|  |
| --- |
| Assessment Guide |
| ***Module 4***  **NATIONAL Certificate:**  **GENERIC MANAGEMENT**  **59201**  **GENERIC MANAGEMENT**  **(LP60269)**  **Skills Program 4-Unit Management** |

**Module Credit Total: 52**

**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.

**Document Index**

|  |  |
| --- | --- |
| **Content Description** | **Page** |
| **Index and Welcome**  (Introduction and Index.) | 1 |
| **Memorandum of Assessment**  (Assessment Memorandum.) | 3 |
| **Assessment Plan and Appeals Form**  (For reference purposes only. This form does not need to be completed here.) | 4 |
| **Pre-Assessment Checklist**  (For reference purposes only. This form does not need to be completed here.) | 7 |
| **Assessment Strategy and Process**  (Demonstrates the assessment strategy and process to be followed) | 10 |
| **Assessment Evidence Grid**  (Contains the evidence grid and references where the evidence can be found) | 12 |
| 1. **Summative Assessment: Knowledge Questionnaire**   (Model answer sheet for the summative assessment questionnaire.) | 32 |
| 1. **Summative Assessment: Observational Assessment**   (Observational evidence and performance criteria guide) | 45 |
| 1. **Personal Narrative**   (Personal reflexive questionnaire criteria guide) | 57 |
| 1. **Witness Testimonial**   (Witness testimonial evidence guide) | 59 |
| 1. **Logbook**   (Logbook activity record guide) | 61 |
| **Feedback / Assessment Judgement / Report / Evaluation**  (For reference purposes only. This form does not need to be completed here.) | 63 |

|  |  |  |  |
| --- | --- | --- | --- |
| **SAQA** | **Unit Standard Title** | **Level** | **Credits** |
| 252022 | Develop, implement and evaluate a project plan | 5 | 8 |
| 252040 | Manage the finances of a unit | 5 | 8 |
| 114212 | Explain the impact of organisational wellness on a business environment and indicate a strategy for a business unit | 4 | 3 |
| 12140 | Recruit and select candidates to fill defined positions | 5 | 9 |
| 252033 | Demonstrate ways of dealing with the effects of dread diseases and in particular HIV/AIDS | 5 | 8 |
| 114226 | Interpret and manage conflicts within the workplace | 5 | 8 |
| 15230 | Monitor team members and measure effectiveness of performance | 5 | 4 |
| 15224 | Empower team members through recognising strengths | 5 | 4 |

**Module 4: Unit Standard Cluster Information**

|  |
| --- |
| **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** |  |
| 252022 | Develop, implement and evaluate a project plan | 5 | 8 |  |
| 252040 | Manage the finances of a unit | 5 | 8 |  |
| 114212 | Explain the impact of organisational wellness on a business environment and indicate a strategy for a business unit | 4 | 3 |  |
| 12140 | Recruit and select candidates to fill defined positions | 5 | 9 |  |
| 252033 | Demonstrate ways of dealing with the effects of dread diseases and in particular HIV/AIDS | 5 | 8 |  |
| 114226 | Interpret and manage conflicts within the workplace | 5 | 8 |  |
| 15230 | Monitor team members and measure effectiveness of performance | 5 | 4 |  |
| 15224 | Empower team members through recognising strengths | 5 | 4 |  |

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

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

**People to be involved with assessment**

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

**Next steps for learning**

|  |
| --- |
|  |
|  |
|  |

**Resources required for this assessment**

|  |
| --- |
|  |
|  |

**Guidelines to the learner:**

|  |
| --- |
|  |
|  |

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

Learner’s signature: Date:

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

Assessor’s signature: Date:

|  |  |
| --- | --- |
| |  | | --- | | **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. |

|  |
| --- |
| **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:

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

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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. | | | |

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

|  |
| --- |
| **Evidence Grid** |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module** | | Module 4 | Unit Standards | 252022 | 252040 | | 114212 | | 252033 | | 114226 | | | 15230 | |
| **Total Notional Hours** | | Notional Hours | Credits | 8 | 8 | | 3 | | 8 | | 8 | | | 4 | |
|  | | | | | | | | | | | | | | | |
| **Unit Standard Name** | | Develop, implement and evaluate a project plan | SAQA ID | | | 252022 | | NQF Level | | | | 5 | Credits | | 8 |
| **Specific Outcome 1:** | | Select a work-based project for a unit. | | | | | | | | | | | | | |
| **SO1** | **Assessment Criteria** | | | | | | | | | **Evidence Guide** | | | | | |
| AC1 | Project alternatives are considered in relation to their viability in achieving unit objectives. | | | | | | | | | SA –Observational Assessment | | | | | |
| AC2 | The decision on the preferred alternative is motivated in terms of viability, cost and results. | | | | | | | | | SA –Observational Assessment | | | | | |
| **Specific Outcome 2:** | | Scope a work-based project for a unit. | | | | | | | | | | | | | |
| **SO2** | **Assessment Criteria** | | | | | | | | | **Evidence Guide** | | | | | |
| AC1 | The scope of work and deliverables are defined in relation to the unit objectives. | | | | | | | | | SA –Observational Assessment | | | | | |
| AC2 | The principal work activities are determined that will be required to achieve the unit objectives. | | | | | | | | | SA –Observational Assessment | | | | | |
| AC3 | The potential risks are identified and analysed in relation to the likelihood of risks materialising. | | | | | | | | | SA – Knowledge Assessment | | | | | |
| AC4 | Change processes that are essential to project success are described in terms of their contribution to the project results. | | | | | | | | | SA – Knowledge Assessment | | | | | |
| **Specific Outcome 3:** | | Develop a project plan. | | | | | | | | | | | | | |
| **SO3** | **Assessment Criteria** | | | | | | | | | **Evidence Guide** | | | | | |
| AC1 | The overall objectives of the plan are described with reference to the achievement of unit objectives. | | | | | | | | | SA – Knowledge Assessment | | | | | |
| AC2 | The sponsor, project team and other stakeholders are described with their contributions to the project. | | | | | | | | | SA – Knowledge Assessment | | | | | |
| AC3 | A work breakdown structure (WBS) is developed to describe the main activities of the project and the interrelationship between them. | | | | | | | | | SA –Observational Assessment | | | | | |
| AC4 | The project activities, required performance levels and quality criteria are stipulated and communicated to team members and other stakeholders to promote quality and effectiveness. | | | | | | | | | SA –Observational Assessment | | | | | |
| AC5 | The project plan is checked for accuracy, completeness and compliance to internal and external requirements. | | | | | | | | | SA –Observational Assessment | | | | | |
| **Specific Outcome 4:** | | Develop tools to measure key performance parameters. | | | | | | | | | | | | | |
| **SO4** | **Assessment Criteria** | | | | | | | | | **Evidence Guide** | | | | | |
| AC1 | A gantt chart is developed for managing and evaluating the time dimension. | | | | | | | | | SA –Observational Assessment | | | | | |
| AC2 | A budget is developed for managing and evaluating the cost dimension. | | | | | | | | | SA –Observational Assessment | | | | | |
| AC3 | Quality parameters are developed for managing and evaluating quality. | | | | | | | | | SA –Observational Assessment | | | | | |
| AC4 | The measurement tools are communicated to team members to promote a common understanding of requirements. | | | | | | | | | SA –Observational Assessment | | | | | |
| **Specific Outcome 5:** | | Implement the plan and evaluate project progress. | | | | | | | | | | | | | |
| **SO5** | **Assessment Criteria** | | | | | | | | | **Evidence Guide** | | | | | |
| AC1 | Project implementation is monitored and evaluated against the plan, the stipulated performance criteria and quality requirements. | | | | | | | | | SA –Observational Assessment | | | | | |
| AC2 | Project results are monitored to establish progress and effectiveness. | | | | | | | | | SA –Observational Assessment | | | | | |
| AC3 | Deviations from the project plan are identified and analysed in order to take corrective action. | | | | | | | | | SA –Observational Assessment | | | | | |
| AC4 | Corrective actions are implemented to ensure the achievement of project objectives. | | | | | | | | | SA –Observational Assessment | | | | | |
| AC5 | Results are evaluated against the scope and objectives of the project. | | | | | | | | | SA –Observational Assessment | | | | | |

|  |  |  |
| --- | --- | --- |
| **Essential Embedded Knowledge** | | **Covered** |
| 1. | Methods and techniques for the planning and implementation of projects. | FA – Formative Assessment |
| 2. | Budgeting. | FA – Formative Assessment |
| 3. | Delegation of authority, responsibility and accountability. | FA – Formative Assessment |

