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| Assessment Guide |
| ***Module 3*** |

**NATIONAL Certificate:**

**GENERIC MANAGEMENT**

**59201**

**GENERIC MANAGEMENT**

**(LP60269)**

**Module 3-Decision Making**

**Module Credit Total: 42**

**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 3: Unit Standard Cluster Information**

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| --- | --- | --- | --- |
| **SAQA** | **Unit Standard Title** | **Level** | **Credits** |
| 252026 | Apply a systems approach to decision making | 5 | 6 |
| 252044 | Apply the principles of knowledge management | 5 | 6 |
| 252020 | Create and manage an environment that promotes innovation | 5 | 6 |
| 252034 | Monitor and evaluate team members against performance standards | 5 | 8 |
| 252025 | Monitor, assess and manage risk | 5 | 8 |
| 252035 | Select and coach first line managers | 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** |  |
| 252026 | Apply a systems approach to decision making | 5 | 6 |  |
| 252044 | Apply the principles of knowledge management | 5 | 6 |  |
| 252020 | Create and manage an environment that promotes innovation | 5 | 6 |  |
| 252034 | Monitor and evaluate team members against performance standards | 5 | 8 |  |
| 252025 | Monitor, assess and manage risk | 5 | 8 |  |
| 252035 | Select and coach first line managers | 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 3 | Unit Standards | 252026 | 252044 | | 252020 | | | 252034 | | 252025 | | 252035 | |
| **Total Notional Hours** | | Notional Hours | Credits | 6 | 6 | | 6 | | | 8 | | 8 | | 8 | |
|  | | | | | | | | | | | | | | | |
| **Unit Standard Name** | | Apply a systems approach to decision making | SAQA ID | | | 252026 | | NQF Level | | | 5 | | Credits | | 6 |
| **Specific Outcome 1:** | | Apply critical and analytical skills to analyse an issue or problem. | | | | | | | | | | | | | |
| **SO1** | **Assessment Criteria** | | | | | | | | **Evidence Guide** | | | | | | |
| AC1 | Critical and analytical skills are applied to analyse and define an issue/problem affecting the functioning of a unit. | | | | | | | | SA – Observational Assessment | | | | | | |
| AC2 | Critical and analytical skills are applied to determine factors impacting on the issue/problem and other areas in a unit and the entity affected by the issue/problem. | | | | | | | | SA – Observational Assessment | | | | | | |
| **Specific Outcome 2:** | | Engage with stakeholders in analysing the issue/problem and developing solutions.  (Stakeholders include team members from own unit, managers and staff from other units in the entity, suppliers and customers.) | | | | | | | | | | | | | |
| **SO2** | **Assessment Criteria** | | | | | | | | **Evidence Guide** | | | | | | |
| AC1 | The purpose of the consultation is communicated to stakeholders with reference to the aspects of the issue/problem and solutions to be discussed. | | | | | | | | SA – Observational Assessment | | | | | | |
| AC2 | The critical and analytical processes for analysing the issue/problem and generating ideas on addressing the issue/problem are explained with examples. | | | | | | | | SA – Knowledge assessment | | | | | | |
| AC3 | The participation of stakeholders is obtained in analysing the unit's internal and external environment to identify factors relevant to the issue/problem. | | | | | | | | SA – Observational Assessment | | | | | | |
| AC4 | The participation of team members is obtained in developing solutions to the issue/problem that would contribute towards the functioning of the unit and the broader system within which it operates. | | | | | | | | SA – Observational Assessment | | | | | | |
| AC5 | The different ideas, values and perspectives of team members and stakeholders are recognised and respected in view of the value they add to the solution developed. | | | | | | | | SA – Observational Assessment | | | | | | |
| **Specific Outcome 3:** | | Select feasible solutions through a systems approach. | | | | | | | | | | | | | |
| **SO3** | **Assessment Criteria** | | | | | | | | **Evidence Guide** | | | | | | |
| AC1 | The inputs from stakeholders are analysed to identify feasible solutions to the issue/problem that would improve the functioning of the unit and the broader system within which it operates. | | | | | | | | SA – Observational Assessment | | | | | | |
| AC2 | The identified solutions are prioritised in terms of their potential outcomes on the various processes/sections in the unit, the wider entity and external stakeholders. | | | | | | | | SA – Observational Assessment | | | | | | |
| AC3 | A solution(s) is selected that is most appropriate within a systems context taking into consideration interrelated issues that impact on the solution and areas that will be impacted upon by the implementation of the solution. | | | | | | | | SA – Knowledge assessment | | | | | | |
| **Specific Outcome 4:** | | Formulate and communicate the decision. | | | | | | | | | | | | | |
| **SO4** | **Assessment Criteria** | | | | | | | | **Evidence Guide** | | | | | | |
| AC1 | The decision on addressing the issue/problem is formulated with reference to the impact of the decision on the unit and the broader system within which it operates. | | | | | | | | SA – Observational Assessment | | | | | | |
| AC2 | Actions required to implement the decision in the unit are described with reference to activities, role players, resources and time lines. | | | | | | | | SA – Knowledge assessment | | | | | | |
| AC3 | Change processes that are required to support the implementation of the decision are described with reference to their impact on the success of the implementation of the decision. | | | | | | | | SA – Knowledge assessment | | | | | | |
| AC4 | The decision is communicated to relevant team members in the unit and other stakeholders who will be involved in its implementation in a user-friendly format. | | | | | | | | SA – Observational Assessment | | | | | | |

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| **Essential Embedded Knowledge** | | **Covered** |
| 1. | The systems approach as applied to decision making and problem solving. | FA – Formative Assessment |
| 2. | Critical and analytical thinking techniques. | FA – Formative Assessment |
| 3. | Techniques for analysing and defining problems. | FA – Formative Assessment |

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| **Critical Cross-field Outcomes (CCFO)** | | **Covered** |
| 1. | Identify and solve problems using critical and creative thinking processes in order resolve issues, problems and challenges in a unit. | PA - Personal Narrative  FA – Formative Assessment |
| 2. | Work effectively with others as a member of a team, group, organisation or community to ensure participation by team members in developing solutions to an issue/problem in a unit. | PA - Personal Narrative  FA – Formative Assessment |
| 3. | Organise and manage oneself and one`s activities responsibly in order to proactively address issues, problems and challenges in a unit. | PA - Personal Narrative  FA – Formative Assessment |
| 4. | Collect, analyse, organise and critically evaluate information in order to have all relevant information available for addressing issues, problems and challenges in the unit. | PA - Personal Narrative  FA – Formative Assessment |
| 5. | Communicate effectively using visual, mathematical and/or language in the modes of oral and/or written communication in involving team members in critical and analytical thinking processes. | PA - Personal Narrative  FA – Formative Assessment |
| 6. | Use science and technology effectively and critically, showing responsibility to the environment and health of others when developing solutions to issues/problems. | PA - Personal Narrative  FA – Formative Assessment |
| 7. | Demonstrate an understanding of the world as a set of interrelated systems by recognising that problem solving contexts and challenges do not exist in isolation and that a variety of factors need to be taken into account in a systems approach to decision making. | PA - Personal Narrative  FA – Formative Assessment |
| 8. | Participate as responsible citizens in the life of local, national and global communities in applying critical thinking practices within the unit and being culturally and aesthetically sensitive across a range of contexts in applying critical thinking practices within a unit. | PA - Personal Narrative  FA – Formative Assessment |

