’s specific work department and purpose that it serves / strives to achieve. |

|  |
| --- |
| **US REFERENCE: SO 1 AC 2/3** |

1. Explain the operational strategy that you would implement to effectively achieve the above purpose of your department.

|  |
| --- |
| As per the learner’s specific work department. |

|  |
| --- |
| UNIT STANDARD: 252021 Formulate recommendations for a change process |

**Instructions to the Assessor:** The following questions must be answered in filled giving examples where asked. The assessor can make reference to formative assessment evidence where available.

|  |
| --- |
| **US REFERENCE: SO 1 AC 1** |

1. Explain the nature of change and its impact on the organisation in terms of internal and external environmental change affecting your unit / department. Make use of an example to explain your answer.

|  |  |  |
| --- | --- | --- |
| |  |  | | --- | --- | |  | Culture is created and sustained by the daily conversations, negotiations and commitments which take place between members of an organisation (and its stakeholders). | |
| Change can also challenge existing power structures. Therefore it may be (sometimes unconsciously) blocked by those with power. |

|  |
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| **US REFERENCE: SO 1 AC 2** |

1. Identify the key benefits of change for your department / unit.

|  |
| --- |
| As per the learner’s specific work unit / departments and benefits which change will result in. |

|  |
| --- |
| **US REFERENCE: SO 2 AC 1** |

1. Identify the current state of the department / unit and then the desired state in order to identify the specific change which is required.

|  |
| --- |
| Current state: |
| Desired state: |
| Specific change required: |

|  |
| --- |
| **US REFERENCE: SO 3 AC 1** |

1. Describe the characteristics of two change models with reference to their appropriateness for different change processes. Make use of examples where necessary.

|  |
| --- |
| Change Model: |
| Appropriateness for a specific change process: |
| Change Model: |
| Appropriateness for a specific change process: |

|  |
| --- |
| **US REFERENCE: SO 3 AC 2** |

1. Describe which one of the above models will be most suited to your need for change (as identified in the SWOT analysis).

|  |
| --- |
| As per the learner’s specific work unit /policies and procedures. |

|  |
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| **US REFERENCE: SO 4 AC 3** |

1. Explain the role and competencies of the change leader responsible for facilitating the dynamics of the change process in relation to the proposed change process. Make use of an example to explain your answer.

|  |
| --- |
| All leaders and change agents must see themselves as part of the organisation and not acting on it from the outside as in mechanical models |
| Open acknowledgement of issues such as these can make the change process easier but are no guarantee of success. |
| A clear sense of the desired culture can be helpful. Ideally this should be generated by the organisation as a whole. |

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| UNIT STANDARD: 120300 Analyse leadership and related theories in a work context |

**Instructions to the Assessor:** The following questions must be answered in filled giving examples where asked. The assessor can make reference to formative assessment evidence where available.

|  |
| --- |
| **US REFERENCE: SO 1 AC 1** |

1. Give 4 (four) different explanations and / or examples of leadership in your workplace.

|  |
| --- |
| As per the learner’s specific workplace and leadership positions contained within. |

|  |
| --- |
| **US REFERENCE: SO 1 AC 2 4-1/2** |

1. Explain the following roles and qualities of a leader. Make use of examples to explain your answer.

|  |
| --- |
| Roles |
| Being a visionary:  By envisioning new ideas, possibilities and strategies which can be incorporated in the department / organisation. |
| Motivating yourself and other:  To ensure that everyone remains positive and motivated to achieve their goals and even beyond. |
| Creating synergies:  Building team work and relationships both internally and externally. |
| Facilitating a developmental environment:  Allowing for development of staff to occur through training interventions and other related activities employed by the organisation. |
| Being a innovator:  By envisioning new ideas, possibilities and strategies which can be incorporated in the department / organisation. |
| Being creative:  By envisioning new ideas, possibilities and strategies which can be incorporated in the department / organisation. |
| Qualities |
| Accountability and responsibility:  To be accountable for one’s actions and those for whom one is responsible for. |
| Honesty:  To be completely honest in one’s performance and achievements. |
| Consistency:  To perform at a consistent level. |
| Integrity:  To be completely honest in one’s performance and achievements. |