|  |  |  |
| --- | --- | --- |
| **Critical Cross-field Outcomes (CCFO)** | | **Covered** |
| 1. | Identify and solve problems in considering project alternatives and selecting the preferred option. | PA - Personal Narrative  WT - Witness Testimonial  SA – Summative Assessment |
| 2. | Work effectively with others when managing the implementation of a project plan. | PA - Personal Narrative  WT - Witness Testimonial  SA – Summative Assessment |
| 3. | Organise and manage oneself and one's activities in managing the members of the project team. | PA - Personal Narrative  WT - Witness Testimonial  SA – Summative Assessment |
| 4. | Collect, evaluate, organise and critically evaluate information to develop a clear and workable project plan. | PA - Personal Narrative  WT - Witness Testimonial  SA – Summative Assessment |
| 5. | Communicate effectively with individuals and teams when delegating tasks and responsibilities. | PA - Personal Narrative  WT - Witness Testimonial  SA – Summative Assessment |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit Standard Name** | | Manage the finances of a unit | SAQA ID | 252040 | NQF Level | | 5 | Credits | 8 |
| **Specific Outcome 1:** | | Demonstrating an understanding of the key concepts of managerial finance. | | | | | | | |
| **SO1** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | The accounting cycle is explained by means of a diagram. | | | | | SA – Knowledge Assessment | | | |
| AC2 | The role of budgeting and forecasting in the strategic planning process is explained with reference to the manager's specific organisational context. | | | | | SA – Knowledge Assessment | | | |
| AC3 | The accounting conventions applied in the financial management of a unit are explained with examples.  (The accounting conventions include consistency, going concern, prudence, realisation, disclosure, objectivity and matching. | | | | | SA – Knowledge Assessment | | | |
| AC4 | The financial reports published by the manager's entity are explained with examples.  (The financial reports include audit reports, income statement, cash flow statement and balance sheet.) | | | | | SA – Knowledge Assessment | | | |
| **Specific Outcome 2:** | | Interpret financial statements. | | | | | | | |
| **SO2** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | Financial statements are analysed, using data sources identified and evaluated for authenticity and accuracy. | | | | | SA –Observational Assessment | | | |
| AC2 | The ratios are applied to measure the profitability and liquidity of an entity. | | | | | SA –Observational Assessment | | | |
| AC3 | The ratios are applied to measure the working capital and asset utilisation of an entity. | | | | | SA –Observational Assessment | | | |
| AC4 | The ratios are applied to measure the return of an entity.  (Return ratios include, return on equity, return on investment and debt ratio.) | | | | | SA –Observational Assessment | | | |
| AC5 | Recommendations are made regarding the profitability of, liquidity, working capital, return and resource utilisation by the entity using the results obtained from the application of the ratios. | | | | | SA –Observational Assessment | | | |
| **Specific Outcome 3:** | | Describe and prepare financial forecasts. | | | | | | | |
| **SO3** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | The types and formats of financial forecasts are identified with examples. | | | | | SA – Knowledge Assessment | | | |
| AC2 | Sources of financial forecasts are identified as per the entity's standard practice. | | | | | SA – Knowledge Assessment | | | |
| AC3 | Factors in preparing financial forecasts are outlined in line with entity's standard operating procedures. | | | | | SA – Knowledge Assessment | | | |
| AC4 | Relevant factors are incorporated in the preparation of financial forecasts. | | | | | SA –Observational Assessment | | | |
| AC5 | Financial forecasts are analysed to determine viability against the entity's requirements. | | | | | SA –Observational Assessment | | | |
| **Specific Outcome 4:** | | Draft budgets according to the operational plan of the unit. | | | | | | | |
| **SO4** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | Budget plans are linked to operational objectives. | | | | | SA –Observational Assessment | | | |
| AC2 | Operational objectives are established in line with the unit's strategic plan. | | | | | SA –Observational Assessment | | | |
| AC3 | The budget is formulated according to standard operating procedures. | | | | | SA –Observational Assessment | | | |
| AC4 | Drafted budget is reviewed, reflected on and modified to ensure alignment to the operational plan of the unit. | | | | | SA –Observational Assessment | | | |
| **Specific Outcome 5:** | | Supervise financial management of a unit against given requirements. | | | | | | | |
| **SO5** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | Monitoring systems are agreed and adhered to, according to standard operating procedures. | | | | | SA –Observational Assessment | | | |
| AC2 | Expenditure reports are monitored for the year for each team within the unit against given criteria. | | | | | SA –Observational Assessment | | | |
| AC3 | Corrective actions are implemented where necessary in accordance with the entity's policies and procedures. | | | | | SA –Observational Assessment | | | |

|  |  |  |
| --- | --- | --- |
| **Essential Embedded Knowledge** | | **Covered** |
| 1. | Understand the difference between finance and accounting | FA – Formative Assessment |
| 2. | Understanding financial relationships. | FA – Formative Assessment |
| 3. | Understanding of trends and ratios. | FA – Formative Assessment |
| 4 | Understanding how to analyse past performance, recognise opportunities and plan for the future. | FA – Formative Assessment |
| 5. | Financial performance measurement techniques. | FA – Formative Assessment |

|  |  |  |
| --- | --- | --- |
| **Critical Cross-field Outcomes (CCFO)** | | **Covered** |
| 1. | Identify and solve problems through making recommendations to address discrepancies. | PA - Personal Narrative  WT - Witness Testimonial  SA – Summative Assessment |
| 2. | Work effectively with others when gathering information for financial ratio analysis. | PA - Personal Narrative  WT - Witness Testimonial  SA – Summative Assessment |
| 3. | Organise and manage oneself and one`s activities when calculating ratios and reporting findings. | PA - Personal Narrative  WT - Witness Testimonial  SA – Summative Assessment |
| 4. | Collect, evaluate, organise and critically evaluate information when monitoring expenditure against budget. | PA - Personal Narrative  WT - Witness Testimonial  SA – Summative Assessment |
| 5. | Communicate effectively with stakeholders in written reports. | PA - Personal Narrative  WT - Witness Testimonial  SA – Summative Assessment |
| 6. | Use science and technology formulating a capital budget. | PA - Personal Narrative  WT - Witness Testimonial  SA – Summative Assessment |
| 7. | Demonstrate an understanding of the world as a set of related systems showing how the results of the unit impact on the whole entity. | PA - Personal Narrative  WT - Witness Testimonial  SA – Summative Assessment |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit Standard Name** | | Explain the impact of organisational wellness on a business environment and indicate a strategy for a business | SAQA ID | 114212 | NQF Level | | 4 | Credits | 3 |
| **Specific Outcome 1:** | | Explain the factors that impact on wellness in a business environment. | | | | | | | |
| **SO1** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | The factors that can impact on wellness in a business environment are named and an indication is given of how at least five of the factors impact positively or negatively on an organisation. | | | | | SA – Knowledge Assessment | | | |
| AC2 | The contribution of norms and values to the wellness of an organisation are discussed with examples from a selected organisation. | | | | | SA – Knowledge Assessment | | | |
| AC3 | The contribution of organisational support to the wellness of an organisation is discussed with reference to resources, conflict resolution, communication systems in an organisation, rewards and recognition and training. | | | | | SA – Knowledge Assessment | | | |
| AC4 | The impact of a lack of peer support on organisational wellness is explained with examples. | | | | | SA – Knowledge Assessment | | | |
| AC5 | The concept of company climate is explained with reference to sense of community, positive outlook and shared vision. | | | | | SA – Knowledge Assessment | | | |
| **Specific Outcome 2:** | | Research the corporate culture in a specific business unit or small organisation. | | | | | | | |
| **SO2** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | The factors to be included in a corporate wellness culture survey are identified to determine the impact of organisational wellness on a business unit. | | | | | SA – Knowledge Assessment | | | |
| AC2 | A questionnaire is designed or adapted to measure the wellness culture in a specific organisation. | | | | | SA –Observational Assessment | | | |
| AC3 | Information relating to corporate wellness is analysed and interpreted and a written report is produced with reference to values and norms, organisational support, peer support and climate. | | | | | SA –Observational Assessment | | | |
| AC4 | Recommendations are made to improve organisational wellness in a specific organisation. | | | | | SA –Observational Assessment | | | |
| **Specific Outcome 3:** | | Explain the benefits of wellness on an organisation. | | | | | | | |
| **SO3** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | Direct benefits of improved organisational wellness are explained with examples. | | | | | SA –Observational Assessment | | | |
| AC2 | Indirect benefits of organisational wellness are explained with examples. | | | | | SA –Observational Assessment | | | |
| AC3 | The risks to an organisation that is not committed to organisational wellness are discussed with examples. | | | | | SA –Observational Assessment | | | |
| AC4 | The consequences of not implementing wellness interventions are indicated with examples. | | | | | SA –Observational Assessment | | | |
| **Specific Outcome 4:** | | Develop a strategy to improve organisational wellness in a business unit or small organisation. | | | | | | | |
| **SO4** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | The key issues to be addressed in a wellness strategy are identified and substantiated based on research. | | | | | SA – Knowledge Assessment | | | |
| AC2 | One issue is selected and a strategy is developed to implement change in the business unit with reference to communication, implementation, reward and evaluation. | | | | | SA –Observational Assessment | | | |

|  |  |  |
| --- | --- | --- |
| **Essential Embedded Knowledge** | | **Covered** |
| 1. | Business wellness factors Corporate culture Benefits for ensuring for corporate wellness | FA – Formative Assessment |

|  |  |  |
| --- | --- | --- |
| **Critical Cross-field Outcomes (CCFO)** | | **Covered** |
| 1. | UNIT STANDARD CCFO IDENTIFYING  The learner is able to identify and solve problems by assessing a situation, and developing a plan to improve organisational wellness in a business unit.  UNIT STANDARD CCFO COLLECTING  The learner is able to collect, organise and evaluate information in researching the corporate wellness culture of a business unit.  UNIT STANDARD CCFO COMMUNICATING  A learner is able to communicate effectively in discussing factors that impact on corporate wellness and the benefits of a wellness programme.  UNIT STANDARD CCFO SCIENCE  A learner is able to act as a responsible citizen in the organisation by creating a culture of corporate wellness in a business unit.  UNIT STANDARD CCFO DEMONSTRATING  A learner is able to demonstrate cultural sensitivity in identifying wellness issues in an organisation.  UNIT STANDARD CCFO CONTRIBUTING  The learner is able to see the world as a set of related systems in explaining the impact of peer support | PA - Personal Narrative  WT - Witness Testimonial  SA – Summative Assessment |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit Standard Name** | | Recruit and select candidates to fill defined positions | SAQA ID | 12140 | NQF Level | | 5 | Credits | 9 |
| **Specific Outcome 1:** | | Plan and prepare for recruitment and selection. | | | | | | | |
| **SO1** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | Information is obtained on the position that is relevant and complete. RANGE  The information can include, but is not limited to, job description, job specification, job profile or job order. | | | | | SA –Observational Assessment | | | |
| AC2 | The information can include, but is not limited to, job description, job specification, job profile or job order. | | | | | SA –Observational Assessment | | | |
| AC3 | A selection procedure is selected or designed and is ensured to be appropriate for the specific position and in line with organisational and legal requirements. | | | | | SA –Observational Assessment | | | |
| AC4 | Resources and methods needed for recruitment and selection are identified and budgets prepared and managed. The resources are available, within budget and fit for purpose. RANGE  Recruitment methods can include the printed or electronic media, networking or executive search. | | | | | SA –Observational Assessment | | | |
| AC5 | Selection criteria and control procedures are developed in line with organisational and legal requirements, and avoid partiality or bias. | | | | | SA –Observational Assessment | | | |
| AC6 | A plan is developed that ensures effective and efficient recruitment and selection. | | | | | SA –Observational Assessment | | | |
| **Specific Outcome 2:** | | Recruit applicants. | | | | | | | |
| **SO2** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | Recruitment is conducted in accordance with the plan and in such a way as to have the potential to elicit the desired response from the target market. | | | | | SA –Observational Assessment | | | |
| AC2 | Responses are dealt with in accordance to planned control procedures. | | | | | SA –Observational Assessment | | | |
| AC3 | The initial screening determines if applicants meet the critical job specifications and requirements to expedite the departure of unsuitable applicants. | | | | | SA –Observational Assessment | | | |
| AC4 | Implementation of corrective action following the evaluation of the initial recruitment plan, if the initial screening does not elicit desired responses. | | | | | SA –Observational Assessment | | | |
| AC5 | A list of potential candidates is prepared to facilitate selection. | | | | | SA –Observational Assessment | | | |
| AC6 | An applicant database is managed in accordance with legislation and organisational requirements. | | | | | SA –Observational Assessment | | | |
| AC7 | Unplanned events are dealt with in accordance with the circumstances and contingency plans are initiated. | | | | | SA –Observational Assessment | | | |
| **Specific Outcome 3:** | | Select staff. | | | | | | | |
| **SO3** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | Backgrounds and qualifications are validated using appropriate verification methods according to the plan. | | | | | SA –Observational Assessment | | | |
| AC2 | Candidates are assessed against the requirements of the defined position. | | | | | SA –Observational Assessment | | | |
| AC3 | Candidates are interviewed using best practice techniques appropriate to the defined position. | | | | | SA –Observational Assessment | | | |
| AC4 | A shortlist is drawn up to reflect the results of the assessment of candidates. The shortlist can be justified in terms of the match between candidate profile and job requirements. | | | | | SA –Observational Assessment | | | |
| AC5 | Selections are made in accordance with planned strategy and can be justified in terms of best match between candidate profile and job and organisation requirements and meeting legislative requirements. | | | | | SA –Observational Assessment | | | |
| AC6 | Feedback is relevant to the enquiry and the job requirements, and is given to both successful and unsuccessful candidates tactfully according to the planned time framework and legal requirements. | | | | | SA –Observational Assessment | | | |
| AC7 | Records are documented to facilitate further processing and reflect agreements reached and successful candidate details accurately. Records are authorised and forwarded to designated personnel. | | | | | SA –Observational Assessment | | | |
| AC8 | Unplanned events are dealt with in accordance with the circumstances, and contingency plans are initiated. | | | | | SA –Observational Assessment | | | |