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| **Unit Standard Name** | | Apply the principles of knowledge management | SAQA ID | 252044 | NQF Level | | 5 | Credits | 6 |
| **Specific Outcome 1:** | | Demonstrate knowledge and understanding of the concepts and components of knowledge management.  (The concept 'knowledge management' includes the knowledge economy, tacit and codified, knowledge assets, knowledge workers, information management, intellectual property, intellectual capital, information management, the learning organisation and knowledge creation, sharing and transfer.) | | | | | | | |
| **SO1** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | The driving forces of the knowledge economy are explained with examples. | | | | | SA – Knowledge assessment | | | |
| AC2 | The components of a system for institutionalising knowledge management are described according to accepted knowledge management theory and practice.  (Components of a knowledge management system could include mechanisms, strategies, policies and structures.) | | | | | SA – Knowledge assessment | | | |
| AC3 | The importance of knowledge management in managing the knowledge assets for achieving competitive advantage is explained in relation to an entity. | | | | | SA – Knowledge assessment | | | |
| AC4 | The results of managing knowledge are explained in relation to an entity. | | | | | SA – Knowledge assessment | | | |
| **Specific Outcome 2:** | | Analyse a unit according the entity's knowledge management policies and procedures. | | | | | | | |
| **SO2** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | Analyse the current practices in a unit in relation to the knowledge management policies and procedures of an entity. | | | | | SA – Observational Assessment | | | |
| AC2 | Compare the knowledge management practices of a unit to those of other units in an entity. | | | | | SA – Observational Assessment | | | |
| AC3 | Interpret the findings of the analysis to identify strengths and weaknesses. | | | | | SA – Observational Assessment | | | |
| AC4 | Consolidate the findings in a report with recommendations on improvements within a unit and an entity. | | | | | SA – Observational Assessment | | | |
| **Specific Outcome 3:** | | Develop a knowledge management implementation plan for a unit. | | | | | | | |
| **SO3** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | The role of the unit manager in implementing the knowledge management plan is described in relation to other role players in the entity. | | | | | SA – Knowledge assessment | | | |
| AC2 | An operational plan is developed for managing knowledge in a unit in relation to the policies and procedures of an entity.  (The operational plan includes activities, role players, time-scale, measurements, costs, benefits and potential risks.) | | | | | SA – Observational Assessment | | | |
| AC3 | The operational plan is promoted within a unit and an entity in order to encourage commitment.  (The promotion of the plan could include explaining the principles of knowledge management to team members, acting as a change agent for knowledge management, and creating an enabling environment for the creation, transfer and sharing of knowledge within a unit and an entity.) | | | | | SA – Observational Assessment | | | |
| AC4 | The implementation of the plan is described in accordance generally accepted knowledge management theory and practice. | | | | | SA – Knowledge assessment | | | |

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| **Essential Embedded Knowledge** | | **Covered** |
| 1. | Theory and principles of knowledge management. | FA – Formative Assessment |
| 2. | Intellectual property. | FA – Formative Assessment |
| 3. | Intellectual capital. | FA – Formative Assessment |
| 4. | Knowledge economy. | FA – Formative Assessment |
| 5. | Organisational learning. | FA – Formative Assessment |
| 6. | Learning organisation. | FA – Formative Assessment |
| 7. | Creation, sharing and storage on knowledge. | FA – Formative 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 managing knowledge in a unit. | | | | | PA - Personal Narrative  FA – Formative Assessment | | | |
| 2. | The learner is able to work as a member of a team in promoting sound knowledge management practices in a unit. | | | | | PA - Personal Narrative  FA – Formative Assessment | | | |
| 3. | The learner is able to organise and manage him/herself and his/her activities responsibly in managing the knowledge in a unit. | | | | | PA - Personal Narrative  FA – Formative Assessment | | | |
| 4. | The learner is able to collect, organise and critically evaluate information and applying this in managing the knowledge in a unit. | | | | | PA - Personal Narrative  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 communicating with team members in relation to managing the knowledge in the unit. | | | | | PA - Personal Narrative  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 managing knowledge. | | | | | PA - Personal Narrative  FA – Formative Assessment | | | |
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| **Unit Standard Name** | | Create and manage an environment that promotes innovation | SAQA ID | 252020 | NQF Level | | 5 | Credits | 6 |
| **Specific Outcome 1:** | | Analyse own unit in terms of opportunities for innovation. | | | | | | | |
| **SO1** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | Identify features of an environment that promotes innovation.  (The features of an environment conducive to innovation include openness, creative thinking, questioning, encouragement of risk-taking, rewards for innovation, as well as a culture of enquiry, challenging the status quo and learning from mistakes.) | | | | | SA – Knowledge assessment | | | |
| AC2 | Analyse own unit in relation to the features of an environment conducive to innovation. | | | | | SA – Knowledge assessment | | | |
| AC3 | The findings of the analysis are interpreted to determine whether the current environment promotes innovation. | | | | | SA – Observational Assessment | | | |
| AC4 | Areas for improvement are identified on the basis of the analysis conducted. | | | | | SA – Observational Assessment | | | |
| **Specific Outcome 2:** | | Demonstrate understanding of the techniques for promoting creativity. | | | | | | | |
| **SO2** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | Creativity and innovation techniques are identified in terms of generally accepted theory and practice. | | | | | SA – Knowledge assessment | | | |
| AC2 | Three techniques for promoting creativity are explained with practical examples. | | | | | SA – Knowledge assessment | | | |
| **Specific Outcome 3:** | | Develop a plan for creating an environment conducive to innovation. | | | | | | | |
| **SO3** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | The role of the unit manager in creating an environment conducive to innovation is described with reference to continuous improvement and innovation of the unit. | | | | | SA – Knowledge assessment | | | |
| AC2 | The processes, actions and approaches necessary to create an environment conducive to innovation are recorded in the plan. The plan could include the activities, techniques, approaches, processes, role players, reward systems, measurement, potential risks and benefits, and skills development of the unit manager and team members. | | | | | SA – Observational Assessment | | | |
| AC3 | The implementation of the plan is described with reference to the environment and availability of resources. | | | | | SA – Knowledge assessment | | | |
| AC4 | The plan is promoted within the unit in order to encourage commitment. | | | | | SA – Observational Assessment | | | |
| **Specific Outcome 4:** | | Lead a team through a creative thinking process. | | | | | | | |
| **SO4** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | Techniques for promoting innovation and creativity are applied to generate ideas for a new or improved process, project or product. | | | | | SA – Observational Assessment | | | |
| AC2 | A number of alternative solutions are generated in relation to the process, project or product. | | | | | SA – Observational Assessment | | | |
| AC3 | The best alternative is selected from the solutions generated on the basis of evaluation criteria. | | | | | SA – Observational Assessment | | | |
| AC4 | A concept is developed for implementation in accordance with the entity's policies and procedures. | | | | | SA – Observational Assessment | | | |
| AC5 | The concept is recorded and communicated for implementation. | | | | | SA – Observational Assessment | | | |

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| **Essential Embedded Knowledge** | | **Covered** |
| 1. | Features of an environment conducive to creativity and innovation. | FA – Formative Assessment |
| 2. | Features of a culture of enquiry and risk taking. | FA – Formative Assessment |
| 3. | Creative thinking techniques. | FA – Formative Assessment |
| 4. | Problem solving techniques. | FA – Formative Assessment |
| 5. | Management practices that inhibit creativity, risk taking and innovation. | FA – Formative Assessment |