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| **US REFERENCE: SO 2 AC 1** |

1. Describe the differences between leadership and management. Make use of examples to explain your answer.

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| --- |
| As per the learner’s specific examples selected for use within the explanation provided. |

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| --- |
| **US REFERENCE: SO 2 AC 2** |

1. Make a comparison of the roles and qualities of a leader and a manager in your workplace.

|  |
| --- |
| Leader:  As per the learner’s specific workplace and related policies and procedures. |
| Manager:  As per the learner’s specific workplace and related policies and procedures. |

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| --- |
| **US REFERENCE: SO 2 AC 3** |

1. Describe the concepts of accountability and responsibility pertaining to a leader and manager in terms of advantages and disadvantages in the work place.

|  |
| --- |
| Accountability and responsibility of a leader in the workplace:  As per the learner’s specific workplace and related policies and procedures. |
| Advantages and disadvantages:  As per the learner’s specific workplace and related policies and procedures. |
| Accountability and responsibility of a manager in the workplace:  As per the learner’s specific workplace and related policies and procedures. |
| Advantages and disadvantages:  As per the learner’s specific workplace and related policies and procedures. |

|  |
| --- |
| **US REFERENCE: SO 2 AC 4** |

1. Describe how the role of manager and leader compliments each other in the workplace. Make use of an example to explain your answer.

|  |
| --- |
| As per the learner’s specific examples selected for use within the explanation provided. |

|  |
| --- |
| **US REFERENCE: SO 3 AC 1/2/3** |

1. Briefly explain the 4 (four) different theories of leadership by making use of examples where appropriate. Also indicate the advantages and disadvantages of each.

|  |  |  |
| --- | --- | --- |
| Leadership theories | Advantages | Disadvantages |
| Theory 1: trait leadership |  |  |
| Theory 2: servant leadership |  |  |
| Theory 3: transformational leadership |  |  |
| Theory 4: visionary leadership |  |  |

|  |
| --- |
| **US REFERENCE: SO 4 AC 3** |

1. Describe the term “role-model” and its effect in the workplace.

|  |
| --- |
| As per the learner’s specific workplace and related policies and procedures. |

|  |
| --- |
| **Research Project – Workplace**  **Instructions:** Analyse leadership roles, qualities and abilities in your workplace to determine the best possible development strategy. Record your findings below and attach a report on your own development strategy. |

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| **US REFERENCE: SO 4 AC 5** |

1. **Research Project**

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| UNIT STANDARD: 252036 Apply mathematical analysis to economic and financial information. |

**Instructions to the Assessor:** The following questions must be answered in filled giving examples where asked. The assessor can make reference to formative assessment evidence where available.

|  |
| --- |
| **US REFERENCE: SO 1 AC 1** |

1. Describe methods which could be used to effectively collect record and organise financial data in your organisation.

|  |
| --- |
| Collect: |
| As per the learner’s specific organisational procedures for the collection of data. |
| Record: |
| As per the learner’s specific organisational procedures for the recording of data. |
| Organise: |
| As per the learner’s specific organisational procedures for the organising of data. |

|  |
| --- |
| **Research Activity**  Conduct research in your workplace and gather information / data to report on and complete the following activities and questions. |

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| --- |
| **US REFERENCE: SO 2-4** |

1. Use suitable methods to collect the financial data of your previous month’s sales of your department. Plot this information onto a pie chart to demonstrate and present the sales achievements of your department in an appropriate and accurate manner.

|  |
| --- |
| *Learner to design / draw / record their chart below or attach it here.* |

|  |
| --- |
| UNIT STANDARD: 12433 Use communication techniques effectively |

**Instructions to the Assessor:** The following questions must be answered in filled giving examples where asked. The assessor can make reference to formative assessment evidence where available.