|  |  |  |
| --- | --- | --- |
| **Essential Embedded Knowledge** | | **Covered** |
| 1. | knowledge on relevant legislation  knowledge relevant to the position and industry sector. | FA – Formative Assessment |

|  |  |  |
| --- | --- | --- |
| **Critical Cross-field Outcomes (CCFO)** | | **Covered** |
| 1. | UNIT STANDARD CCFO IDENTIFYING  1. Identify and solve problems by using critical and creative thinking by, e.g.,  dealing with unplanned events according to assessment criterion  UNIT STANDARD CCFO WORKING  Work effectively with others by e.g.,  recruiting candidates.  UNIT STANDARD CCFO ORGANISING  Organise and manage oneself and one`s activities by, e.g.  planning recruitment and selection.  UNIT STANDARD CCFO COLLECTING  Collect, analyse, organise and critically evaluate information by, e.g.,  preparing for recruitment and selection according to the assessment criteria of specific outcome 1. | PA - Personal Narrative  WT - Witness Testimonial  SA – Summative Assessment |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit Standard Name** | | Demonstrate ways of dealing with the effects of dread diseases and in particular HIV/AIDS | SAQA ID | 252033 | NQF Level | | 5 | Credits | 8 |
| **Specific Outcome 1:** | | Identify dread diseases and their impact on the unit. | | | | | | | |
| **SO1** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | The definition and scope of dread diseases are described with examples. | | | | | SA – Knowledge Assessment | | | |
| AC2 | The nature and transmission of at least three dread diseases are described that are prevalent to the work context. | | | | | SA – Knowledge Assessment | | | |
| AC3 | Prevailing assumptions, fears and prejudices are identified with examples. | | | | | SA – Knowledge Assessment | | | |
| **Specific Outcome 2:** | | Promote a non-discriminatory work environment and practices in relation to dread diseases. | | | | | | | |
| **SO2** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | Relevant elements of national legislation and organisational policies relating to dread diseases are identified in terms of their impact on the unit. | | | | | SA – Knowledge Assessment | | | |
| AC2 | Issues of personal privacy and confidentiality relating to dread diseases are described with examples. | | | | | SA – Knowledge Assessment | | | |
| AC3 | Types of unfair discrimination relating to dread diseases are describe with examples. | | | | | SA – Knowledge Assessment | | | |
| AC4 | Measures for countering discrimination in the workplace are communicated in the unit. | | | | | SA –Observational Assessment | | | |
| **Specific Outcome 3:** | | Describe ways of dealing with the effects of dread diseases in a unit. | | | | | | | |
| **SO3** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | The potential impact of dread diseases on the unit is assessed in relation to the performance of the unit. | | | | | SA – Knowledge Assessment | | | |
| AC2 | Findings and recommendations are compiled in a report. | | | | | SA –Observational Assessment | | | |
| AC3 | An action plan is developed to implement the recommendations for dealing with the impact of dread diseases in the unit. | | | | | SA –Observational Assessment | | | |

|  |  |  |
| --- | --- | --- |
| **Essential Embedded Knowledge** | | **Covered** |
| 1. | An overview of the South African Constitution in its current form.  An overview of South Africa`s Bill of Human Rights in its current form.  The Employment Equity Act insofar as it protects persons with illnesses.  Dread diseases.  HIV/Aids in relation to workplaces. | FA – Formative Assessment |

|  |  |  |
| --- | --- | --- |
| **Critical Cross-field Outcomes (CCFO)** | | **Covered** |
| 1. | UNIT STANDARD CCFO IDENTIFYING  Problem identification and solution in creative ways in order to develop awareness of the legal framework related to terminal and chronic illness in the workplace and to outline measures for creating a non-discriminatory workplace in relation to this.  UNIT STANDARD CCFO WORKING  Team and group work are utilised to facilitate workshops to clarify the various fears, assumptions and expectations related to serious illnesses, particularly HIV/Aids, in an entity.  UNIT STANDARD CCFO ORGANISING  Organising and managing self to enable the research, generally and in a specific entity, of terminal and chronic illnesses, especially HIV/Aids.  UNIT STANDARD CCFO COLLECTING  Critically collecting, evaluating and analysing information in order to critique an entity`s policy and practices in dealing with serious workplace illnesses.  UNIT STANDARD CCFO COMMUNICATING  Communication is established as an area of development in its own right. Also, aspects of personal development feature throughout the achievement of this Unit Standard.  UNIT STANDARD CCFO DEMONSTRATING  An understanding of related systems, such as the impact of employment equity with regard to terminal and chronic illness in an entity, with a special reference to unfair discrimination. | PA - Personal Narrative  WT - Witness Testimonial  SA – Summative Assessment |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit Standard Name** | | Monitor team members and measure effectiveness of performance | SAQA ID | 15230 | NQF Level | | 5 | Credits | 4 |
| **Specific Outcome 1:** | | Establish performance standards and monitoring systems. | | | | | | | |
| **SO1** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | A variety of performance monitoring systems are identified and reviewed for possible use in the section/division/department as well as their alignment with the overall ethos and method of operation of the organisation as a whole. | | | | | SA – Knowledge Assessment | | | |
| AC2 | Performance standards are agreed in consultation with the relevant individuals. | | | | | SA –Observational Assessment | | | |
| AC3 | 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 | | | |
| AC4 | Performance standards are recorded and documented. | | | | | SA – Knowledge Assessment | | | |
| AC5 | Systems for monitoring performance against standards are set up. | | | | | SA –Observational Assessment | | | |
| **Specific Outcome 2:** | | Prepare for performance review of team member. | | | | | | | |
| **SO2** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | Time, place and format for performance review are agreed with team member. | | | | | SA –Observational Assessment | | | |
| AC2 | Preliminary assessment of performance against the agreed standards is conducted using monitoring systems. | | | | | SA –Observational Assessment | | | |
| AC3 | Performance against standards is documented in a form that is usable in future. | | | | | SA –Observational Assessment | | | |
| AC4 | Methods for giving constructive feedback are identified so as to be able to report on positive as well as negative findings. | | | | | SA – Knowledge Assessment | | | |
| AC5 | Documentation for use during the review is prepared. | | | | | SA –Observational Assessment | | | |
| **Specific Outcome 3:** | | Conduct performance review interview. | | | | | | | |
| **SO3** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | Time, place and format are in accordance with that previously agreed. | | | | | SA –Observational Assessment | | | |
| AC2 | Positive and negative performance is documented for report back purposes. | | | | | SA –Observational Assessment | | | |
| AC3 | An action plan to further improve performance and to build on positive performance is established with the employee. | | | | | SA –Observational Assessment | | | |
| AC4 | Agreed actions are documented and signed by both parties. | | | | | SA –Observational Assessment | | | |

|  |  |  |
| --- | --- | --- |
| **Essential Embedded Knowledge** | | **Covered** |
| 1. | Comprehensive understanding of organisation goals and objectives.  Broad understanding of organisational performance standards and key result areas.  Comprehensive understanding of reporting methods and techniques.  Basic understanding of progress measurement methods and techniques.  Comprehensive understanding of methods of giving constructive feedback and generally acceptable interpersonal techniques.  Basic understanding of how to cope with aggressive behaviour and conflict situations. | FA – Formative Assessment |

|  |  |  |
| --- | --- | --- |
| **Critical Cross-field Outcomes (CCFO)** | | **Covered** |
| 1. | UNIT STANDARD CCFO IDENTIFYING  Identify and solve problems relating to the achievement of performance standards.  UNIT STANDARD CCFO WORKING  Work effectively with others when gathering performance data.  UNIT STANDARD CCFO ORGANISING  Organise and manage oneself and one`s activities when gathering performance data.  UNIT STANDARD CCFO COLLECTING  Collect, evaluate, organise and critically evaluate information on performance against standards.  UNIT STANDARD CCFO COMMUNICATING  Communicate effectively when providing performance feedback.  UNIT STANDARD CCFO SCIENCE  Use science and technology when gathering and recording performance data.  UNIT STANDARD CCFO DEMONSTRATING  Demonstrate an understanding of the world as a set of related systems where individual performance is related to the overall success of the organisation.  UNIT STANDARD CCFO CONTRIBUTING  In order to contribute to the full personal development of each learner and the social and economic development of society at large | PA - Personal Narrative  WT - Witness Testimonial  SA – Summative Assessment |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit Standard Name** | | Empower team members through recognising strengths, encouraging participation | SAQA ID | 15224 | NQF Level | | 5 | Credits | 4 |
| **Specific Outcome 1:** | | Recognise team member performance. | | | | | | | |
| **SO1** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | The role, duties and responsibilities of each team member in the section/division/department are identified together with the level of performance expected of them and an indication of how they fit into the work of the section. | | | | | SA – Knowledge Assessment | | | |
| AC2 | Team members are told what they do well, what needs improvement and what is expected in the future. | | | | | SA –Observational Assessment | | | |
| AC3 | All feedback is measured against performance expectations, which have been communicated to the team member. | | | | | SA –Observational Assessment | | | |
| AC4 | Feedback is given at the time that the event occurs. | | | | | SA –Observational Assessment | | | |
| AC5 | Feedback is honest, simple, specific and constructive. | | | | | SA –Observational Assessment | | | |
| AC6 | Team members are dealt with as valued and trusted members of the team. | | | | | SA –Observational Assessment | | | |
| **Specific Outcome 2:** | | Encourage participation in decision-making | | | | | | | |
| **SO2** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | Team members are included in division/section/department decision-making by fully informing them of the situation and the decision(s) that needs to be taken. | | | | | SA –Observational Assessment | | | |
| AC2 | Team members are encouraged to think of solutions to the problem being as innovative as possible. | | | | | SA –Observational Assessment | | | |
| AC3 | Team members must be asked to provide alternatives, evaluate the alternatives and select one for implementation. | | | | | SA –Observational Assessment | | | |
| AC4 | The best solution is sought through getting team members to debate their viewpoints and work towards finding common ground. | | | | | SA –Observational Assessment | | | |
| **Specific Outcome 3:** | | Delegate tasks. | | | | | | | |
| **SO3** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | The work plan or task is analysed and broken down into smaller tasks, programmes or units of work and a decision taken as to who in the section is best suited to carry them out. | | | | | SA –Observational Assessment | | | |
| AC2 | The delegated tasks must be clearly communicated to employees indicating what is expected, how it must be done and where to get help, if necessary. | | | | | SA –Observational Assessment | | | |
| AC3 | Decision-making authority required to execute the task is indicated to the employee so that team members can react to situations immediately and effectively. | | | | | SA –Observational Assessment | | | |
| AC4 | A regular feedback and reporting schedule must be agreed upon. | | | | | SA –Observational Assessment | | | |
| AC5 | A system to enable the flow of information must be established by team members. | | | | | SA –Observational Assessment | | | |
| AC6 | The successful completion of delegated tasks must be monitored and the performance used a means of ongoing development. | | | | | SA –Observational Assessment | | | |
| AC7 | Successful achievement of delegated tasks must be given recognition. | | | | | SA –Observational Assessment | | | |
| **Specific Outcome 4:** | | Review decisions and performance of delegated tasks. | | | | | | | |
| **SO4** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | Decisions taken are reviewed in small-group and/or whole group situations to decide on their success in reaching the stated objectives. | | | | | SA –Observational Assessment | | | |
| AC2 | Correct decisions are confirmed and incorrect decisions are rescinded or amended so as to enable the objectives to be met. | | | | | SA –Observational Assessment | | | |
| AC3 | Delegated tasks are reviewed with the person to whom it is delegated to ensure successful completion of task/plan. | | | | | SA –Observational Assessment | | | |
| AC4 | Alternative plans of action are drawn up by the group/team for incorrect decisions and delegated tasks which are not being carried out successfully. | | | | | SA –Observational Assessment | | | |