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| **Critical Cross-field Outcomes (CCFO)** | | | | | | **Covered** | | | |
| 1. | Identify and solve problems in order to generate innovative solutions. | | | | | PA - Personal Narrative  FA – Formative Assessment | | | |
| 2. | Work effectively with others when generating new ideas. | | | | | PA - Personal Narrative  FA – Formative Assessment | | | |
| 3. | Organise and manage oneself and one`s activities when participating in creative and innovative processes. | | | | | PA - Personal Narrative  FA – Formative Assessment | | | |
| 4. | Collect, evaluate, organise and critically evaluate information when generating ideas. | | | | | PA - Personal Narrative  FA – Formative Assessment | | | |
| 5. | Communicate effectively with stakeholders on innovative ideas generated. | | | | | PA - Personal Narrative  FA – Formative Assessment | | | |
| 6. | Use science and technology to assist with idea generation and to record ideas. | | | | | PA - Personal Narrative  FA – Formative Assessment | | | |
| 7. | Demonstrate an understanding of the world as a set of related systems and how innovations in one area could impact on another. | | | | | PA - Personal Narrative  FA – Formative Assessment | | | |
| 8. | In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of:  Participating as responsible citizens in the life of local, national and global communities.  Developing entrepreneurial opportunities. | | | | | PA - Personal Narrative  FA – Formative Assessment | | | |
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| **Unit Standard Name** | | Monitor and evaluate team members against performance standards | SAQA ID | 252034 | NQF Level | | 5 | Credits | 8 |
| **Specific Outcome 1:** | | Formulate performance standards for team members in a unit. | | | | | | | |
| **SO1** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | Performance standards to be achieved by team members are formulated in relation to the unit's goals, objectives and deliverables. | | | | | SA – Observational Assessment | | | |
| AC2 | Performance standards are clear and concise and specify the activities to be performed and the standards to which they are to be performed. | | | | | SA – Observational Assessment | | | |
| AC3 | Feedback from team members is incorporated into the performance standards to promote the buy-in of team members in a unit. | | | | | SA – Observational Assessment | | | |
| AC4 | Performance standards are recorded and documented according to the entity's policies and procedures. | | | | | SA – Observational Assessment | | | |
| **Specific Outcome 2:** | | Establish systems for monitoring performance. | | | | | | | |
| **SO2** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | A variety of performance monitoring systems are identified and reviewed for possible use in a unit. | | | | | SA – Observational Assessment | | | |
| AC2 | The performance monitoring system selected is in line with the entity's policies and procedures for performance assessment. | | | | | SA – Observational Assessment | | | |
| AC3 | The performance monitoring system is communicated to team members to promote buy-in. | | | | | SA – Observational Assessment | | | |
| AC4 | The system for monitoring performance against standards is set up in accordance with the entity's policy and procedures. | | | | | SA – Observational Assessment | | | |
| **Specific Outcome 3:** | | Prepare for a performance review of a team member. | | | | | | | |
| **SO3** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | The arrangements for the performance review are agreed with team member, including the time, place and nature of the review. | | | | | SA – Observational Assessment | | | |
| AC2 | Preliminary assessment of performance against the agreed standards is conducted using monitoring systems. | | | | | SA – Observational Assessment | | | |
| AC3 | Information gathered during the preliminary assessment is documented to be available for future reference. | | | | | SA – Observational Assessment | | | |
| AC4 | Methods for giving constructive feedback are identified that make provision for reporting positive and negative findings. | | | | | SA – Observational Assessment | | | |
| AC5 | Documents to be used during the review are prepared in accordance with the entity's policies and procedures. | | | | | SA – Observational Assessment | | | |
| **Specific Outcome 4:** | | Conduct performance review interview. | | | | | | | |
| **SO4** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | The review is conducted in accordance with the arrangements previously agreed with the team member. | | | | | SA – Observational Assessment | | | |
| AC2 | Feedback provided to the team member is relevant and fair and communicated in a constructive and supportive manner. | | | | | SA – Observational Assessment | | | |
| AC3 | Findings on positive and negative aspects of the member's performance are recorded accurately, fairly and honestly for report back and follow-up. | | | | | SA – Observational Assessment | | | |
| AC4 | An action plan to address performance gaps and build on positive performance is agreed upon with the employee. | | | | | SA – Observational Assessment | | | |
| AC5. | Agreed actions are documented and signed by both parties. | | | | | SA – Observational Assessment | | | |

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| **Essential Embedded Knowledge** | | **Covered** |
| 1. | Methods for formulating key result areas and performance standards. | FA – Formative Assessment |
| 2 | Types of systems for monitoring performance. | FA – Formative Assessment |
| 3. | Process for conducting performance reviews. | FA – Formative Assessment |
| 4. | Methods of giving constructive feedback. | FA – Formative 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 monitoring the performance of team members. | | | | | PA - Personal Narrative  FA – Formative Assessment | | | |
| 2. | The learner is able to work as a member of a team in planning, promoting and managing the implementation of a performance monitoring system. | | | | | PA - Personal Narrative  FA – Formative Assessment | | | |
| 3. | The learner is able to organise and manage him/herself and his/her activities responsibly and effectively in planning and implementing a performance monitoring system. | | | | | PA - Personal Narrative  FA – Formative Assessment | | | |
| 4. | The learner is able to collect, organise and critically evaluate information and applying this in relation to the monitoring and measuring of the performance of team member. | | | | | PA - Personal Narrative  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 communicating with all team members in relation to their performance. | | | | | PA - Personal Narrative  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 managing of the performance of team members. | | | | | PA - Personal Narrative  FA – Formative Assessment | | | |
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| **Unit Standard Name** | | Monitor, assess and manage risk | SAQA ID | 252025 | NQF Level | | 5 | Credits | 8 |
| **Specific Outcome 1:** | | Demonstrate an understanding of potential risks to a unit. | | | | | | | |
| **SO1** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | The concept of risk is explained with reference to accepted theory and practice. | | | | | SA – Knowledge assessment | | | |
| AC2 | The factors that could constitute risks to a unit are identified and explained. | | | | | SA – Knowledge assessment | | | |
| AC3 | The role of organisational policies and procedures are explained in relation to risk management. | | | | | SA – Knowledge assessment | | | |
| **Specific Outcome 2:** | | Identify potential risks and assess the impact thereof in a unit. | | | | | | | |
| **SO2** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | Potential risk factors for critical processes in a unit are identified and documented. | | | | | SA – Observational Assessment | | | |
| AC2 | Possible scenarios that could constitute a risk are identified and documented. | | | | | SA – Observational Assessment | | | |
| AC3 | The possibility of each scenario occurring is evaluated and recorded for future use. | | | | | SA – Observational Assessment | | | |
| AC4 | An analysis is performed and documented to rate the impact of each scenario on a unit. | | | | | SA – Observational Assessment | | | |
| AC5 | Priorities resulting from the impact analysis are determined and documented for implementation in the event of the risk materialising. | | | | | SA – Observational Assessment | | | |
| **Specific Outcome 3:** | | Develop contingency plans for managing risk. | | | | | | | |
| **SO3** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | Contingency plans are developed and documented in accordance with the entity's policies and procedures. | | | | | SA – Observational Assessment | | | |
| AC2 | Contingency plans are communicated to relevant stakeholders in accordance with the entity's risk management procedures. | | | | | SA – Observational Assessment | | | |
| AC3 | Contingency plans are distributed and stored in accordance with the entity's risk management procedures. | | | | | SA – Observational Assessment | | | |
| **Specific Outcome 4:** | | Test and revise contingency plans. | | | | | | | |
| **SO4** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | Contingency plans are tested in accordance with the entity's risk management procedures. | | | | | SA – Observational Assessment | | | |
| AC2 | Recommendations on improvements to the contingency plans are documented in relation to the findings of the testing. | | | | | SA – Observational Assessment | | | |
| AC3 | Contingency plans are revised to incorporate recommendations from the testing in accordance with the entity's policies and procedures. | | | | | SA – Observational Assessment | | | |

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| **Essential Embedded Knowledge** | | **Covered** |
| 1. | Relevant acts and regulations, including the Occupational Health and Safety Act. | FA – Formative Assessment |
| 2. | Types of risk, including occupational health, safety and environmental risks, financial risks, fraud and theft of intellectual property. | FA – Formative Assessment |
| 3. | Contingency strategies, including mitigation, avoidance, elimination and acceptance. | FA – Formative Assessment |
| 4 | Methods and techniques for conducting risk assessment. | FA – Formative Assessment |