|  |
| --- |
| **US REFERENCE: SO 1** |

1. Give at least 5 (five) examples of written communications that are used in your work department and explain the requirements of each.

|  |
| --- |
| 1. Work Report   Requirements:  As per the learner’s specific working environment and specific document requirements. |
| 1. Memo   Requirements:  As per the learner’s specific working environment and specific document requirements. |
| 1. Minutes of meetings   Requirements:  As per the learner’s specific working environment and specific document requirements. |
| 1. Notices   Requirements:  As per the learner’s specific working environment and specific document requirements. |
| 1. Faxes   Requirements:  As per the learner’s specific working environment and specific document requirements. |

|  |
| --- |
| **US REFERENCE: SO 1** |

1. Explain what data and information is required to compile workplace reports in your department. Also indicate the target audience and purpose of each report.

|  |
| --- |
| Report: |
| Target audience and purpose: |
| Report: |
| Target audience and purpose: |

|  |
| --- |
| **US REFERENCE: SO 1** |

1. Explain the importance of reports and presentations addressing the issues in a logical and clear manner.

|  |
| --- |
| To ensure that the required factors / aspects and purpose of the reports / presentations are achieved. To ensure that the audience understands the information correctly. |

|  |
| --- |
| **US REFERENCE: SO 1** |

1. Explain the importance of following the meeting procedures of the organisation?

|  |
| --- |
| To ensure that the relevant protocol is followed and all the necessary requirements are met as per the procedures and policies of the organisation. |

|  |
| --- |
| **US REFERENCE: SO 1** |

1. Identify 2 (two) data gathering techniques which you could use to gather data for reports and presentations. Make use of examples to explain your answer.

|  |
| --- |
| a: As per the learner’s specific organisational policies and procedures and the specific example used within the explanation provided. |
| b: As per the learner’s specific organisational policies and procedures and the specific example used within the explanation provided. |

|  |
| --- |
| **US REFERENCE: SO 1** |

1. Describe two (2) methods which could be used to effectively deliver presentations. Make use of examples to explain your answer.

|  |
| --- |
| a: As per the learner’s specific organisational policies and procedures and the specific example used within the explanation provided. |
| b: As per the learner’s specific organisational policies and procedures and the specific example used within the explanation provided. |

1. **Observation Assessment**

This Observation Assessment will be completed by the facilitator/assessor based on the learner’s performance

|  |
| --- |
| UNIT STANDARD: 252032 Develop, implement and evaluate an operational plan |

The assessor to complete the following:

Remember to cover all range items!!!!!!

Assessor to write observations or make clear references to evidence attached in the spaces provided.

|  |
| --- |
| **US REFERENCE: SO 1 AC 4** |

1. A systematic process is followed to develop goals, objectives and performance standards that are clear, concise, measurable and achievable.

|  |
| --- |
| Dates: |
| Observe the learner following the organisational policies and procedures for the systematic approach to develop:   * Goals of the organisation * Objectives of the organisation * Performance standards of the organisation |
| Observe the learner develop the clear / concise, measurable and achievable. |

|  |
| --- |
| **US REFERENCE: SO 1 AC 5** |

1. Stakeholders are involved in the formulation of the goals, objectives and performance standards of a unit to obtain their commitment.

|  |
| --- |
| Dates: |
| Observe the learner liaising with the stakeholders prior to the commencement of the development of the:   * Goals * Objectives * Performance standards |

|  |
| --- |
| **US REFERENCE: SO 2 AC 2** |

1. Measurable parameters are validated against customer and unit performance requirements.

|  |
| --- |
| Dates: |
| Observe the learner effectively evaluating the measurable parameters specified against the customer and / department performance requirements to ensure the following:   * That they correspond * That they aim to achieve the same goals and objectives   *A report may be generated by the learner on the findings of the evaluation conducted.* |

|  |
| --- |
| **US REFERENCE: SO 2 AC 4** |

1. Feedback on the operational plan is obtained from team members to promote buy-in in the implementation of the plan.

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| --- |
| Dates: |
| Observe the learner liaising with the team members to discuss the operational plan and to receive feedback regarding the implementation of the plan. |

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| **US REFERENCE: SO 3 AC 1** |

1. The operational plan is implemented, with amendments where necessary, to meet the specified goals, objectives and performance standards.