|  |  |  |
| --- | --- | --- |
| **Essential Embedded Knowledge** | | **Covered** |
| 1. | Motivational theories; e.g. Herzberg, Mazlow.  Brainstorming techniques.  Negotiation techniques.  Delegation and follow-up techniques.  Feedback techniques. | FA – Formative Assessment |

|  |  |  |
| --- | --- | --- |
| **Critical Cross-field Outcomes (CCFO)** | | **Covered** |
| 1. | UNIT STANDARD CCFO IDENTIFYING  Identify and solve problems though generating and selecting solutions.  UNIT STANDARD CCFO WORKING  Work effectively with others in groups to encourage participation and when delegating tasks.  UNIT STANDARD CCFO ORGANISING  Organise and manage oneself and one`s activities when delegating and following up.  UNIT STANDARD CCFO COLLECTING  Collect, evaluate, organise and critically evaluate information when measuring performance.  UNIT STANDARD CCFO COMMUNICATING  Communicate effectively when providing feedback.  UNIT STANDARD CCFO SCIENCE  Use science and technology for information flow on delegated tasks.  UNIT STANDARD CCFO DEMONSTRATING  Demonstrate an understanding of the world as a set of related systems in terms of the wider impact of decisions.  UNIT STANDARD CCFO CONTRIBUTING  In order to contribute to the full personal development of each learner and the social and economic development of society at large | PA - Personal Narrative  WT - Witness Testimonial  SA – Summative Assessment |

|  |
| --- |
| **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.

|  |
| --- |
| UNIT STANDARD: 252022 Develop, implement and evaluate a project plan |

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

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

1. Explain the term budgeting and how it impacts on a business.

|  |
| --- |
| Budgets are statements of estimated resources set apart for execution of planned works or activities over a specified period of time. A budget is the blue print of the outcome of the organization's operations in a financial year. Budget indicates the quantitative parameters of an organization's performance. Terry has defined budgetary control "as a process of finding out what is being done and comparing the result with corresponding budget data to verify accomplishments, or to remedy differences." |

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

1. Explain the importance of being to delegate tasks effectively in the workplace.

|  |
| --- |
| To ensure that all the tasks / duties are allocated to the various capable / available staff and that these tasks will be carried out efficiently and within the agreed time frames allocated. |

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

1. Explain a typical application / use for a Gantt chart in a business environment.

|  |
| --- |
| Gantt Chart definition: A horizontal bar chart that presents a graphical representation of a production schedule. |

**Section B: Multiple Choice Questionnaire**

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

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

1. Identify the impact of using an efficient project plan in project management.

|  |  |  |  |
| --- | --- | --- | --- |
| Choice A | Choice B | Choice C | Choice D |
| Will result in unsatisfied clients | Will result in easier / more efficient project implementation | Will be able to manage progress of project easier | This has no benefits at all |
|  | X | X |  |

|  |
| --- |
| UNIT STANDARD: 252040 Manage the finances of a unit |

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

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

1. Explain the “terms and ratios” as used in a financial environment.

|  |
| --- |
| Certain financial terms often mean different things to different organizations depending on their own particular accounting policies. Financial terms will have slightly different interpretations in different countries. So as a general rule for all non-financial business people, if in doubt, ask for an explanation from the person or organization responsible for producing the figures and using the terms - you may be the only one to ask, but you certainly will not be the only one wondering what it all means. |

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

1. List the key differences between finances and accounting.

|  |
| --- |
| Finance and Accounting are two separate disciples that often are lumped together (as we obviously have done). At a high level, Finance is the science of planning the distribution of a business’ assets. Accounting is the art of the recording and reporting financial transactions. People tend to group Finance and Accounting because both functions deal with the administration of a business’ assets.  Those who work in the financial department of a business are concerned with planning the distribution of the business’ assets. This includes the coordination of capital investments and debt backed investments for the purpose of improving the value of the business. Those in Finance also plan the exit strategy for the investors of the business, which is the way in which those that invest in the business receive their financial reward. The financial goals and objectives of the business are designed by the business’ Chief Financial Officer, who is supported by people focused on Financial Analysis, Financial Management, Budgeting, Purchasing, and Accounting.  Those who work in the Accounting function of a business are concerned with tracking and reporting the financial transactions of a business. Those in the Accounting field are responsible for managing the general ledger, cash flow management, collections, recognizing revenue, analysing profitability, reporting earnings, managing debt, and—of course—paying taxes. Accountants research and report the financial transactions and health of the business using a standard set of rules and principles, known as the Generally Accepted Accounting Principles (GAAP). |

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

1. In your own words, explain the meaning of the following term “financial relationships”.

|  |
| --- |
| As per the learner interpretation of the meaning of the term “financial relationships”. |

**Section B: Multiple Choice Questionnaire**

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

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

1. Identify the correct format to report the result of a company’s expenses.

|  |  |  |  |
| --- | --- | --- | --- |
| Choice A | Choice B | Choice C | Choice D |
| Business conference | Internal Memo | Financial report | Expenditure report |
|  |  | X |  |

1. **knowledge Assessment**

|  |
| --- |
| UNIT STANDARD: 252022 Develop, implement and evaluate a project plan |

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

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

1. Describe the methods and techniques that could be used for the planning and implementation of projects. Make use of examples to explain your answer.

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

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

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

1. Describe a project alternative to a current project that you are working on in the workplace. Also list the advantages and disadvantages (in terms of viability, costs & results) of the suggested alternative.

|  |  |
| --- | --- |
| Current project: | |
| Project alternatives suggested: | |
| Advantages *(In terms of viability, costs & results)* | Disadvantages *(In terms of viability, costs & results)* |

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

1. Describe the scope of the work and deliverables of your department’s objectives.

|  |
| --- |
| Scope:  As per the learner’s specific organisational / departmental objectives. |
| Deliverables:  As per the learner’s specific organisational / departmental objectives. |

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

1. Describe the principal work activities which are required to achieve your department’s objectives.

|  |
| --- |
| As per the learner’s specific organisational / departmental objectives. |

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

1. Describe the potential risks (injuries, losses, accidents etc) involved in completing the principal work activities and explain the likelihood of these risks actually occurring in the workplace.

|  |
| --- |
| As per the learner’s specific organisational / departmental objectives. |

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

1. Describe the change processes which are essential to the project’s (work activities) success.

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

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

1. Describe the overall objectives of a project plan.

|  |
| --- |
| As per the learner’s specific organisational / departmental objectives. |

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

1. Describe the contributions required by the following stakeholders to ensure that the project is a success.

|  |
| --- |
| The sponsor: As per the learner’s specific organisational / departmental objectives. |
| The project team: As per the learner’s specific organisational / departmental objectives. |

|  |
| --- |
| **Design a WBS – Work breakdown structure**  Instructions: Conduct research in your workplace to gather information on your project’s main activities in order to design a work breakdown structure. |

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

1. Design a work breakdown structure to identify the main activities required for you to complete a current project in your workplace.

|  |  |
| --- | --- |
| Current project:  As per the learner’s specific organisational / departmental objectives. | |
| Project objectives:  As per the learner’s specific organisational / departmental objectives. | |
| **Main activities required to complete project in order of priority** | |
| Main activities | Priority level *(1,2,3,4,5,5 etc)* |
|  |  |
|  |  |
|  |  |

|  |
| --- |
| UNIT STANDARD: 252040 Manage the finances of a unit |

**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 Project**  Conduct research to determine the best way in which to illustrate the accounting cycle in a diagram. You may record / draw your diagram below in the space provided or attach a diagram produced on a computer. |

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

1. The accounting cycle.

|  |
| --- |
| Attach diagram here as generated by the learner. |

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

1. Explain the role of budgeting and forecasting in the strategic planning process. Make use of an example to explain your answer.