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| **Critical Cross-field Outcomes (CCFO)** | | | | | | **Covered** | | | |
| 1. | The learner is able to identify and solve problems when determining potential risks and ensuring that relevant and effective plans are developed. | | | | | PA - Personal Narrative  FA – Formative Assessment | | | |
| 2. | The learner is able to work effectively with others, ensuring all parties understand their own and other`s responsibility in relation to the implementation of measures to address risks facing a unit. | | | | | PA - Personal Narrative  FA – Formative Assessment | | | |
| 3. | The learner is able to organise and manage his/her own activities to allow sufficient time for planning and implementing measures to address risks. | | | | | PA - Personal Narrative  FA – Formative Assessment | | | |
| 4. | The learner is able to collect, analyse, organise and critically evaluate information when analysing potential risks in the entity. | | | | | PA - Personal Narrative  FA – Formative Assessment | | | |
| 5. | The learner is able to communicate effectively both verbally and in writing when recording and communicating information and recommendations relating to managing risk in a unit. | | | | | PA - Personal Narrative  FA – Formative Assessment | | | |
| 6. | The learner is able to communicate effectively both verbally and in writing when recording and communicating information and recommendations relating to managing risk in a unit. | | | | | PA - Personal Narrative  FA – Formative Assessment | | | |
| 7. | The learner is able to use science and technology effectively when distributing and storing continuity plans, and ensuring that complete and accurate information is stored on computer systems. | | | | | PA - Personal Narrative  FA – Formative Assessment | | | |
| 8. | The learner is able to understand the relationships between different risk factors and their impact on the achievement of a unit's objectives. | | | | | PA - Personal Narrative  FA – Formative Assessment | | | |
| **Unit Standard Name** | | Select and coach first line managers | SAQA ID | 252035 | NQF Level | | 5 | Credits | 8 |
| **Specific Outcome 1:** | | Select first line manager for a specific position. | | | | | | | |
| **SO1** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | An analysis is conducted of the job profile to determine the key performance areas for the first line management position. | | | | | SA – Observational Assessment | | | |
| AC2 | Selection and weighting criteria for the Key Results Areas of the first line management position are described on the basis of the job profile. | | | | | SA – Knowledge assessment | | | |
| AC3 | Liaison with the recruitment function of the entity is undertaken to ensure understanding of the requirements of the position. | | | | | SA – Observational Assessment | | | |
| AC4 | Interviewing, desk checking and/or other techniques are used to arrive at a short list of the candidates who applied for the position. | | | | | SA – Observational Assessment | | | |
| AC5 | Decisions are taken and offers made to the selected manager in accordance with organisational policies and procedures. | | | | | SA – Observational Assessment | | | |
| **Specific Outcome 2:** | | Plan the coaching process of a first line manager. | | | | | | | |
| **SO2** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | A coaching plan and schedule is drawn up according to identified priorities in a unit. | | | | | SA – Knowledge assessment | | | |
| AC2 | Records of expected performance against the manager's Key Results Areas are prepared to serve as a basis for discussions with the selected manager. | | | | | SA – Observational Assessment | | | |
| AC3 | A system is implemented for recording the decisions, commitments made and other relevant information from the discussions. | | | | | SA – Observational Assessment | | | |
| **Specific Outcome 3:** | | Coach selected first line manager. | | | | | | | |
| **SO3** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | The purpose, content and schedule of the coaching process is explained to the selected manager in order to reach agreement on the coaching process. | | | | | SA – Knowledge assessment | | | |
| AC2 | During the coaching sessions the selected manager's performance is discussed against the Key Result Areas and recorded for future reference. | | | | | SA – Observational Assessment | | | |
| AC3 | Identified gaps and actions to close them are agreed upon and recorded in the coaching action plan. | | | | | SA – Observational Assessment | | | |
| AC4 | Feedback given to the manager is honest, constructive and supportive. | | | | | SA – Observational Assessment | | | |
| **Specific Outcome 4:** | | Monitor and measure the results of coaching sessions. | | | | | | | |
| **SO4** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | Actions agreed to at a coaching session are monitored at the times agreed to during the coaching session. | | | | | SA – Observational Assessment | | | |
| AC2 | Positive feedback is given to the selected manager for accomplishments against the coaching action plan. | | | | | SA – Observational Assessment | | | |
| AC3 | Corrective actions agreed upon are recorded in areas where requirements in the coaching action plan have not been met. | | | | | SA – Observational Assessment | | | |
| AC4 | Follow up action taken on the basis of the manager's response to the coaching is in line with organisational policies and procedures. | | | | | SA – Observational Assessment | | | |
| AC5 | Line managers are encouraged to use the coaching process with people reporting to them after explaining and agreeing a system with them. | | | | | SA – Observational Assessment | | | |

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| **Essential Embedded Knowledge** | | **Covered** |
| 1. | Deriving performance requirements from Key Results Areas. | FA – Formative Assessment |
| 2. | The coaching process. | FA – Formative Assessment |
| 3. | Feedback techniques. | FA – Formative Assessment |
| 4. | Negotiation and conflict handling techniques. | FA – Formative Assessment |

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| **Critical Cross-field Outcomes (CCFO)** | | **Covered** |
| 1. | Identify and solve problems relating to the implementation of a coaching process. | PA - Personal Narrative  FA – Formative Assessment |
| 2. | Work effectively with others during coaching sessions with a first line manager. | PA - Personal Narrative  FA – Formative Assessment |
| 3. | Organise and manage oneself and one's activities in preparing a coaching schedule. | PA - Personal Narrative  FA – Formative Assessment |
| 4. | Collect, evaluate, organise and critically evaluate information concerning applicants for a position. | PA - Personal Narrative  FA – Formative Assessment |
| 5. | Communicate effectively in explaining the coaching purpose and process. | PA - Personal Narrative  FA – Formative Assessment |
| 6. | Demonstrate an understanding of the world as a set of related systems by guiding the first line manager to understand the interrelationship between work processes. | PA - Personal Narrative  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: 252026 Apply a systems approach to decision making |

**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. Identify a systems approach as applied to decision making and problem solving. Make use of an example to explain your answer.

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| As per the learner’s specific example selected for use within the answer provided. |

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| **Essential Embedded Knowledge** |

1. List two (2) different techniques which could be used to analyse and define problems.

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| Problem analysis is a set of techniques that flush out and define areas in which the end users are unsatisfied with an existing solution. These techniques help you understand the business problems and their context sufficiently to avoid introducing negative side effects with your solutions. It is also your best insurance against solving the wrong problem. |

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| **Essential Embedded Knowledge** |

1. Explain the importance of regular and efficient communication amongst all stakeholders.

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| To ensure that all the important information that should be shared amongst the stakeholders are shared and that they have the necessary information required to complete their tasks efficiently. |

**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.

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| **Essential Embedded Knowledge** |

1. Identify two (2) methods from the options below which could be used to promote participant involvement.

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| Choice A | Choice B | Choice C | Choice D |
| Personal relationship building | Effective communication channels / processes | Meetings and workshops | On-going costs-analysis activities |
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| UNIT STANDARD: 252044 Apply the principles of knowledge management |

**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 “intellectual property”.

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| Intellectual property (IP) is a controversial term referring to a number of distinct types of expressions for which a set of monopoly rights are recognized under the corresponding fields of law. Under intellectual property law, owners are granted certain exclusive rights to various markets, machines, musical, literary, and artistic works; discoveries and inventions; and applications. Common types of intellectual property rights include copyrights, trademarks, patents, industrial design rights and trade secrets in some jurisdictions. |

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| **Essential Embedded Knowledge** |

1. Explain the term “intellectual capital”.

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| The value of an enterprise is made of physical assets, various financial assets and, finally, intangible assets, i.e., intellectual capital (IC). The term intellectual capital conventionally refers to the difference in value between tangible assets (physical and financial) and market value. Measuring the real value and the total performance of intellectual capital's components is essential for any corporate head who knows how high the stakes have become for corporate survival in the knowledge and information age. |

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| **Essential Embedded Knowledge** |

1. Explain the application and benefits of “organisational learning. Make use of an example to explain your answer.

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| As per the learner’s specific example selected for use within the answer provided. |

**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.

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| **Essential Embedded Knowledge** |

1. Identify the benefits of using a management implementation plan in an organisation.

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| --- | --- | --- |
| Choice A | Choice B | Choice C |
| There are no benefits from this | This will ensure that there is less work to do for all staff involved | This will ensure that the management activities are well structured and planned |
|  |  | X |

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| UNIT STANDARD: 252020 Create and manage an environment that promotes innovation |

**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. Identify at least two (2) problem solving techniques which could be used in a business.