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| --- |
| Dates: |
| Observe the learner following the specifications of the operational plan to implement it effectively. Observe the learner involving all the relevant stakeholders in the implementation of the plan. |

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| **US REFERENCE: SO 3 AC 2** |

1. Optimal use of available resources is ensured during implementation to promote cost-effectiveness.

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| --- |
| Dates: |
| Observe the learner checking for and ensuring that the resources made available to the project are used effectively without wastage and in line with organisational policies and procedures. |

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| **US REFERENCE: SO 3 AC 3** |

1. The use of control measures by first line managers is encouraged in the areas of their responsibility.

|  |
| --- |
| Dates: |
| Observe the learner encouraging managers to make use of performance evaluations within their departments. |

|  |
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| **US REFERENCE: SO 4 AC 1** |

1. The performance of the unit is monitored against the goals, objectives and performance standards in the plan using established monitoring systems.

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| --- |
| Dates: |
| Attach a product sample of the completed performance evaluations as conducted by the learner. |

|  |
| --- |
| **US REFERENCE: SO 4 AC 2** |

1. Performance reviews are conducted to measure inputs and outputs of team members against the operational plan.

|  |
| --- |
| Dates: |
| Attach a product sample of a completed performance review as conducted by the learner. |

|  |
| --- |
| **US REFERENCE: SO 4 AC 3** |

1. Recommendations on corrective action are implemented with the agreement of the responsible first line managers.

|  |
| --- |
| Dates: |
| Observe the learner effectively incorporating / implementing suggested changes and corrective actions as suggested by the first line management. |

|  |
| --- |
| **US REFERENCE: SO 4 AC 4** |

1. Results are evaluated in terms of the teams' contribution to the performance of a unit.

|  |
| --- |
| Dates: |
| *A report must be generated by the learner on the findings of the evaluation conducted.* |

|  |
| --- |
| UNIT STANDARD: 252021 Formulate recommendations for a change process |

The assessor to complete the following:

Remember to cover all range items!!!!!!

Assessor to write observations or make clear references to evidence attached in the spaces provided.

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| --- |
| **US REFERENCE: SO 2** |

1. Complete a SWOT analysis for your department / unit. (The analysis must address the following range of factors: the benefits of implementing change, the main risks and obstacles, the positive forces to be harnessed and the change resilience in the unit.)

|  |
| --- |
| Dates: |
| Learner is required to compile a SWOT analysis on their department / unit. The SWOT analysis must address the above range of factors.  Attach a product sample of the completed analysis as done by the learner. |

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| **US REFERENCE: SO 2 AC 2** |

1. The results of a SWOT or other suitable analysis are presented to substantiate the argument in favour of a change process.

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| Dates: |
| Observe the learner present the completed SWOT analysis to relevant stakeholders. |

|  |
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| **US REFERENCE: SO 4 AC 1** |

1. Develop a change management plan. (The plan must address the following range of factors: the phases of the plan, the actions, the persons responsible for the actions, the time frames, communication with stakeholders, desired outcomes, anticipated obstacles, expected positive and negative responses to the change, as well as plans to overcome the obstacles and negative responses.)

|  |
| --- |
| Dates: |
| Learner is required to compile a change management plan pertaining to their department / unit. The plan must address the above range of factors.  Attach a product sample of the completed analysis as done by the learner. |

|  |
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| **US REFERENCE: SO 4 AC 2** |

1. The actions proposed for managing the anticipated human responses to the change process are appropriate to the findings of the SWOT analysis.

|  |
| --- |
| Dates: |
| Attach a product sample of the completed SWOT analysis containing the proposed actions to take. |

|  |
| --- |
| UNIT STANDARD: 120300 Analyse leadership and related theories in a work context |

The assessor to complete the following:

Remember to cover all range items!!!!!!

