|  |
| --- |
| Facilitator Assessment Guide |
| ***Module 2*** |

**NATIONAL Certificate:**

**GENERIC MANAGEMENT**

**59201**

**GENERIC MANAGEMENT**

**(LP60269)**

**Module 2-Workplace Management**

**Module Credit Total: 6**

**FACILITATOR ASSESSMENT GUIDE**

**Facilitator/ 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.) | 2 |
| **Assessment Plan and Appeals Form**  (For reference purposes only. This form does not need to be completed here.) | 3 |
| **Pre-Assessment Checklist**  (For reference purposes only. This form does not need to be completed here.) | 6 |
| **Assessment Strategy and Process**  (Demonstrates the assessment strategy and process to be followed) | 7 |
| **Assessment Evidence Grid**  (Contains the evidence grid and references where the evidence can be found) | 9 |
| **Formative Assessment: Knowledge Questionnaire**  (Model answer sheet for the formative assessment questionnaire.) | 13 |
| 1. **Summative Assessment: Knowledge Questionnaire**   (Model answer sheet for the summative assessment questionnaire.) | 15 |
| 1. **Personal Narrative**   (Personal reflexive questionnaire criteria guide) | 17 |
| 1. **Witness Testimonial**   (Witness testimonial evidence guide) | 19 |
| 1. **Logbook**   (Logbook activity record guide) | 21 |
| **Feedback / Assessment Judgement / Report / Evaluation**  (For reference purposes only. This form does not need to be completed here.) | 23 |

**Module 1: Unit Standard Cluster Information**

|  |  |  |  |
| --- | --- | --- | --- |
| **SAQA** | **Unit Standard Title** | **Level** | **Credits** |
| 252037 | Build teams to achieve goals and objectives | 5 | 6 |
| 252029 | Lead people development and talent management | 5 | 8 |
| 252027 | Devise and apply strategies to establish and maintain workplace relationships | 5 | 6 |
| 252043 | Manage a diverse work force to add value | 5 | 6 |
| 252042 | Apply the principles of ethics to improve organisational culture | 5 | 5 |

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

**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 1 | Unit Standards |  |  |  | 252043 |  |
| **Total Notional Hours** | Notional Hours | Credits |  |  |  | 6 |  |
|  | | | | | | |  |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit Standard Name** | | Manage a diverse work force to add value | SAQA ID | 252043 | NQF Level | | 5 | Credits | 6 |
| **Specific Outcome 1:** | | Demonstrate knowledge and understanding of diversity in the workplace. | | | | | | | |
| **SO1** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | Diversity is defined in terms of differences within a unit, including difference in backgrounds, culture, beliefs, values, race, age, sex, language and education. | | | | | SA – Knowledge Assessment | | | |
| AC2 | Diversity is explored as a potential source of discrimination. | | | | | SA – Knowledge Assessment | | | |
| AC3 | The implications of diversity for external and internal relationships is examined and explained with examples. | | | | | SA – Knowledge Assessment | | | |
| AC4 | Cultural biases, stereotypes and perceptions are identified together with the influence they can have on dealing with diversity. | | | | | SA – Knowledge Assessment | | | |
| **Specific Outcome 2:** | | Demonstrate understanding of the reality of diversity and its value in a unit. | | | | | | | |
| **SO2** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | The benefits of diversity in team members and clients are explained with examples.  (The benefits of diversity include improved products, services, relationships and the ability to attract and retain employees.) | | | | | SA – Knowledge Assessment | | | |
| AC2 | Ways of utilising the diversity among team members are explored with a view to enhancing relationships and improving the productivity of a unit. | | | | | SA – Knowledge Assessment | | | |
| AC3 | Ways of meeting the diverse needs and goals of team members in a unit are explored in relation to the goals and objectives of a unit. | | | | | SA – Knowledge Assessment | | | |
| AC4 | Ways of meeting the needs of diverse clients and communities through a range of products and services is explored to identify new opportunities. | | | | | SA – Knowledge Assessment | | | |
| **Specific Outcome 3:** | | Manage team members taking into account similarities and differences. | | | | | | | |
| **SO3** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | Diversity in beliefs, values, interests and attitudes are identified through interaction within a unit. | | | | | SA – Observational Assessment | | | |
| AC2 | Common beliefs, values, interests and attitudes that will serve a basis for leading the team are recognised through interaction within a unit. | | | | | SA – Observational Assessment | | | |
| AC3 | The expression of diverse viewpoints and ways of being is encouraged in a unit through management activities. | | | | | SA – Observational Assessment | | | |
| AC4 | Sensitivity towards and understanding of diversity are demonstrated through management activities. | | | | | SA – Observational Assessment | | | |
| **Specific Outcome 4:** | | Deal with disagreements and conflicts arising from diversity in a unit. | | | | | | | |
| **SO4** | **Assessment Criteria** | | | | | **Evidence Guide** | | | |
| AC1 | Incidents of conflict and disagreement are acknowledged and managed in a way that enhances relationships in a unit. | | | | | SA – Observational Assessment | | | |
| AC2 | Cases of unfair discrimination and discriminatory practices are identified and managed at the appropriate level of authority in the entity. | | | | | SA – Observational Assessment | | | |
| AC3 | Disagreements and conflict are used as opportunities for learning to improve the cohesion in a unit. | | | | | SA – Observational Assessment | | | |