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

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

1. Explain the following accounting conventions applied in the financial management of a unit / department. Make use of practical examples from your department to explain your answer.

|  |
| --- |
| Consistency: |
| As per the learner’s specific departmental example selected for use within the explanation provided. |
| On-going concern: |
| As per the learner’s specific departmental example selected for use within the explanation provided. |
| Prudence: |
| As per the learner’s specific departmental example selected for use within the explanation provided. |
| Realisation: |
| As per the learner’s specific departmental example selected for use within the explanation provided. |
| Disclosure: |
| As per the learner’s specific departmental example selected for use within the explanation provided. |
| Objectivity: |
| As per the learner’s specific departmental example selected for use within the explanation provided. |
| Matching: |
| As per the learner’s specific departmental example selected for use within the explanation provided. |

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

1. Explain the purpose of the following reports used by your organisation.

|  |
| --- |
| Audit reports: |
| As per the learner’s specific departmental example selected for use within the explanation provided. |
| Income statements: |
| As per the learner’s specific departmental example selected for use within the explanation provided. |
| Cash flow statement: |
| As per the learner’s specific departmental example selected for use within the explanation provided. |
| Balance statement: |
| As per the learner’s specific departmental example selected for use within the explanation provided. |

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

1. Identify the two (2) different types and formats of financial forecasts. 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 2** |

1. Identify the sources of financial forecasts as per the entity's standard practice.

|  |
| --- |
| Sales team and financial staff. |

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

1. Identify the key factors required to effectively prepare financial forecasts.

|  |
| --- |
| Current and past financial data. Input from relevant staff. Industry news. |

|  |
| --- |
| UNIT STANDARD: 114212 Explain the impact of organizational wellness on a business environment and indicate a strategy for a business unit |

**Instructions to the Assessor:** The following questions must be answered in filled giving examples where asked.

|  |
| --- |
| **US REFERENCE: SO1 AC1** |

1. List five (5) factors that can impact on wellness in a business environment?

|  |
| --- |
| Worksite. |
| Working conditions. |
| Employee health. |
| Safety management. |
| Environmental management. |

|  |
| --- |
| **US REFERENCE: SO1 AC1** |

1. Explain the positive or negative impact of each one of the five factors which you have identified.

|  |  |
| --- | --- |
| Factor | |
| Example: Worksite | |
| Positive | Negative |
| Example: Provides employees with a platform to expand their skills and employment opportunities. | Example: Provide opportunities for accidents and injuries to occur. |

|  |
| --- |
| **US REFERENCE: SO1 AC2** |

1. Explain how the contribution of norms and values ad to the wellness of an organisation. Make use of an example to explain your answer.

|  |
| --- |
| It provides a platform onto which a solid foundation can be built to achieve the goals / objectives as well as the overall wellness of the organisation. |
| As per the learner’s specific example selected for use within the explanation provided. |

|  |
| --- |
| **US REFERENCE: SO1 AC3** |

1. Explain how the following organisational support systems could increase the wellness of an organisation.

|  |
| --- |
| Conflict resolution policies and procedures |
| Manage conflict situations effectively and resolve them quickly. |
| Effective communication systems |
| Avoid and overcome communication barriers from occurring. |
| Rewards and recognition systems |
| Promote the performance of individual employees as well as teams / departments by providing them with incentives to perform well at their functions. |
| Resource availability |
| Will ensure there will be less stress upon the employees and make it accessible for them to achieve their workplace goals. |

|  |
| --- |
| **US REFERENCE: SO1 AC4** |

1. Explain the impact of the lack of peer support on an organisation.

|  |
| --- |
| A lack of peer support or guidance for staff may result in increased levels of stress. |

|  |
| --- |
| **US REFERENCE: SO1 AC5** |

1. Explain the concept of “company climate” with reference to sense of community, positive outlook and shared vision. 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: 12140 RECRUIT AND SELECT CANDIDATES TO FILL DEFINED POSITIONS |

**Instructions to the Assessor:** The following questions must be answered in filled giving examples where asked. You will need to answer the questions in line with the operating procedures of the packaging machine in use in your organisation.

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

1. Give examples of and describe the relevant legislation relevant to the recruitment of candidates in your organisation.

|  |
| --- |
| As per the learner’s specific organisational policies and procedures. |
| Examples: e.g. BEE requirements must be adhered to. |

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

1. Describe why it is important for you to have an in depth understanding of the industry in which you plan to recruit staff into. Make use of examples to explain your answer.

|  |
| --- |
| To ensure for accurate selection of staff with appropriate skills. To ensure that there will be a development path for the staff. To ensure for the correct placement of staff in the desired positions. |

|  |
| --- |
| UNIT STANDARD: 252033 Demonstrate ways of dealing with the effects of dread diseases and in particular HIV/AIDS |

**Instructions to the Assessor:** The following questions must be answered in filled giving examples where asked.

|  |
| --- |
| **US REFERENCE: SO1 AC1** |

1. Explain the definition of dread diseases.

|  |
| --- |
| A disease with a significant impact on lifestyle–e.g., multiple sclerosis, longevity–eg AIDS, CA, which incurs high costs–e.g., extensive burns, persistent vegetative state, and/or cause significant and permanent residual morbidity, i.e. loss of eyes or limbs |

|  |
| --- |
| **US REFERENCE: SO1 AC2** |

1. Give examples of at least three (3) different dread diseases and explain how each can be transmitted.

|  |
| --- |
| Disease |
| Example. HIV / AIDS |
| Transmission |
| Example: Sexual Intercourse / Blood Transfusion / Needle Sharing. |

|  |
| --- |
| **US REFERENCE: SO1 AC3** |

1. Give examples of common “untruths” or misconceptions about some of the dread diseases mentioned above.

|  |
| --- |
| That HIV / AIDS can be cured with certain medications or taking certain actions. |
| That HIV / AIDS can be spread by kissing or handshakes. |

|  |
| --- |
| **US REFERENCE: SO2 AC1** |

1. List examples of law or legislation that addresses the rights of people affected by dread diseases. Make use of examples to explain your answer.

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

|  |
| --- |
| **US REFERENCE: SO2 AC2** |

1. Explain the current legislation in terms of the privacy and confidentiality rights of the affected persons. Make use of examples to explain your answer.

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

|  |
| --- |
| **US REFERENCE: SO2 AC3** |

1. Give at least two (2) examples of unfair dismissals relating to dread diseases.

|  |
| --- |
| Dismissal due to the announcement of HIV / AIDS infection status. |
| Dismissal for taking medical leave to be treated for dread diseases. |

|  |
| --- |
| **US REFERENCE: SO2 AC4** |

1. Explain the procedures in place in your organisation to deal with unfair discrimination in the workplace.

|  |
| --- |
| Learner workplace procedures to be described here in detailing the organisational policies and procedures for the dealing with discrimination that occurs. |

|  |
| --- |
| **US REFERENCE: SO3 AC1** |

1. Explain the possible impact that dread diseases could have on the performance of a business.

|  |
| --- |
| Decreased productivity levels and income to the organisation. |

|  |
| --- |
| UNIT STANDARD: 114226 – Interpret and manage conflicts within the workplace |

**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.

|  |
| --- |
| **Specific Outcome 1: Describe the main sources of conflict.** |

**Assessment Criteria**

**1.1** List possible sources of conflict, including perceptions and assumptions with examples of where they are most likely to occur.

|  |
| --- |
| Conflict arises from a clash of perceptions, goals, or values in an arena where people care about the outcome. The breeding ground for conflict may lie in confusion about, or disagreement with, the common purpose and how to achieve it while also achieving individual goals within an organisation. In addition, the competition for limited (internal and external) resources will feed conflict.  1 - Ethnic Conflict & National Conflict  2 - East - West Conflict (Communism vs. Democracy)  3 - Religious Conflict  4 – Traditional Conflict |

**1.2** Explain the positive and negative characteristics of conflict in the workplace by giving examples to explain your answer.

|  |
| --- |
| Positive conflict arises through discussions, debates and even arguments which lead to a productive outcome towards problem solving. Negative characteristics of conflict includes negative outcomes where the conflict creates problems and does not resolve issues through debates, discussions ect. |

**1.3** Explain the organisational conflict mode by using examples.

|  |
| --- |
| A conceptual conflict can escalate into a verbal exchange and/or result in fighting. Conflict can exist at a variety of levels of analysis:   * intrapersonal conflict (though this usually just gets delegated out to psychology) * interpersonal conflict * group conflict * organisational conflict * community conflict * intra-province conflict (for example: civil wars, election campaigns)   international conflict |

**1.4** Describe conflict, which may arise in personality types, through using transactional analysis.

|  |
| --- |
| Conflict in the workplace arising from differences in personality types and interpersonal conflict impacts upon costs, energy and resources within the organisation. The various stages it progresses through demonstrate various impacts that it may have on the business, its individuals and their performances. |

|  |
| --- |
| **Specific Outcome 2:** **Explain appropriate techniques in conflict management.** |

**Assessment Criteria**

**2.1** Explain the various business conflict modes by using examples to explain your answer.

|  |
| --- |
| **Competing** is assertive and uncooperative, a power-oriented mode. When competing, an individual pursues his or her own concerns at the other person's expense, using whatever power seems appropriate to win his or her position. Competing might mean standing up for your rights, defending a position you believe is correct, or simply trying to win.  **Accommodating** is unassertive and cooperative - the opposite of competing. When accommodating, an individual neglects his or her own concerns to satisfy the concerns of the other person; there is an element of self-sacrifice in this mode. Accommodating might take the form of selfless generosity or charity, obeying another person's order when you would prefer not to, or yielding to another's point of view.  **Avoiding** is unassertive and uncooperative. When avoiding, an individual does not immediately pursue either his or her own concerns or those of the other person. He or she does not address the conflict. Avoiding might take the form of diplomatically sidestepping an issue, postponing an issue until a better time or simply withdrawing from a threatening situation.  **Collaborating** is both assertive and cooperative - the opposite of avoiding. When collaborating, an individual attempts to work with the other person to find a solution that fully satisfies the concerns of both. It involves digging into an issue to identify the underlying concerns of the two individuals and to find an alternative that meets both sets of concerns. Collaborating between two persons might take the form of exploring a disagreement to learn from each other's insights, with the goal of resolving some condition that would otherwise have them competing for resources, or confronting and trying to find a creative solution to an interpersonal problem.  **Compromising** is intermediate in both assertiveness and cooperativeness. When compromising, the objective is to find an expedient, mutually acceptable solution that partially satisfies both parties. Compromising falls on a middle ground between competing and accommodating, giving up more than competing but less than accommodating. Likewise, it addresses an issue more directly than avoiding, but doesn't explore it in as much depth as collaborating. Compromising might mean splitting the difference, exchanging concessions, or seeking a quick middle-ground position. |