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| Problem analysis is a set of techniques that flush out and define areas in which the end users are unsatisfied with an existing solution. These techniques help you understand the business problems and their context sufficiently to avoid introducing negative side effects with your solutions. It is also your best insurance against solving the wrong problem. |

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| **Essential Embedded Knowledge** |

1. Explain the benefits and consequences of risk taking in a business environment.

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| Benefits |
| Could lead to greater opportunities and discovery of new possibilities / markets / strategies / products for the business. |
| Consequences |
| May lead to financial risks and loss of income / clients / market share. |

**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.

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| **Essential Embedded Knowledge** |

1. Identify the impact of using creative thinking skills in a problem situation.

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| Choice A | Choice B | Choice C |
| May result in additional costs to company | To think out of the box and find innovative solutions for common problems | This is a waste of time and money |
|  | X |  |

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| UNIT STANDARD: 252034 Monitor and evaluate team members against performance standards |

**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. Make use of your organisation’s business plan and organisational standards to set performance standards for your department. (Attach a sample of the business plan here) \* Ensure that these standards are clear and concise.

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| **Activity:** Organisational Activity 1 to be recorded here. |
| **Performance Standard Description:** Clear description of the performance requirements / standards of the organisation for the specific activity listed. |
| **Activity:** Organisational Activity 2 to be recorded here. |
| **Performance Standard Description:** Clear description of the performance requirements / standards of the organisation for the specific activity listed. |

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| **Essential Embedded Knowledge** |

1. Identify the typical functions, activities and information systems which you will monitor to ensure optimum performance.

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| **Functions:** | **Performance Monitoring System** |
| Sales | Sales performance review |
| **Information Systems:** |  |
| Sales performance charts and reports |  |

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| **Essential Embedded Knowledge** |

1. Describe the methods used to receive and give both positive and negative feedback in a constructive manner.

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| Feedback cards. Customer care line. HeloPeter online feedback website. |

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| **Essential Embedded Knowledge** |

1. Describe possible problems which you could experience when monitoring performances. Suggest suitable solutions to overcome each problem.

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| **Possible Problem** | **Solution** |
| As per the learner’s specific example selected. | Suitable solution to be identified as per problem listed. |

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| UNIT STANDARD: 252025 Monitor, assess and manage risk |

**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. Give four (4) examples of different types of risks.

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| Market Risk: The risk that the value of your investment will decline as a result of market conditions. This type of risk is primarily associated with stocks. You might buy the stock of a promising or successful company only to have its market value fall with a generally falling stock market.  Interest Rate Risk: The risk caused by changes in the general level of interest rates in the marketplace. This type of risk is most apparent in the bond market because bonds are issued at specific interest rates.  Inflation or Purchasing Power Risk: The risk that the return on your investment will fail to outpace inflation. This type of risk is most closely associated with cash/stable value investments. Thus, although you may think a traditional bank savings account is relatively risk free, you actually could be losing purchasing power unless the interest rate on the account exceeds the current rate of inflation.  Some risks are unique to a specific investment — non-systematic risks.  Business Risk: This is the risk that issuers of an investment may run into financial difficulties and not be able to live up to market expectations. For example, a company’s profits may be hurt by a lawsuit, a change in management or some other event.  Credit Risk: For bonds, this is the risk that the issuer may default on periodic interest payments and/or the repayment of principal. For stocks, it is the risk that the company might reduce or eliminate dividend payments due to financial troubles. |

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

1. Explain the meaning of a contingency plan or strategy. Make use of an example to explain your answer.

|  |
| --- |
| As per the learner’s specific example selected for use within the answer provided. |

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

1. In your own words, explain the relationship between the OHS Act and risks management.

|  |
| --- |
| As per the learner’s specific example selected for use within the answer provided. |

**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 a common method which could be used to conduct a risks assessment with from the options provided below.

|  |  |  |  |
| --- | --- | --- | --- |
| Choice A | Choice B | Choice C | Choice D |
| Fax Reporting | Risk assessment evaluation | Risk cost-effectiveness | In-house meetings |
|  | X |  |  |

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

1. Identify the benefits of using the correct method to monitor risks in an organisation.

|  |  |  |  |
| --- | --- | --- | --- |
| Choice A | Choice B | Choice C | Choice D |
| Will yield a more accurate result | Risk assessment may be more effective | This will result in additional costs and is not necessary | There are no benefits from doing this |
| X | X |  |  |

|  |
| --- |
| UNIT STANDARD: 252035 Select and coach first line managers |

**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. In your own words, explain the differences between coaching and training.

|  |
| --- |
| As per the learner’s specific example selected for use within the answer provided. |

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

1. List 2 examples of situations where one will require effective negotiation and conflict handling techniques / skills in the workplace.

|  |
| --- |
| As per the learner’s specific example selected for use within the answer provided. |

**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 a popular and effective feedback technique from the options provided below.

|  |  |  |  |
| --- | --- | --- | --- |
| Choice A | Choice B | Choice C | Choice D |
| Quick feedback method | Salad feedback method | Burger feedback method | Slow feedback method |
|  |  | X |  |

1. **knowledge Assessment**

|  |
| --- |
| UNIT STANDARD: 252026 Apply a systems approach to decision making |

**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.

|  |
| --- |
| **Research activity – Workplace Project**  Instructions: Conduct research in your workplace to gather information and report on the following tasks. |

|  |
| --- |
| **US REFERENCE: SO 1 AC 1/ 2 SO 2 AC 2 SO 4 SO 2/3** |

1. Select an issue or problem affecting the functioning of your work unit (department) and then describe the following:

|  |
| --- |
| Describe the issue or problem affecting work unit: |
| Identify the process which was followed to identify the problem: |
| Describe the current impact of the issue / problem: |
| Describe the possible impact should the problem / issue not be rectified: |
| Describe possible solutions and make suggestions to rectify the problem / issue: |
| Identify the role-players who is involved to rectify the situation: |
| Identify what resources will be required to implement the remedial actions: |
| Identify the time that would be required to complete and implement the remedial actions: |

|  |
| --- |
| UNIT STANDARD: 252044 Apply the principles of knowledge management |

**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. Identify and explain the driving forces of the knowledge economy. Make use of examples to explain your answer.

|  |
| --- |
| The knowledge economy refers either to an economy of knowledge focused on the production and management of knowledge in the frame of [economic](http://en.wikipedia.org/wiki/Economy) constraints, or to a knowledge-based economy. |

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

1. Describe the following components of a system for institutionalising knowledge management:

|  |
| --- |
| Mechanisms: |
| Strategies: |
| Policies: |
| Structures: |

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

1. Explain the importance of knowledge management in managing the knowledge assets for achieving a competitive advantage in your organisation.

|  |
| --- |
| Knowledge is power and it allows the organisation and its stakeholders to make informed decisions based on accurate and up-to-date information. |

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

1. Explain the desired results from successful management of knowledge in a organisation.

|  |
| --- |
| To ensure ongoing / efficient and accurate knowledge resource acquisition and management which will ensure that up-to-date information is available when required. |

|  |
| --- |
| Analysis activity |

1. You are required to analyse the current practices of your department against the knowledge management policies and procedures of your organization. Make use of the template provided below to complete your analysis activity.