|  |  |  |
| --- | --- | --- |
| **Essential Embedded Knowledge** | | **Covered** |
| 1. | The nature of unfair discrimination, discriminatory practices, cultural biases and stereotypes. | FA - Knowledge Assessment |
| 2. | Types of discrimination. | FA - Knowledge Assessment |
| 3. | Techniques for the effective management of diversity. | FA - Knowledge Assessment |
| 4. | Ways of dealing with disagreements and conflict relating to diversity. | FA - Knowledge Assessment |

|  |  |  |
| --- | --- | --- |
| **Critical Cross-field Outcomes (CCFO)** | | **Covered** |
| 1. | Identify and solve problems relating to conflict, disagreements and discrimination relating to diversity. | FA - Knowledge Assessment  SA – Workplace Assignment  Personal Narrative |
| 2. | Work effectively with others in developing and implementing solutions. | FA - Knowledge Assessment  SA – Workplace Assignment  Personal Narrative |
| 3. | Organise and manage oneself and one`s activities when dealing with team members in managing diversity in a unit. | FA - Knowledge Assessment  SA – Workplace Assignment  Personal Narrative |
| 4. | Collect, evaluate, organise and critically evaluate information on the nature of diversity in a unit | FA - Knowledge Assessment  SA – Workplace Assignment  Personal Narrative |
| 5. | Communicate effectively when dealing with conflict and disagreements arising from diversity in a unit. | FA - Knowledge Assessment  SA – Workplace Assignment  Personal Narrative |
| 6. | Demonstrate an understanding of the world as a set of related systems in recognising the complexity of diversity. | FA - Knowledge Assessment  SA – Workplace Assignment  Personal Narrative |
| 7. | In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of:   * Being culturally and aesthetically sensitive across a range of social contexts when dealing with diversity in a unit. | FA - Knowledge Assessment  SA – Workplace Assignment  Personal Narrative |

|  |
| --- |
| **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”

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”

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: 252043 Manage a diverse work force to add value |

**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 importance of having clear and manageable performance goals.

|  |
| --- |
| To ensure that the progress is measureable and that it can be tracked. |

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

1. Explain the importance of monitoring performance of staff on a regular and on-going basis.

|  |
| --- |
| To ensure that any gaps in performances are identified and dealt with to resolve and improve the situation / performance level. |

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

1. Explain the benefits of measuring the performance of both the staff individually and the department as a whole.

|  |
| --- |
| To ensure that individual and team performance issues can be dealt with respectively and isolated where necessary. |

**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 possible impact of not proving feedback to staff on their performance at work.

|  |  |  |  |
| --- | --- | --- | --- |
| Choice A | Choice B | Choice C | Choice D |
| Staff will be able to improve performance | Staff will work harder to reach objectives | Staff will not know how to improve performance | Staff will have enjoy improved working conditions |
|  |  | X |  |