**2.2**. List possible useful steps to be taken to manage conflict by using examples to explain your answer.

|  |
| --- |
| **Conflict Assessment** Identifying causes of recurring disputes and problems and development of strategies for dispute management and resolution. The principle behind this is that greater awareness of their style by individuals enables them to make better choices in how to respond. Someone who knows they have a tendency to avoid conflict, for example, they might choose a different and perhaps more appropriate response.  **Mediation**  Mediation is a consensual process of alternate dispute resolution in which a neutral third party (the mediator) assists two or more parties to negotiate an agreement with concrete effects on a matter of common interest. More simply put, it is the management of other people’s negotiations. A mediator creates a space in which two or more disputing parties are able to listen to each other in a new way and jointly arrive at their own solution. The role of the mediator is therefore to be a facilitator of communication. The mediator's task is to enable the parties to listen to each other on a deeper level than their previous hostile attitudes allowed.  A mediator must ensure that the parties have heard each other adequately, and that each has developed sufficient understanding of the other's perceptions, motivations and interests. Improved listening then leads to better mutual understanding, which strengthens the imperative to reach an inclusive solution, as far as possible taking the interests of all parties into consideration.  In order to achieve these objectives, the mediation process is served by a basic procedural structure. This includes the establishment of process ground rules by the parties themselves, ample time for storytelling and un-interrupted time for each side to state their perceptions and feelings, and joint problem solving. In this way, mediation enables parties to retain their self respect and the outcome is generally more sustainable.  Mediation is an extremely useful tool in situations where parties need to cooperate in future because the level of interdependence is high. It is also highly appropriate in conflicts fueled by basic differences in values or world views. Under such conditions the emphasis of mediation on promoting mutual understanding and on improving relationships is to be preferred over approaches that rely on other dispute resolution mechanisms.  **Arbitration**  It is basically the provision of an independent arbitrator to decide a dispute after considering representations of the parties. Arbitration is a private judicial hearing with an outcome that binds the parties and puts an end to the dispute between them. The parties choose their arbitrator and the matter is heard privately at a time and place that is agreed upon by all parties.  Parties choose a system that promises a fair and private resolution in a comfortable, purpose-built venue and in circumstances most suited to their needs. Furthermore disputants have the security of an administered system with carefully drafted Rules for Arbitration  **Facilitation**  Providing a neutral facilitator to foster communication and co-operation between parties to avoid and resolve disputes. A facilitator will ensure that all parties’ needs are met before and during the session to ensure they are treated equally and one party does not have a disadvantage with regards to the process of facilitating the dispute. Good facilitation can mean the difference between people leaving a meeting energized and completely committed to the future or feeling tired, frustrated, and cynical. A facilitator is an objective, neutral party who is there to help a group navigate the consensus process. An effective facilitator will lead a group to make decisions that truly reflect the shared will of its members.  **Conciliation** Providing a neutral conciliator to assist rebuilding of relationships between conflicting parties, staff, managers, customers, departments, and suppliers. Conciliation meeting is a process where a commissioner (or a conciliator, in the case of a bargaining council or agency) meets with the parties in dispute, and explores ways to settle the dispute by agreement. At a conciliation meeting a party may appear in person or only be represented by a director or employee of that party or any member, office bearer or official of that party's registered trade union or registered employer's organisation. The meeting is conducted in an informal way.  The commissioner may begin by meeting jointly with the parties and asking them to share information about the dispute. Separate meetings between the commissioner and each party may also be held. Parties are encouraged to share information and to come forward with ideas on how their differences can be settled. The commissioner may also put forward suggestions. |

**2.3**. Describe the route which conflicts normally follow toward resolution by making use of examples to explain your answer.

|  |
| --- |
| **Step One:** Before taking any formal steps towards resolution, the employee should start with talking to the other party involved and attempt to enter into conversation to ensure that everybody understands what the problems are. More often than not, this step towards the solution will determine the length of the process to resolution. If the parties are willing to enter into conversation without being governed by others, or without being formally expected to, then it shows willingness towards resolution. These matters will usually be resolved within the first meeting or couple of meetings.  **Step Two:** The employee should talk to his direct manager or departmental head and then decide whether he/she wants to take the matter further than organisational level. It is usually at this stage where management will call in the other party and request and explanation or their version of what happened. After management has heard both sides, an assessment will be made to the possible outcomes of the matter. Both parties will be called to a meeting and the situation will be discussed with recommendations to both parties. If there is no agreement there, then continue to step three. It then becomes an external labour problem.  **Step Three:** If you have a labour problem, it is very important that you take steps immediately. In the case of an unfair dismissal dispute, you have only 30 days from the date on which the dispute arose to open a case. With discrimination cases, you have six months. But before referring the problem to any institution, it is very important that you notify your direct manager, immediately. If you have decided to lodge a dispute, you need to go to your local labour center or labour institute and complete the necessary documentation there to start the process. Places like the Department of Labour or the Council for Conciliation, Mediation and Arbitration, would be the best for advice, but only after you have exhausted your options at your workplace. At these centers there are certain forms that you would have to complete to start the process.  **Step Four:** Once you have completed the form, you need to ensure that a copy is delivered to the other party. You must be able to prove that they received a copy. Acceptable methods include faxing a copy (keep the fax transmission slip), sending it by registered mail (keep the postal receipt), send it by courier (keep proof) or deliver in person (ask the person receiving it to sign for it).  **Step Five:** The Labour Center or CCMA will notify you of their receipt of the matter and will duly set a date where a consultant will see you to discuss the matters. This meeting will be not only for your attendance but for the other party as well. They will be notified via their workplace to ensure that they have received the communication. Usually the first meeting is called a conciliation hearing. Only the parties, trade union or employer organisation representatives (if a party to the dispute is a member) and the CCMA Commissioner will attend. The purpose of the hearing is to reach an agreement acceptable to both parties. Legal representation is not allowed.  **Step Six:** If no agreement is reached, the Commissioner will issue a certificate to that effect. Depending on the nature of the dispute, the case may be referred to the CCMA arbitration or the Labour Court as a further step. In order to have an arbitration hearing, you have to complete a request for arbitration. A copy must be served on the other party. Arbitration should be applied for within three months from the date on which the Commissioner issued the certificate.  **Step Seven:** Arbitration is a more formal process and evidence, including witnesses and documents, may be necessary to prove your case. Parties may cross -examine each other. Legal representation may be allowed. The commissioner will make a final and binding decision, called an arbitration award, within 14 days.  **Step Eight:** If a party does not comply with the arbitration award, it may be made and order of the Labour Court. |

|  |
| --- |
| **Specific Outcome 3:** **Describe the appropriate action plan and strategies to manage conflict.** |

**Assessment Criteria**

**3.1** List which methods are available for use to resolve conflict in terms of the Labour Relations Act.

|  |
| --- |
| As per step 1-8 Procedure above. |

**3.2** List the most appropriate strategy which could be used to resolve a particular conflict is and then explain why you have selected that particular choice of strategy.

|  |
| --- |
| As per step 1-8 Procedure above.  Reason: To ensure that the conflict is resolved in a professional manner and to achieve a positive outcome. |

**3.3** Explain the role of policies and procedures in place in your organisation to prevent and/or resolve conflicts.

|  |
| --- |
| Policies and procedures acts as guidelines to provide us with instructions on what to do to resolve and avoid conflict situations. |

|  |
| --- |
| **Specific Outcome 4: Explain the attributes of an effective conflict manager.** |

**4.1** List the personal attributes of a good conflict manager with examples of how each characteristic contributes to conflict resolution.

|  |
| --- |
| Personal attributes suitable to the conflict management field, including self-esteem, self-awareness, confidence, honesty, integrity, responsibility, flexibility, open-mindedness, and the ability to communicate and work with people as a supervisor and as a team member. |

**4.2** List the negative attributes which should be avoided or controlled by an effective conflict manager and explain what negative effect each has on the resolution of conflict.

|  |
| --- |
| Irresponsible – Could impact on the success of the conflict resolution or even worsen the current situation.  Poor communication skills – This will affect the successful facilitation of the conflict resolutions strategy followed and worsen the situation. |

|  |
| --- |
| UNIT STANDARD: 15230 – Monitor team members and measure effectiveness of performance |

**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 15230 SO1 AC 1** |

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.

|  |
| --- |
| **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. |

|  |
| --- |
| **US 15230 REF: SO 1 AC 1** |

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

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

|  |
| --- |
| **US 15230 REFERENCE: SO 2 AC 4** |

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

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

|  |
| --- |
| **US 15230 REFERENCE: SO 4** |

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

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

|  |
| --- |
| UNIT STANDARD: 15224 EMPOWER TEAM MEMBERS THROUGH RECOGNISING STRENGTHS, ENCOURAGING PARTICIPATION IN DECISION MAKING AND DELEGATING TASKS |

**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: SO1 AC 1** |

1. Explain the role, duties and responsibilities of each team member in the section / division / department together with the level of performance expected of them and an indication of how they fit into the work of the section.

|  |
| --- |
| As per the learner’s specific organisational / team structure. |

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

1. Explain the motivational theories by Mazlow and Herzberg.

|  |
| --- |
| Abraham Maslow argued that humans are motivated by five essential needs. He formed a pyramid demonstrating these needs which he called the 'hierarchy of needs'.  At the bottom of the pyramid are basic needs, those that motivate people to work food and shelter. Once these needs are met through pay, individuals want safety and security through, for example, good job conditions. Social needs refer to the need to belong, to be part of a group. Self-esteem may arise from a promotion. |
| In 1959 Frederick Herzberg developed the Two-Factor theory of motivation. His research showed that certain factors were the true motivators or satisfiers. Hygiene factors, in contrast, created dissatisfaction if they were absent or inadequate. Dissatisfaction could be prevented by improvements in hygiene factors but these improvements would not alone provide motivation.  Herzberg showed that to truly motivate an employee a business needs to create conditions that make him or her feel fulfilled in the workplace. |

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

1. Identify and explain brainstorming techniques. Make use of an example to explain your answer.

|  |
| --- |
| Conventional group problem-solving can be fraught with problems. Confident, "big-ego" participants can drown out and intimidate quieter group members. Less confident participants can be too scared of ridicule to share their ideas freely. Others may feel pressurized to conform with the group view, or are held back by an excessive respect for authority. As such, group problem-solving is often ineffective and sterile.  By contrast, brainstorming provides a freewheeling environment in which everyone is encouraged to participate. Quirky ideas are welcomed, and many of the issues of group problem-solving are overcome. All participants are asked to contribute fully and fairly, liberating people to develop a rich array of creative solutions to the problems they're facing. |
| “Brainstorming 2.0”  The original approach to brainstorming was developed by Madison Avenue advertising executive, Alex Osborn, in the 1950s. Since then, many researchers have explored the technique, and have identified issues with it.  The steps described here seek to take account of this research, meaning that the approach described below differs subtly from Osborn's original one. |

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

1. Identify and explain negotiation techniques. Make use of an example to explain your answer.

|  |
| --- |
| Always negotiate from a position of strength. For many new entrepreneurs, that strength may not come from monetary capability or experience, but rather from knowledge. Entrepreneurs should study the other side before negotiating with them. They should also thoroughly research their own positions prior to these talks. This includes meeting with accountants, lawyers, and other experts to ensure that they have their facts straight.  Listen to the Other Party  Many negotiators get so caught up in arguing their own position that they fail to listen to what the other side is saying. This can cause them to miss important opportunities for compromise that may be advantageous to both sides. Always focus on listening first, and speaking second. There is an old belief that the person who lets the opposing side be the first to quote a price is usually the one who comes out ahead in the deal. |