Assessor to write observations or make clear references to evidence attached in the spaces provided.

|  |
| --- |
| **US REFERENCE: SO 4 AC 1** |

|  |  |
| --- | --- |
|  | |
| 1. A leadership theory is selected and applied in own work context. |
| Dates: | | | |
| Observe the learner effectively electing a appropriate leadership theory to implement in their workplace. | | | |

|  |
| --- |
| UNIT STANDARD: 252036 Apply mathematical analysis to economic and financial information. |

The assessor to complete the following:

Remember to cover all range items!!!!!!

Assessor to write observations or make clear references to evidence attached in the spaces provided.

|  |
| --- |
| **US REFERENCE: SO 1 AC 1** |

|  |
| --- |
| 1. Appropriate methods are selected for collecting, recording and organising financial and/economic data. |
| Dates: | | |
| Observe the learner selecting suitable methods as suggested for use (SOP) by the organisation to effectively collect financial data and information relevant to their department. | | |

|  |
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| **US REFERENCE: SO 1 AC 2** |

1. Financial and demographic relevant to the unit are collected.

|  |
| --- |
| Dates: |
| Observe the learner selecting suitable methods as suggested for use (SOP) by the organisation to effectively collect financial data and information relevant to their department. |

|  |
| --- |
| **US REFERENCE: SO 1 AC 3** |

1. Financial and demographic relevant to the unit are recorded in a usable format.

|  |
| --- |
| Dates: |
| Attach a product sample of the recorded data / information. |

|  |
| --- |
| **US REFERENCE: SO** |

1. Averages and standard deviations are calculated using the data collected.

|  |
| --- |
| Dates: |
| Attach a product sample of the completed calculations illustrating the deviations. |

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| --- |
| **US REFERENCE: SO** |

1. The lines of best fit are calculated using the data collected.

|  |
| --- |
| Dates: |
| Attach a product sample of the completed calculations. |

|  |
| --- |
| **US REFERENCE: SO** |

1. Calculations relating to the time value of money are performed for different transactions.

|  |
| --- |
| Dates: |
| Attach a product sample of the completed calculations. |

|  |
| --- |
| **US REFERENCE: SO** |

1. Data collected and calculations are represented in a graphical format.

|  |
| --- |
| Dates: |
| Attach a product sample of the graph generated by the learner. |

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| **US REFERENCE: SO** |

1. Economic relationships are indicated through graphical representation techniques.

|  |
| --- |
| Dates: |
| Attach a product sample of the graph generated by the learner. |

|  |
| --- |
| **US REFERENCE: SO** |

1. Graphical representations and numerical summaries are consistent with the data, are clear and appropriate to the situation.

|  |
| --- |
| Dates: |
| Attach a product sample of the graph generated by the learner. Also attach the data which was used to generate the graph from. |

|  |
| --- |
| **US REFERENCE: SO** |

1. Projections are made on the basis of mathematical analysis.

|  |
| --- |
| Dates: |
| Attach a product sample of the projection made by the learner based on the information gatehered / evaluated. |

|  |
| --- |
| UNIT STANDARD: 12433 Use communication techniques effectively |

The assessor to complete the following:

Remember to cover all range items!!!!!!

Assessor to write observations or make clear references to evidence attached in the spaces provided.

|  |
| --- |
| **US REFERENCE: SO 2** |

1. Discussions are led and meetings chaired in an effective manner according to standard meeting procedures.

|  |
| --- |
| Dates: |
| Observe the learner effectively leading discussions and meetings by ensuring that:   * The discussion remains on the topic * The time frames allocated are not exceeded * Minutes are taken |

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| **US REFERENCE: SO 3** |

1. A variety of generated workplace reports and presentations are available for scrutiny.

|  |
| --- |
| Dates: |
| Attach a product sample of the reports and presentation available. |

|  |
| --- |
| **US REFERENCE: SO 4** |

1. Presentations are effectively delivered and meet the needs of the target audience.

|  |
| --- |
| Dates: |
| Observe the learner effectively delivering the presentation. |
| Observe the learner effectively addressing all the aspects of the information clearly and effectively. |