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

1. Identify the direct impact of maintaining accurate records on past performance evaluations conducted with staff members.

|  |  |  |
| --- | --- | --- |
| Choice A | Choice B | Choice C |
| Will enable company and staff to review performance levels | Will improve the amount of company benefits to staff | Will cause unnecessary delays and increased work load |
| X |  |  |

1. **Knowledge Assessment**

|  |
| --- |
| UNIT STANDARD: 252043 Manage a diverse work force to add value |

**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 diversity in terms of the following:

* Difference within departments, backgrounds, culture, beliefs, values, race, age, sex, language and education.

|  |
| --- |
| Different departments: different departments work to achieve different goals. Although the immediate goal may be different, the overall objectives are the same – to achieve the goals and objectives of the organisation. |
| Different backgrounds of staff:  Different backgrounds of various staff allow for different perspectives / approaches towards the same goal which can prove to be invaluable to generate innovative new ideas. |
| Different cultures of staff / clients:  Different cultures of various staff allow for different perspectives / approaches towards the same goal which can prove to be invaluable to generate innovative new ideas. |
| Differences in beliefs of staff / clients:  Different beliefs of various staff allow for different perspectives / approaches towards the same goal which can prove to be invaluable to generate innovative new ideas. |
| Differences in values of staff / clients:  Different values of various staff allow for different perspectives / approaches towards the same goal which can prove to be invaluable to generate innovative new ideas. |
| Differences in race of staff / clients:  Different races of various staff allow for different perspectives / approaches towards the same goal which can prove to be invaluable to generate innovative new ideas. |
| Differences in ages of staff:  Different ages of various staff allow for different perspectives / approaches towards the same goal which can prove to be invaluable to generate innovative new ideas. |
| Gender differences:  Different genders of various staff allow for different perspectives / approaches towards the same goal which can prove to be invaluable to generate innovative new ideas. |
| Differences in language and education of staff:  Different language and education levels of various staff allow for different perspectives / approaches towards the same goal which can prove to be invaluable to generate innovative new ideas. |

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

1. Describe the manner in which diversity can be the source of discrimination. Make use of an example to explain your answer.

|  |
| --- |
| Due to the largely diverse staff population that exists in most South African workplaces, a lack of understanding of each individual culture may lead to discrimination amongst staff. |

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

1. Describe the implications of diversity for external and internal relationships. Make use of an example to explain your answer.

|  |
| --- |
| Misunderstandings could occur between both internal (staff) and external (clients) due to diversity in language / education levels and cultural beliefs. |

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

1. Describe the cultural biases, stereotypes and perceptions often found in the workplace along with the impact that this could have on dealing with diversity issues.

|  |  |
| --- | --- |
| Cultural Factors | Impact |
| Biases: |  |
| Stereotypes: |  |
| Perceptions: |  |

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

1. Explain the following benefits of diversity to staff and clients:

|  |  |  |
| --- | --- | --- |
| Benefits of diversity | Staff | Clients |
| Improved products: |  |  |
| Improved service: |  |  |
| Improved relationships: |  |  |
| Improved ability to attract and retain employees: |  |  |

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

1. Describe the way in which to utilise the diversity among team members to enhancing relationships and improving the productivity of a unit/department. Make use of an example to explain your answer.

|  |
| --- |
| This allows for different perspectives / approaches towards the same goal which can prove to be invaluable to generate innovative new ideas. |

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

1. Describe how to meet the diverse needs and goals of team members in a unit/department in relation to the goals and objectives of a unit/department. Make use of an example to explain your answer.

|  |
| --- |
| Ensure for a broad and common understanding of the various cultures, beliefs, values which exists between all staff / clients in the workplace. |

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

1. Discuss how to meet the needs of diverse clients and communities through offering a range of products and services. Make use of an example to explain your answer.

|  |
| --- |
| Ensure that the various products and services addresses the needs of the diverse population catered for. Conduct thorough research to ensure for accuracy and optimum satisfaction. |

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 |