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

1. Describe feedback techniques which are followed and implemented in your organisation.

|  |
| --- |
| One technique is the ‘Feedback Sandwich’, where you make positive statements, discuss areas for improvement, and then finish with more positive statements.  Another technique is ‘Stop, Start, Continue’. This is where you discuss with your mentee:  what they feel they should stop doing  what they feel they should start doing  what they wish to continue doing  Your mentee may well wish to give you some feedback. Remember that when you are receiving feedback it will help if you:  are open to suggestions  listen carefully  ask questions about their comments  are prepared to contribute |

1. **Observation Assessment**

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

|  |
| --- |
| UNIT STANDARD: 252022 Develop, implement and evaluate a project plan |

The assessor to complete the following:

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

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

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

1. The project activities, required performance levels and quality criteria are stipulated and communicated to team members and other stakeholders to promote quality and effectiveness.

|  |
| --- |
| Dates: |
| Observe the learner maintaining a clear and easy to understand list of quality criteria. |
| Observe the learner effectively communicating the required activities and performance levels which must be met to the relevant staff and stakeholders. |

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

1. The project plan is checked for accuracy, completeness and compliance to internal and external requirements.

|  |
| --- |
| Dates: |
| Observe the learner effectively checking the project plan to determine and verify its accuracy and completeness. |
| Observe the learner effectively checking the project plan to determine and verify its compliance towards the internal and external specifications. |

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

1. A gantt chart is developed for managing and evaluating the time dimension.

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

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

1. A budget is developed for managing and evaluating the cost dimension.

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

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

1. Quality parameters are developed for managing and evaluating quality.

|  |
| --- |
| Dates: |
| Observe the learner maintaining a clear and easy to understand list of quality parameters. |

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

1. The measurement tools are communicated to team members to promote a common understanding of requirements.

|  |
| --- |
| Dates: |
| Observe the learner effectively communicating the measurement tools which will be used to the relevant staff and stakeholders. |

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

1. Project implementation is monitored and evaluated against the plan, the stipulated performance criteria and quality requirements.

|  |
| --- |
| Dates: |
| Attach a product sample of the report as generated by the learner on the monitoring and evaluation conducted on the project implementation. |

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

1. Project results are monitored to establish progress and effectiveness.

|  |
| --- |
| Dates: |
| Attach a product sample of the report as generated by the learner on the monitoring and evaluation conducted on the project implementation. |

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

|  |
| --- |
| 1. Deviations from the project plan are identified and analysed in order to take corrective action. |
| Dates: | | |
| Attach a product sample of the report as generated by the learner on the monitoring and evaluation conducted on the project implementation. | | |

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

1. Corrective actions are implemented to ensure the achievement of project objectives.

|  |
| --- |
| Dates: |
| Observe the learner effectively implementing corrective actions required to achieve the objectives of the project efficiently. |

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

1. Results are evaluated against the scope and objectives of the project.

|  |
| --- |
| Dates: |
| Observe the learner effectively evaluating the results to determine whether the project’s scope and objectives has been met. |

|  |
| --- |
| UNIT STANDARD: 252040 Manage the finances of a unit |

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. Financial statements are analysed, using data sources identified and evaluated for authenticity and accuracy.

|  |
| --- |
| Dates: |
| Attach a product sample of the analysis completed by the learner. |
| Verification of the sources in terms of accuracy and authenticity must also be shown. |

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

1. The ratios are applied to measure the profitability and liquidity of an entity.

|  |
| --- |
| Dates: |
| Observe the learner effectively making use of the current ratios to accurately determine the profitability / liquidity of an entity / organisation. |
| A product sample of the analysis may be attached here as additional evidence. |

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

1. The ratios are applied to measure the working capital and asset utilisation of an entity.

|  |
| --- |
| Dates: |
| Observe the learner effectively making use of the current ratios to accurately determine the working capital and asset utilization of an entity / organisation. |
| A product sample of the analysis may be attached here as additional evidence. |

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

1. The ratios are applied to measure the return of an entity. Range: return on equity, return on investment and debt ratio.

|  |
| --- |
| Dates: |
| Observe the learner effectively making use of the current ratios to accurately determine the equity returns utilization of the organisation. |
| Observe the learner effectively making use of the current ratios to accurately determine the ROI of the organisation. |
| Observe the learner effectively making use of the current ratios to accurately determine the debt ratio of the organisation. |
| A product sample of the analysis may be attached here as additional evidence. |

|  |
| --- |
| **US REFERENCE: SO 2 AC 6** |

1. Recommendations are made regarding the profitability of, liquidity, working capital, return and resource utilisation by the entity using the results obtained from the application of the ratios.

|  |
| --- |
| Dates: |
| Attach a product sample of the report generated by the learner which demonstrates the suggestions and recommendations made. |

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

1. Relevant factors are incorporated in the preparation of financial forecasts.

|  |
| --- |
| Dates: |
| Attach a product sample of the financial forecast as completed by the learner. |

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

1. Financial forecasts are analysed to determine viability against the entity's requirements.

|  |
| --- |
| Dates: |
| Attach a product sample of the financial forecast as completed by the learner. |

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

1. Budget plans are linked to operational objectives.

|  |
| --- |
| Dates: |
| Attach a product sample of the budget plan demonstrating its relation to the organisation’s operational objectives. |

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

1. Operational objectives are established in line with the unit's strategic plan.

|  |
| --- |
| Dates: |
| Attach a product sample of the operational objectives identified by the learner. Attach a product sample of the department’s strategic plan. |
| Evaluate both documents to determine the alignment of the objectives stipulated by the learner towards the department’s strategic plan. |

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

1. The budget is formulated according to standard operating procedures.

|  |
| --- |
| Dates: |
| Attach a product sample of the budget in compliance towards the organisation’s SOP. |

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

1. Drafted budget is reviewed, reflected on and modified to ensure alignment to the operational plan of the unit.

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

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

1. Monitoring systems are agreed and adhered to, according to standard operating procedures.

|  |
| --- |
| Dates: |
| Observe the learner effectively implementing and adhering to the monitoring systems in place. Observe the learner effectively following organisational policies and procedures throughout the monitoring processes. |

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

1. Expenditure reports are monitored for the year for each team within the unit against given criteria.

|  |
| --- |
| Dates: |
| Observe the learner effectively monitoring the expenditure reports against the set performance and achievements standards set by the organisation. |

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

1. Corrective actions are implemented where necessary in accordance with the entity's policies and procedures.

|  |
| --- |
| Dates: |
| Observe the learner effectively implementing the agreed corrective actions in line with the organisation’s policies and procedures. |

|  |
| --- |
| UNIT STANDARD: 114212 Explain the impact of organizational wellness on a business environment and indicate a strategy for a business unit |

|  |
| --- |
| **US REFERENCE: SO2 AC1** |

1. The factors to be included in a corporate wellness culture survey are identified to determine the impact of organisational wellness on a business unit.

|  |
| --- |
| Dates: |
| Observe the learner acknowledging and including the important factors applicable to corporate wellness into the survey. |

|  |
| --- |
| **US REFERENCE: SO2 AC 2** |

1. A questionnaire is designed or adapted to measure the wellness culture in a specific organisation.

|  |
| --- |
| Dates: |
| Attach a *product sample* of the questionnaire as developed by the learner. |

|  |
| --- |
| **US REFERENCE: SO2 AC 3** |

1. Information relating to corporate wellness is analysed and interpreted and a written report is produced with reference to values and norms, organisational support, peer support and climate.

|  |
| --- |
| Dates: |
| Attach a *product sample* of the analysis (or findings thereof) as generated by the learner. |

|  |
| --- |
| **US REFERENCE: SO2 AC 4** |

1. Recommendations are made to improve organisational wellness in a specific organisation.

|  |
| --- |
| Dates: |
| Observe the learner taking past experiences into account and making relevant suggestions for possible improvements to the current policies and procedures in pace. |

|  |
| --- |
| **US REFERENCE: SO4 AC1** |

1. The key issues to be addressed in a wellness strategy are identified and substantiated based on research.

|  |
| --- |
| Dates: |
| Observe the learner acknowledging and addressing the important factors applicable to corporate wellness into the strategy. |

|  |
| --- |
| **US REFERENCE: SO4 AC2** |

1. One issue is selected and a strategy is developed to implement change in the business unit with reference to communication, implementation, reward and evaluation.

|  |
| --- |
| Dates: |
| Attach a *product sample* of the strategy (or summary thereof) as generated by the learner. |

|  |
| --- |
| UNIT STANDARD: 12140 RECRUIT AND SELECT CANDIDATES TO FILL DEFINED POSITIONS |

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

1. Information is obtained on the position that is relevant and complete.

|  |
| --- |
| Dates: |
| Attach a product sample of the information received. |

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

1. A selection procedure is selected or designed and is ensured to be appropriate for the specific position and in line with organisational and legal requirements.

|  |
| --- |
| Dates: |
| Attach a product sample of the selection process and procedure which will be used. |

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

1. The selection procedure is confirmed to be a validated procedure.

|  |
| --- |
| Dates: |
| Observe the learner verifying the selection procedure to be used to determine whether it is in line with the organisational goals and objectives. |

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

1. Resources and methods needed for recruitment and selection are identified and budgets prepared and managed. The resources are available, within budget and fit for purpose.

|  |
| --- |
| Dates: |
| Observe the learner identify the resources and methods which will be used for the recruitment of staff within the organisation. |
| Attach a product sample of the budget as prepared by the learner. |

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

1. Selection criteria and control procedures are developed in line with organisational and legal requirements, and avoid partiality or bias.

|  |
| --- |
| Dates: |
| Attach a product sample of the selection criteria and control procedures which will be used by the learner. |

|  |
| --- |
| **US REFERENCE: SO 1 AC 6** |

1. A plan is developed that ensures effective and efficient recruitment and selection.

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

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

1. Recruitment is conducted in accordance with the plan and in such a way as to have the potential to elicit the desired response from the target market.

|  |
| --- |
| Dates: |
| Observe the learner effectively conducting the recruitment procedure in line with the specifications of the recruitment plan. |
| Attach a product sample of the recruitment plan as used by the learner. |

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

1. Responses are dealt with in accordance to planned control procedures.

|  |
| --- |
| Dates: |
| Observe the learner handling responses in line with the specifications of the control measures as indicated in the recruitment plan. |

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

1. The initial screening determines if applicants meet the critical job specifications and requirements to expedite the departure of unsuitable applicants.

|  |
| --- |
| Dates: |
| Attach a product sample of the initial screening procedure as used by the learner to screen potential candidates. |

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

1. Implementation of corrective action following the evaluation of the initial recruitment plan, if the initial screening does not elicit desired responses.

|  |
| --- |
| Dates: |
| Observe the learner handling unforeseen events in line with the specifications of the control measures as indicated in the recruitment plan. |