1. **Personal Narrative**

Answer the following questions based on your experience during the completion of this module. Discuss what you did well and what you would like to do differently.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **What went well?** | | | **What would I do differently?** | |
| ***1*** | ***I was able to identify and solve problems effectively throughout the various activities completed in this module.*** | | | | |
|  |  | | |  | |
| ***2*** | ***I was able to understand how different workplace activities have an impact on each other.*** | | | | |
|  |  | | |  | |
| ***3*** | ***I was able to use new technology effectively in my daily tasks that I carried out.*** | | | | |
|  |  | | |  | |
| ***4*** | ***I was able to communicate effectively with my team members and supervisors.*** | | | | |
|  |  | | |  | |
| ***5*** | ***I was able to complete all my work in an organized and efficient manner.*** | | | | |
|  |  | | |  | |
| **8** | **Additional Comments** | | | | |
|  |  | | | | |
|  | **Learner Name:** |  | **Signature** | |  |
|  | **Assessor Name** |  | **Signature** | |  |
|  | **Date** |  | **Date** | |  |

1. **Witness Testimony**

|  |
| --- |
| **Workplace Testimonial Evidence** |

**Instructions:**

The following section must be completed by the learner’s supervisor / manager in the workplace based on the learner’s workplace performance relevant to the Unit Standard completed.

*Constructive comments and testimonial evidence may also be attached in a separate document and referenced in the section below.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Testimonial Comments and Evidence of Workplace Performance** | | | | |
| Unit Standard Title | | | | SAQA ID: |
|  | | | |  |
| Supervisor / Manager Testimonial | | | | |
|  | | | | |
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|  | | | | |
| Unit Standard Title | | | | SAQA ID: |
|  | | | |  |
| Supervisor / Manager Testimonial | | | | |
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| Unit Standard Title | | | | SAQA ID: |
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| Supervisor / Manager Testimonial | | | | |
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| **Supervisor Acknowledgement** | | | | |
| Date: |  | Supervisor Signature |  | |
| **Assessor Acknowledgement** | | | | |
| Date: |  | Assessor Signature |  | |
| Comments and Feedback | | | | |
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|  | | | | |
| **Learner Acknowledgement** | | | | |
| Date: |  | Learner Signature |  | |
| Comments and Feedback | | | | |
|  | | | | |
|  | | | | |
| **Moderator Acknowledgement** | | | | |
| Date: |  | Moderator Signature |  | |

1. **Logbook**

*This log book has been included to record all time spent on the report and assignment as well as other activities related to developing, implementing and monitoring a quality policy for a new venture. These activities should add to a total of 28 hours.*

*Time spent completing an activity should be signed off by a supervisor, mentor or witness where possible.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Learner Name:** |  | | | | |
| **Course Name** |  | | | | |
| **Unit Standard Name** |  | | | | |
| ID Number |  |  |  |  |  |
| **Unit Standard Name** |  | | | | |
| ID Number |  |  |  |  |  |
| **Unit Standard Name** |  | | | | |
| ID Number |  |  |  |  |  |
| **Unit Standard Name** |  | | | | |
| ID Number |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- |
| **Activity** | **Start Date** | **End Date** | **Total No of Hours** | **Sign Off by Supervisor / Manager / Mentor / Witness** | | |
| **Name & Surname** | **Relationship to Learner** | **Signature** |
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| --- |
| **FEEDBACK SECTION** |
| Comments from Learner: |

|  |  |
| --- | --- |
| **JUDGEMENT** | |
| Meet the requirements:  Requires additional evidence:  Can continue to the next assessment: | Do not meet the requirements:  Requires another assessment:  Requires another assessment by another assessment: |
| Action required: By when: | |
| Assessor’s feedback remarks | |
|  | |