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

|  |  |  |
| --- | --- | --- |
| Knowledge management policies and procedures | Current practices | Desired practices |
| 1. Learner to identify the various knowledge management policies and procedures within the department. | Learner to identify the current practices in relation to the policies and procedures identified. | Learner to identify the desired practices if different. |

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

1. Make a comparison between your organisation’s knowledge management policies and procedures and that of another organisation. Describe the strengths and weaknesses of the two different systems.

|  |
| --- |
| Own organisation: |
| 1. Policy and procedure |
| Strengths: |
| Weaknesses: |
| Other organisation: |
| 1. Policy and procedure: |
| Strengths: |
| Weaknesses: |

|  |
| --- |
| **US REFERENCE: SO 2 AC 3/4** |

1. Write a report on your findings concluded from the analysis conducted between the differences, strengths and weaknesses of the two organisations and their individual systems in place. (You may record your findings below or may attach a completed report here.)

|  |
| --- |
|  |

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

1. Explain the role of the department manager in implementing the knowledge management plan. Make use of examples to explain your answer.

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

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

1. Describe the way in which you would implement an operational plan for your department. Make use of an example to explain your answer.

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

|  |
| --- |
| UNIT STANDARD: 252020 Create and manage an environment that promotes innovation |

**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 how the following features of the environment promotes innovation:

|  |
| --- |
| Openness:  Openness encourages staff to share and voice their individual their ideas. |
| Creative thinking:  Creative thinking promotes “out of the box” ideas and unconventional strategies to common problems. |
| Questioning:  Questioning promotes understanding by allowing for the opportunity of information sharing. |
| Encouragement of risk taking:  Risk taking allows for limitations to be exceeded through taking risks to extend own boundaries of achievements and capabilities. |
| Rewards for innovation:  Rewards for innovation motivates the individuals involved continuing such actions. |
| The culture of enquiring:  Questioning promotes understanding by allowing for the opportunity of information sharing. |
| Challenging the status quo:  This promotes “out of the box” ideas and unconventional strategies to common problems. |
| Learning from mistakes made:  Allows us to build experience based upon previous mistakes to strive towards perfection. |

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

|  |
| --- |
| **Activity**  **Instructions:** Analyse your own work (department) unit and identify how the below features can be incorporated into your daily activities to promote innovation. |

|  |  |
| --- | --- |
| **Features** | **How it can be incorporated into our activities** |
| Openness: | As per the learner’s specific organisational / department functions / policies and procedures. |
| Creative thinking: | As per the learner’s specific organisational / department functions / policies and procedures. |
| Questioning: | As per the learner’s specific organisational / department functions / policies and procedures. |
| Encouragement of risk taking: | As per the learner’s specific organisational / department functions / policies and procedures. |
| Rewards for innovation: | As per the learner’s specific organisational / department functions / policies and procedures. |
| The culture of enquiring: | As per the learner’s specific organisational / department functions / policies and procedures. |
| Challenging the status quo: | As per the learner’s specific organisational / department functions / policies and procedures. |
| Learning from mistakes made: | As per the learner’s specific organisational / department functions / policies and procedures. |

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

1. Identify innovation and creativity techniques which could be used as generally accepted and practiced. Make use of examples to explain your answer.

|  |
| --- |
| As per the learner’s example selected for use in the explanation provided. |

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

1. Explain the three techniques for used in promoting creativity. Make use of examples to explain your answer.

|  |
| --- |
| As per the learner’s example selected for use in the explanation provided. |

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

1. Explain the role of the unit manager in creating an environment conducive to innovation.

|  |
| --- |
| The unit manager is responsible for creating opportunities amongst staff which induces innovative thinking. |

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

1. Identify a current project, product and process which is produced / followed by your organisation and then suggest two (2) alternatives which would also suit your company’s objectives and goals:

|  |  |  |
| --- | --- | --- |
| Current | | |
| Project | Product | Process |
|  |  |  |
| Alternative | | |
| Project | Product | Process |
|  |  |  |
| Alternative | | |
| Project | Product | Process |
|  |  |  |

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

1. Which one of the above alternatives will suit your organisation best? Explain why?

|  |
| --- |
| As per the learner’s specific organisational / department functions / policies and procedures. |

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

1. Develop a concept in which the above alternative can be implemented.

|  |
| --- |
| As per the learner’s example selected for use in the explanation provided. |

|  |
| --- |
| UNIT STANDARD: 252034 Monitor and evaluate team members against performance standards |

**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 1/2** |

1. Identify the performance standards of your team in relation to your department’s goals, objectives and deliverables.

|  |  |  |
| --- | --- | --- |
| Goals | Objectives | Deliverables |
| e.g. Conduct 30 sales calls p/d | e.g. Contact and liaise with new clients | e.g. Complete daily call list |
| Performance standards of the team and the activities to be performed to achieve the above:  e.g. Make contact with new possible clients and take note of suitable leads for sales. Provide clients with up-to-date information on the latest products and services on offer. Complete calls within given time frames. Complete team meeting to discuss progress made and adjust/update the schedule for the following day’s calls to be made. | | |

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

1. Identify and discuss a variety of performance monitoring systems which could be utilized by your department.

|  |
| --- |
| Internal team performance reviews can be held by management to establish the effectiveness and efficiency of the team and it’d individual members against the performance requirements set. |

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

1. Identify the methods which could be used for giving constructive feedback that make provision for reporting positive and negative findings.

|  |
| --- |
| Conduct meetings where feedback sessions are held and the necessary issues discussed. |

|  |
| --- |
| UNIT STANDARD: 252025 Monitor, assess and manage risk |

**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 concept of risk with reference to accepted theory and practice. Make use of an example to explain your answer.

|  |
| --- |
| The concept of "risk" usually refers to the probability of loss of a valued resource.  For example, if I invest my money, what is risk (likelihood) that I will lose my money? We can refer to this "risk of loss" as R-. But "risk" is also about gain (R+).  Why do you gamble on the possibilities of life?  In order to "gain" possible positive outcomes. |

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

1. Identify and explain the factors that could constitute risks to your department / unit?

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

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

1. Explain the role that organisational policies and procedures play in relation to risk management.

|  |
| --- |
| To ensure that the appropriate precautionary measures are implemented to minimise potential risks and to maximise profits. |

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

1. Identify possible risks factors and scenarios for critical processes in your department / unit.

|  |  |  |
| --- | --- | --- |
| Critical process | Possible risks factors | Scenario 1 |
|  |  |  |
| Critical process | Possible risks factors | Scenario 2 |
|  |  |  |
| Critical process | Possible risks factors | Scenario 3 |
|  |  |  |

|  |
| --- |
| **US REFERENCE: SO 2 AC 3/4** |

1. Describe the possibility / likelihood of each of the above scenarios occurring in your department / unit as well as the impact that each one of these will have on the organisation.

|  |  |
| --- | --- |
| Scenario 1: | |
| Possibility / Likelihood of occurring | Impact |
|  |  |
| Scenario 2: | |
| Possibility / Likelihood of occurring | Impact |
|  |  |
| Scenario 3: | |
| Possibility / Likelihood of occurring | Impact |
|  |  |

|  |
| --- |
| UNIT STANDARD: 252035 Select and coach first line managers |

**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.

In this following section you are required to complete a Job Profile template to identify and establish the following factors pertaining to the first line management position:

* Purpose
* Duties and responsibilities
* Reporting structure
* Skills
* Authority
* Logistics

|  |
| --- |
| **Job Profile** |

Date: \_\_\_\_\_\_\_\_\_\_\_ Position: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. Job title:   *Job title to be recorded here.* | | | | | | |
| 1. Job purpose:   *The position’s purpose must be defined here.* | | | | | | |
| 1. Duties and responsibilities:   *The specific duties and responsibilities of the person fulfilling the position must be indicated here.* | | | | | | |
| 1. Skills:   *The specific skills required by the appropriate candidate in order to competently complete the duties and responsibilities must be recorded here* | | | | | | |
| 1. Authority:   *Tick selection made* | Supervisory | Strategies | | Finances | | Deliverables |
| 1. Autonomy:   *Tick selection made* | High | | Moderate | | Minimal | |
| 1. Reporting structure / procedure:   *Identify the specific reporting procedure and hierarchy here.* | | | | | | |
| 1. Logistics: | | | | | | |

Profile completed by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Profile approved by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

1. Analyse the above job profile which you have completed to identify the key performance areas for the first line management position.

|  |
| --- |
| The learner must accurately identify the key performance areas from the completed job profile. |

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

1. Make use of the job profile to describe the selection and weighting criteria for the key results areas of the first line management position.

|  |
| --- |
| The learner must accurately identify the key selection and weighting criteria which will be used in the first line management position. |

1. **observation Assessment**

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

|  |
| --- |
| UNIT STANDARD: 252026 Apply a systems approach to decision making |

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 AC 1** |

1. The purpose of the consultation is communicated to stakeholders with reference to the aspects of the issue/problem and solutions to be discussed.

|  |
| --- |
| Dates: |
| Observe the learner liaising with the stakeholders through method of meeting / informal discussion to obtain their commitment and participation within the purpose of the meeting and the key factors which must be addressed. |

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

1. The participation of stakeholders is obtained in analysing the unit's internal and external environment to identify factors relevant to the issue/problem.

|  |
| --- |
| Dates: |
| Observe the learner liaising with the stakeholders through method of meeting / informal discussion to obtain their commitment and participation within the purpose of the meeting and the key factors which must be addressed. |

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

1. The participation of team members is obtained in developing solutions to the issue/problem that would contribute towards the functioning of the unit and the broader system within which it operates.

|  |
| --- |
| Dates: |
| Observe the learner liaising with the staff through method of meeting / informal discussion to obtain their commitment and participation within the purpose of the meeting and the key factors which must be addressed. |

|  |
| --- |
| **US REFERENCE: SO 2 AC 5** |

1. The different ideas, values and perspectives of team members and stakeholders are recognised and respected in view of the value they add to the solution developed.

|  |
| --- |
| Dates: |
| Observe the learner acknowledging the various ideas, values and perspectives provided by the different staff. |
| Observe the learner making effective use of the various differences / variety provided by the staff. |

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

1. The inputs from stakeholders are analysed to identify feasible solutions to the issue/problem that would improve the functioning of the unit and the broader system within which it operates.

|  |
| --- |
| Dates: |
| Observe the learner identify, select and prioritise plausible solutions generated by the stakeholders for implementation purposes. |

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

1. The identified solutions are prioritised in terms of their potential outcomes on the various processes/sections in the unit, the wider entity and external stakeholders.

|  |
| --- |
| Dates: |
| Observe the learner identify, select and prioritise plausible solutions generated by the stakeholders for implementation purposes. |

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

|  |
| --- |
| 1. A solution(s) is selected that is most appropriate within a systems context taking into consideration interrelated issues that impact on the solution and areas that will be impacted upon by the implementation of the solution. |
| Dates: | | |
| Observe the learner identify, select and prioritise plausible solutions generated by the stakeholders for implementation purposes. | | |

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

1. The decision on addressing the issue/problem is formulated with reference to the impact of the decision on the unit and the broader system within which it operates.

|  |
| --- |
| Dates: |
| Observe the learner taking all the relevant factors into consideration to make an informed decision on a solution which will have the most positive impact. |

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

1. The decision is communicated to relevant team members in the unit and other stakeholders who will be involved in its implementation in a user-friendly format.

|  |
| --- |
| Dates: |
| Attach a product sample of the written communication sent out by the learner to inform all relevant parties of the decision made. |

|  |
| --- |
| UNIT STANDARD: 252044 Apply the principles of knowledge management |

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 3 AC 2** |

1. An operational plan is developed for managing knowledge in a unit in relation to the policies and procedures of an entity. The operational plan must include and address the required activities, role players, time-scale, measurements, costs, benefits and potential risks.

|  |
| --- |
| Dates: |
| Attach a product sample of the operational plan as developed by the learner. |

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

1. The operational plan is promoted within a unit and an entity in order to encourage commitment.

|  |
| --- |
| Dates: |
| Observe the learner conducting meeting and liaising with relevant stakeholders to promote the operational plan and to encourage commitment from them.  *Minutes of the meeting held with the stakeholders may also be attached here as additional evidence.* |

|  |
| --- |
| UNIT STANDARD: 252020 Create and manage an environment that promotes innovation |

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 2** |

1. Analyse own unit in relation to the features of an environment conducive to innovation.

|  |
| --- |
| Dates: |
| Observe the learner evaluate / analyse their own unit / department against the criteria conducive to innovation specific to their organisation. |

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

1. The findings of the analysis are interpreted to determine whether the current environment promotes innovation.

|  |
| --- |
| Dates: |
| **Product sample:** Attach a report generated by the learner to indicate their unit’s findings to determine whether their environment promotes innovation and which areas could be improved on. |

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

1. Areas for improvement are identified on the basis of the analysis conducted.

|  |
| --- |
| Dates: |
| **Product sample:** Attach a report generated by the learner to indicate their unit’s findings to determine whether their environment promotes innovation and which areas could be improved on. |

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

1. Develop a plan for creating an environment conducive to innovation in your organisation.

The plan must address the following factors:

Activities, techniques, approaches, processes, role players, reward systems, measurement, potential risks and benefits, required resources, and skills development of the unit manager and team members participating in the plan.

|  |
| --- |
| Dates: |
| Refer to activity completed in the Learner manual - Reference: SO 3 AC 2/3. |

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

1. The plan is promoted within the unit in order to encourage commitment.

|  |
| --- |
| Dates: |
| Observe the learner have a meeting with the relevant staff to inform them of the plan and to discuss the implementation of it. Observe the learner achieving commitment from the staff involved in the plan to ensure for its success. |

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

1. Techniques for promoting innovation and creativity are applied to generate ideas for a new or improved process, project or product.

|  |
| --- |
| Dates: |
| Observe the learner have a meeting with the relevant staff to inform them of the plan and to discuss the implementation of it. Observe the learner achieving commitment from the staff involved in the plan to ensure for its success. |

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

1. The concept is recorded and communicated for implementation.

|  |
| --- |
| Dates: |
| Attach a product sample of the information as recorded and communicated by the learner. |

|  |
| --- |
| UNIT STANDARD: 252034 Monitor and evaluate team members against performance standards |

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 3** |

1. Feedback from team members is incorporated into the performance standards to promote the buy-in of team members in a unit.

|  |
| --- |
| Dates: |
| Observe the learner seeking for and obtaining feedback from other team members regarding the current / future performance standards of the team / department. Observe the learner through discussions held with the team members, achieve consensus and agreement towards what these standards should be to ensure for optimum performance.. |

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

1. Performance standards are recorded and documented according to the entity's policies and procedures.

|  |
| --- |
| Dates: |
| Attach a product sample of the recorded / documented performance standards. |

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

1. The performance monitoring system selected is in line with the entity's policies and procedures for performance assessment.

|  |
| --- |
| Dates: |
| Observe the learner identifying, selecting and preparing the appropriate performance monitoring system to be used to effectively complete the evaluation in line with the policies and procedures of the organisation. |

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

1. The performance monitoring system is communicated to team members to promote buy-in.

|  |
| --- |
| Dates: |
| Attach a product sample of the communication sent to the team members by the learner. |

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

1. The system for monitoring performance against standards is set up in accordance with the entity's policy and procedures.

|  |
| --- |
| Dates: |
| Observe the learner identifying, selecting and preparing the appropriate performance monitoring system to be used to effectively complete the evaluation in line with the policies and procedures of the organisation. |

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

1. The arrangements for the performance review are agreed with team member, including the time, place and nature of the review.