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

1. A list of potential candidates is prepared to facilitate selection.

|  |
| --- |
| Dates: |
| Attach a product sample of the list of potential candidates. |

|  |
| --- |
| **US REFERENCE: SO 2 AC 6** |

1. An applicant database is managed in accordance with legislation and organisational requirements.

|  |
| --- |
| Dates: |
| Observe the learner effectively operating and managing the database system in use by the organisation to record / store / manage applicant applications. |

|  |
| --- |
| **US REFERENCE: SO 2 AC 7** |

1. Unplanned events are dealt with in accordance with the circumstances and contingency plans are initiated.

|  |
| --- |
| Dates: |
| Observe the learner handling unforeseen events in line with the specifications of the control measures as indicated in the recruitment plan. |

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

1. Backgrounds and qualifications are validated using appropriate verification methods according to the plan.

|  |
| --- |
| Dates: |
| Observe the learner effectively checking and validating applicant’s backgrounds and qualifications to ensure that they are valid. The learner may make use of a variety of methods to complete such validations. The use of external companies is suggested such as My Gate. |

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

1. Candidates are assessed against the requirements of the defined position.

|  |
| --- |
| Dates: |
| Observe the learner evaluating the candidates skills / experience against the requirements of the position. |

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

1. Candidates are interviewed using best practice techniques appropriate to the defined position.

|  |
| --- |
| Dates: |
| Observe the learner effectively interviewing the candidates and completing the interview form and adhering to the recruitment plan. |
| Attach a product sample of the recruitment / interview form used. |

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

1. A shortlist is drawn up to reflect the results of the assessment of candidates. The shortlist can be justified in terms of the match between candidate profile and job requirements.

|  |
| --- |
| Dates: |
| Attach a product sample of the shortlist as drafted by the learner. |

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

1. Selections are made in accordance with planned strategy and can be justified in terms of best match between candidate profile and job and organisation requirements and meeting legislative requirements.

|  |
| --- |
| Dates: |
| Observe the learner evaluating the candidate’s skills / experience against the requirements of the position and then making the selections in line with the requirements of the recruitment plan and strategy. |

|  |
| --- |
| **US REFERENCE: SO 3 AC 6** |

1. Feedback is relevant to the enquiry and the job requirements, and is given to both successful and unsuccessful candidates tactfully according to the planned time framework and legal requirements.

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

|  |
| --- |
| **US REFERENCE: SO 3 AC 7** |

1. Records are documented to facilitate further processing and reflect agreements reached and successful candidate details accurately. Records are authorised and forwarded to designated personnel.

|  |
| --- |
| Dates: |
| Attach a product sample of the records as kept and documented by the learner. |

|  |
| --- |
| **US REFERENCE: SO 3 AC 8** |

1. Unplanned events are dealt with in accordance with the circumstances, and contingency plans are initiated.

|  |
| --- |
| Dates: |
| Observe the learner handling unforeseen events in line with the specifications of the control measures as indicated in the contingency plan. |

|  |
| --- |
| UNIT STANDARD: 252033 Demonstrate ways of dealing with the effects of dread diseases and in particular HIV/AIDS |

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

1. Findings and recommendations are compiled in a report.

|  |
| --- |
| Dates: |
| Attach a *product sample* of a report containing the detailed findings as generated by the learner. |

|  |
| --- |
| US REFERENCE: SO AC |

1. An action plan is developed to implement the recommendations for dealing with the impact of dread diseases in the unit.

|  |
| --- |
| Dates: |
| Attach a *product sample* of action plan as generated by the learner. |

|  |
| --- |
| UNIT STANDARD: 114226 – Interpret and manage conflicts within the workplace |

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.

|  |
| --- |
| **Specific Outcome 3:** **Describe the appropriate action plan and strategies to manage conflict.** |

**Assessment Criteria**

**3.1** The need to adopt action plans and adapt them to a particular conflict is demonstrated with examples.

|  |
| --- |
| Dates: |
| Attach a product sample of the original action plan used as well as the updated / altered action plan as generated by the learner. |

|  |
| --- |
| **Specific Outcome 4:** |

**Assessment Criteria**

**4.1**  A skills audit is done by the learner to identify the skills he/she needs to develop to be an effective conflict manager are identified.

|  |
| --- |
| Dates: |
| Attach a product sample of the completed skills audit as generated / completed by the learner. |

|  |
| --- |
| UNIT STANDARD: 15230 – Monitor team members and measure effectiveness of performance |

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 15230 REFERENCE: SO 1 AC 2** |

1. Performance standards are agreed in consultation with the relevant individuals.

|  |
| --- |
| Dates: |
| Observe the learner discussing and liaising with stakeholders to confirm the relevant performance standards that should be adhered to by participating staff members. |

|  |
| --- |
| **US 15230 REFERENCE: SO 1 AC 4** |

1. Performance standards are recorded and documented.

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

|  |
| --- |
| **US 15230 REFERENCE: SO 1 AC 5** |

1. Systems for monitoring performance against standards are set up.

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

|  |
| --- |
| **US 15230 REFERENCE: SO 2 AC 1** |

1. Time, place and format for performance review are agreed with team member.

|  |
| --- |
| Dates: |
| Observe the learner discussing and liaising with staff members to confirm the relevant performance standards that should be adhered to. |

|  |
| --- |
| **US 15230 REFERENCE: SO 2 AC 2** |

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

|  |
| --- |
| Attach a product sample of the assessment / checklist completed based on performance of staff members. |

|  |
| --- |
| **US 15230 REFERENCE: SO 2 AC 3** |

1. Performance against standards is documented in a form that is usable in future.

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

|  |
| --- |
| **US 15230 REFERENCE: SO 3 AC 1** |

1. Time, place and format are in accordance with that previously agreed.

|  |
| --- |
| Dates: |
| Observe that the learner’s previous arrangements are accurately in accordance with actual occurrences. |

|  |
| --- |
| **US 15230 REFERENCE: SO 3 AC 2** |

1. Positive and negative performance is documented for report back purposes.

|  |
| --- |
| Dates: |
| Attach a product sample of the positive and negative recorded performance standards. |

|  |
| --- |
| **US 15230 REFERENCE: SO 3 AC 3** |

1. An action plan to further improve performance and to build on positive performance is established with the employee.

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

|  |
| --- |
| **US 15230 REFERENCE: SO 3 AC 4** |

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

|  |
| --- |
| Dates: |
| Attach a product sample of the recorded actions as agreed to by both parties. |

|  |
| --- |
| UNIT STANDARD: 15224 EMPOWER TEAM MEMBERS THROUGH RECOGNISING STRENGTHS, ENCOURAGING PARTICIPATION IN DECISION MAKING AND DELEGATING TASKS |

**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. Team members are told what they do well, what needs improvement and what is expected in the future.

|  |
| --- |
| Dates: |
| Observe the learner providing the team members with feedback in line with the burger / sandwich feedback technique. |

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

1. All feedback is measured against performance expectations, which have been communicated to the team member.

|  |
| --- |
| Dates: |
| Observe the learner applying the feedback in line with the performance evaluation results received. |

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

1. Feedback is given at the time that the event occurs.

|  |
| --- |
| Dates: |
| Observe the learner conducting the feedback session right after the performance evaluation results is received. |

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

1. Feedback is honest, simple, specific and constructive.

|  |
| --- |
| Observe the learner providing the team members with feedback in line with the burger / sandwich feedback technique. |

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

1. Team members are dealt with as valued and trusted members of the team.

|  |
| --- |
| Dates: |
| Observe the learner handling the feedback process in a respectful and professional manner towards the staff members. |

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

1. Team members are included in division/section/department decision-making by fully informing them of the situation and the decision(s) that needs to be taken.

|  |
| --- |
| Dates: |
| Observe the learner regularly communicating the objectives of the process to the staff members involved. |

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

1. Team members are encouraged to think of solutions to the problem being as innovative as possible.

|  |
| --- |
| Dates: |
| Observe the learner encouraging commitments and involvement from the staff members to identify problems and find solutions. |

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

1. Team members must be asked to provide alternatives, evaluate the alternatives and select one for implementation.

|  |
| --- |
| Dates: |
| Observe the learner requesting staff to identify possible / suitable alternatives for current processes and procedures for possible enhancements or improvements. |

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

1. The best solution is sought through getting team members to debate their viewpoints and work towards finding common ground.

|  |
| --- |
| Dates: |
| Observe the learner encouraging commitments and involvement from the staff members to identify problems and find solutions. |

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

1. The work plan or task is analysed and broken down into smaller tasks, programmes or units of work and a decision taken as to who in the section is best suited to carry them out.

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

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

1. The delegated tasks must be clearly communicated to employees indicating what is expected, how it must be done and where to get help, if necessary.

|  |
| --- |
| Dates: |
| Observe e the learner effectively delegating the required tasks to be completed to the available staff along with clear instructions and guidance where necessary. |

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

1. Decision-making authority required to execute the task is indicated to the employee so that team members can react to situations immediately and effectively.

|  |
| --- |
| Dates: |
| Observe the learner encouraging commitments and involvement from the staff members to identify problems and find solutions. |

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

1. A regular feedback and reporting schedule must be agreed upon.

|  |
| --- |
| Dates: |
| Attach a feedback and report schedule as generated band agreed upon by all the stakeholders involved. |

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

1. A system to enable the flow of information must be established by team members.

|  |
| --- |
| Dates: |
| Attach a communication flow chart as generated and accepted by the stakeholders involved. |

|  |
| --- |
| **US REFERENCE: SO 3 AC 6** |

1. The successful completion of delegated tasks must be monitored and the performance used a means of on-going development.

|  |
| --- |
| Dates: |
| Observe the learner effectively monitoring the completion of tasks and objectives in line with the set plan on a regular and frequent basis. |

|  |
| --- |
| **US REFERENCE: SO 3 AC 7** |

1. Successful achievement of delegated tasks must be given recognition.

|  |
| --- |
| Dates: |
| Observe the learner identifying. Recognising and praising the staff members when achieving their set goals and objectives in line with organisational requirements. |

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

1. Decisions taken are reviewed in small-group and/or whole group situations to decide on their success in reaching the stated objectives.

|  |
| --- |
| Dates: |
| Observe the learner conducting regular meetings and review sessions with the staff / departments involved to determine possible strategy changes and to discuss possible successes achieved towards the set objectives. |

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

1. Correct decisions are confirmed and incorrect decisions are rescinded or amended so as to enable the objectives to be met.

|  |
| --- |
| Dates: |
| Observe the learner conducting regular meetings and review sessions with the staff / departments involved to determine possible strategy changes and to discuss possible successes achieved towards the set objectives. |

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

1. **Logbook**

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

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

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

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

|  |
| --- |
| **FEEDBACK SECTION** |
| Comments from Learner: |

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

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

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

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

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

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

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

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

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

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

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

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