|  |  |  |
| --- | --- | --- |
| **Declaration by Learner** | | |
| I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ declare that I am satisfied that the feedback given to me by the Assessor was relevant, sufficient and done in a constructive manner. I accept the assessment judgment and have no further questions relating to this particular assessment instrument. | | |
|  |  |  |
| Learner Name & Signature Date | Assessor Name & Signature Date | Moderator Name & Signature Date |

|  |
| --- |
| **ASSESSMENT DECISION** |

**Indicate with a tick in the relevant sections:**

|  |  |
| --- | --- |
| The learner has not submitted sufficient evidence and is therefore not yet competent |  |
| The learner is required to submit additional evidence against the following: |  |
| The learner is required to improve in the following: |  |
| The learner is required to be reassessed: |  |
| The learner is required to be assessed by another assessor: |  |
| The learner has submitted evidence that is valid, relevant, current, sufficient and authentic against all the listed specific outcomes an covered all range statements and critical cross field outcomes |  |
| The learner is competent against the listed unit standards |  |
| The learner can be issued with a unit certificate |  |
| The learner has completed a full qualification |  |

|  |  |
| --- | --- |
|  |  |
| Assessors full name & signature | Date |

|  |  |  |
| --- | --- | --- |
| **Declaration by Learner** | | |
| I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ declare that I am satisfied that the assessment conducted by the Assessor was relevant, sufficient, and constructive. I accept the assessment decisions and have no further questions relating to this particular assessment process. | | |
|  |  |  |
| Learner name & sign Date | Assessor name & sign Date | Moderator name & sign Date |

|  |  |
| --- | --- |
| **Reassessment Decision** | |
| The learner has submitted evidence that is valid, relevant, current, sufficient and authentic against all the listed specific outcomes an covered all range statements and critical cross field outcomes |  |
| The learner is competent against the listed unit standards |  |
| The learner can be issued with a unit certificate |  |
| The learner has completed a full qualification |  |

|  |  |
| --- | --- |
|  |  |
| Assessors full name & signature | Date |

|  |  |  |
| --- | --- | --- |
| **Declaration by Learner** | | |
| I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ declare that I am satisfied that the assessment conducted by the Assessor was relevant, sufficient, and constructive. I accept the assessment decisions and have no further questions relating to this particular assessment process. | | |
|  |  |  |
| Learner name & sign Date | Assessor name & sign Date | Moderator name & sign Date |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| EVALUATION OF ASSESSMENT | | | | | | | | |
| Learner Name |  | | | Assessor name | | | |  |
| Unit Stds |  | | | Date | | | |  |
| **Review dimension** | | **Learner**  **Yes No** | | | **Assessor**  **Yes No** | | **Action** | |
| Were the principles / criteria for good assessment achieved? | |  |  | |  |  |  | |
| Did the assessment relate to the registered standard? | |  |  | |  |  |  | |
| Was the assessment practical? | |  |  | |  |  |  | |
| Was it time efficient and cost-effective? | |  |  | |  |  |  | |
| The assessment did not interfere with my normal responsibilities? | |  |  | |  |  |  | |
| Was the assessment instrument fair, clear, and understandable? | |  |  | |  |  |  | |
| The assessment judgment was made against set requirements? | |  |  | |  |  |  | |
| Was the venue and equipment functional? | |  |  | |  |  |  | |
| Were special needs identified and the assessment plan adjusted? | |  |  | |  |  |  | |
| Was feedback and communication constructive? | |  |  | |  |  |  | |
| Was an opportunity to appeal given? | |  |  | |  |  |  | |
| Was all evidence recorded? | |  |  | |  |  |  | |
| Were the review / evaluation process apparent and user friendly? | |  |  | |  |  |  | |

|  |  |  |
| --- | --- | --- |
| **Learner Declaration of Understanding** | | |
| I am aware of the moderation process and understand that the moderator could declare the assessment decision invalid | | |
|  |  |  |
| Learner Name & Sign Date | Assessor Name & Sign Date | Moderator Name & Sign Date |