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| Dates: |
| Observe the liaising with the staff to complete the arrangements for the performance evaluation sessions. |

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

1. Preliminary assessment of performance against the agreed standards is conducted using monitoring systems.

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| Dates: |
| Attach a product sample of the preliminary assessment conducted. |

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

1. Information gathered during the preliminary assessment is documented to be available for future reference.

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| Dates: |
| Attach a product sample of the information gathered. |

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| **US REFERENCE: SO 3 AC 5** |

1. Documents to be used during the review are prepared in accordance with the entity's policies and procedures.

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| Dates: |
| Observe the learner gathering and preparing the correct types / quantity of documents needed for the review. |

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

1. The review is conducted in accordance with the arrangements previously agreed with the team member.

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| Dates: |
| Observe the learner conducting the review as per the previous arrangements / criteria as stipulated by the learner during the preparation meeting. |

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

1. Feedback provided to the team member is relevant and fair and communicated in a constructive and supportive manner.

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| Dates: |
| Attach a product sample of the feedback provided. |

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

1. Findings on positive and negative aspects of the member's performance are recorded accurately, fairly and honestly for report back and follow-up.

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

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

1. An action plan to address performance gaps and build on positive performance is agreed upon with the employee.

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| Dates: |
| Observe the learner discussing the action plan needed to bridge the performance gaps identified. |

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

1. Agreed actions are documented and signed by both parties.

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| Dates: |
| Attach a product sample of the agreed actions as documented. |

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| UNIT STANDARD: 252025 Monitor, assess and manage risk |

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 AC 5** |

1. Priorities resulting from the impact analysis are determined and documented for implementation in the event of the risk materialising.

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

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

1. Contingency plans are developed and documented in accordance with the entity's policies and procedures.

|  |
| --- |
| Dates: |
| Attach a product sample of the contingency plans as generated by the learner. |

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

1. Contingency plans are communicated to relevant stakeholders in accordance with the entity's risk management procedures.

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| --- |
| Dates: |
| Observe the learner conducting a meeting or distributing communications on the relevant contingency plan proposed. |

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

1. Contingency plans are distributed and stored in accordance with the entity's risk management procedures.

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| Dates: |
| Observe the learner conducting a meeting or distributing communications on the relevant contingency plan proposed. Observe the learner storing and distributing such plans in accordance with organisational policies and procedures. |

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

1. Contingency plans are tested in accordance with the entity's risk management procedures.

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| Dates: |
| Observe the learner trying and testing the contingency plan prior to implementation. |

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

1. Recommendations on improvements to the contingency plans are documented in relation to the findings of the testing.

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| Dates: |
| Observe the learner obtaining feedback from relevant staff / stakeholders for possible improvements which could be made to the current contingency plan. |

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

1. Contingency plans are revised to incorporate recommendations from the testing in accordance with the entity's policies and procedures.

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| Dates: |
| Attach a product sample of the revised contingency plan containing the requested / suggested changes required. |

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| UNIT STANDARD: 252035 Select and coach first line managers |

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 1 AC 3** |

1. Liaison with the recruitment function of the entity is undertaken to ensure understanding of the requirements of the position.

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| Dates: |
| Observe the learner effectively communicating with the HR department and relevant stakeholders to accurately identify the specifications of the position to be filled. |

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

1. Interviewing, desk checking and/or other techniques are used to arrive at a short list of the candidates who applied for the position.

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| --- |
| Dates: |
| Attach a product sample of the interview sheet completed by the learner. Attach a product sample of the short list as generated by the learner. |

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

1. Decisions are taken and offers made to the selected manager in accordance with organisational policies and procedures.

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| --- |
| Dates: |
| Observe the learner effectively implementing organisational policies and procedures within the suggestions made to the first line manager regarding tasks at hand. |

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

1. A coaching plan and schedule is drawn up according to identified priorities in a unit.

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| Dates: |
| Attach a product sample of a coaching plan / schedule. |

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

1. Records of expected performance against the manager's Key Results Areas are prepared to serve as a basis for discussions with the selected manager.

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| Dates: |
| Attach a product sample of the records kept / maintained by the learner. |

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

1. A system is implemented for recording the decisions, commitments made and other relevant information from the discussions.

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| Dates: |
| Observe the learner effectively implementing the suggested system in line with the decisions made by the stakeholders regarding implementation thereof. Observe the learner completing the recordings of the decisions made and getting the stakeholders to sign off what was agreed upon. Attach a product sample. |

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

1. The purpose, content and schedule of the coaching process are explained to the selected manager in order to reach agreement on the coaching process.

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| --- |
| Dates: |
| Observe the learner conducting a meeting with the first line manager to explain and clarify the following:   * Purpose of the coaching session * The content of what will be addressed during the coaching session. * The schedule which will be followed during the coaching session. |

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

1. During the coaching sessions the selected manager's performance is discussed against the Key Result Areas and recorded for future reference.

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| Dates: |
| Attach a product sample of the recordings made by the learner during the coaching session. |

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

1. Identified gaps and actions to close them are agreed upon and recorded in the coaching action plan.

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| --- |
| Dates: |
| Attach a product sample of the recordings made by the learner during the coaching session. |

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

1. Feedback given to the manager is honest, constructive and supportive.

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| Dates: |
| Observe the learner providing the manager with clear / supportive / constructive and positive feedback after the coaching session has been completed. |

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

1. Actions agreed to at a coaching session are monitored at the times agreed to during the coaching session.

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| --- |
| Dates: |
| Observe the learner effectively monitoring the manager’s actions based on the recommendations made to determine whether the manager is implementing the suggested changes. |

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| **US REFERENCE: SO** |

1. Positive feedback is given to the selected manager for accomplishments against the coaching action plan.

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| Dates: |
| Observe the learner providing the manager with clear / supportive / constructive and positive feedback after the coaching session has been completed. |

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| **US REFERENCE: SO** |

1. Corrective actions agreed upon are recorded in areas where requirements in the coaching action plan have not been met.

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| --- |
| Dates: |
| Attach a product sample of the recordings made by the learner after the coaching session. |

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| **US REFERENCE: SO** |

1. Follow up action taken on the basis of the manager's response to the coaching is in line with organisational policies and procedures.

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| Dates: |
| Observe the learner checking for and ensuring that the manager’s actions are in line with organisational policies and procedures. |

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| **US REFERENCE: SO** |

1. Line managers are encouraged to use the coaching process with people reporting to them after explaining and agreeing a system with them.

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| Dates: |
| Observe the learner encouraging and motivating the line management to make use of the coaching process to bridge the skills gaps. |

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: |
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| 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 | | | | |
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|  | | | | |
| **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: |

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| --- | --- |
| **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 |

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| --- |
| **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 |

|  |  |  |
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| **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 |

|  |  |  |  |  |  |  |  |  |
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| 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 |