|  |
| --- |
| Summative Assessment |
| ***Module 1*** |

**NATIONAL Certificate:**

**GENERIC MANAGEMENT**

**59201**

**GENERIC MANAGEMENT**

**(LP60269)**

**Skills Program 1-People Management**

**Module Credit Total: 31**

**SECTION 2: SUMMATIVE ASSESSMENT INSTRUMENT**

**Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Workplace: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Welcome to your Summative Assessment!**

This document deals with the summative assessment of your competence towards the outcomes which you need to achieve. “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).

**Document Index**

|  |  |
| --- | --- |
| **Content Description** | **Page** |
| **Index and Welcome** | 4 |
| **Memorandum of Assessment** | 5 |
| **Assessment Plan and Appeals Form** | 7 |
| **Pre-Assessment Checklist** | 11 |
| 1. **Summative Assessment: Knowledge Questionnaire** | 12 |
| 1. **Summative Assessment: Observational Assessment** | 25 |
| 1. **Personal Narrative** | 34 |
| 1. **Witness Testimonial** | 36 |
| 1. **Logbook** | 38 |
| **Feedback / Assessment Judgement / Report / Evaluation** | 41 |

**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** |

You will be required to complete the following sections of this document which forms part of your overall formative assessment.

**Section 1: Formative Assessment**

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

These knowledge based questions will be based on the outcomes and content of your classroom training session. Please answer all the questions provided as this will also form part of your 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: 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. **Observational Assessment and Workplace Assignments**

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

* 1. **Summative Knowledge Assessment**

Please complete the assignment by following the instructions provided.

* 1. **Personal Narrative**

The personal narrative offers a chance for you to reflect on the requirements of the required outcomes and reflexive competence in the application of the learning.

* 1. **Witness Testimony**

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

* 1. **Logbook**

Please complete the Logbook by following the instructions provided.

**LEARNER ASSESSMENT PLAN**

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Unit code** | **UNIT STANDARD TITLES** | **NQF 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 |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **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: |

**SUMMATIVE ASSESSMENT**

* 1. **kNOWLEDGE QUESTIONAIRE**

**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: 252037 BUILD TEAMS TO ACHIEVE GOALS AND OBJECTIVES |

**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 characteristics of a team and team interaction when compared to that of a group. Make use of an example to explain your answer.

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

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

1. Describe different teams of staff within your workplace and explain the role of each.

|  |  |
| --- | --- |
| Team | Role and characteristics |
| i) |  |
| ii) |  |
| iii) |  |

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

1. Explain the importance of teams achieving workplace goals and objectives.

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

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

1. Make use of practical examples to explain the dynamics of a team.

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

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

1. Explain the reasons for disagreements and conflict which occur that could disrupt the functioning of the team.

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

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

1. Give examples of cross-functional and virtual teams. Make use of examples to explain your answer.

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

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

1. Identify unique challenges that could be faced by cross-functional and virtual teams. Make use of examples to explain your answer.

|  |  |
| --- | --- |
| Cross-functional teams | Virtual teams |
|  |  |
|  |  |
|  |  |

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

1. Explain the steps of the process in building a team.

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

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

1. Identify the stages of team development and explain how human behaviour drives each stage.

|  |  |
| --- | --- |
| Stages of team development | How human behaviour drives this stage |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

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

1. Explain the role of the team leader in terms of improving the team’s effectiveness.

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

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

1. Describe the impact of different leadership styles in relation to the leader's role in promoting team effectiveness.

|  |  |
| --- | --- |
| Leadership style | Impact on the leader’s role to promote effectiveness |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

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

1. Identify the techniques which could be used to constructively manage team dynamics and conflict in terms of the following factors: promoting trust, cohesion, creativity and productivity.

|  |
| --- |
| Technique used to promote trust: |
| Technique used to promote cohesion |
| Technique used to promote creativity: |
| Technique used to promote productivity: |

|  |
| --- |
| UNIT STANDARD: 252029 - LEAD PEOPLE DEVELOPMENT AND TALENT MANAGEMENT |

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

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

1. a) Identify the learning needs of unit/department in relation to the task performance requirements and goals / objectives of the organisation.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Stakeholders** | **Objectives / Goals** | **Current Skills** | **Skills Gaps** | **Training required** |
| e.g. Supervisors | e.g. Effective Management | Leadership Skills | Management of staff | Management Techniques |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

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

1. Describe the planning required to ensure that the following will be ready and available as required for your internal training activities:

|  |
| --- |
| Resources: |
| Location: |
| Personnel: |

1. Describe what external training resources could be used to fill the skills gaps identified in the staff.

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

1. Describe how you will check and determine whether the skills gaps has been successfully bridged / closed after training sessions? Make use of an example to explain your answer.

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

|  |
| --- |
| **US REFERENCE: SO 1 / SO3 AC 2 / AC 5 / AC 6** |

**Instructions:** Make use of the template below to conduct a complete Training Needs Analysis on the staff within your department / unit. Consult with the relevant stakeholders of the department / unit / organisation where required to obtain input / feedback from them prior to the completion of this analysis.

(*You may copy this sheet for additional space to complete the analysis on more staff in your department / unit*)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Staff name & surname | Job role | Skills requirements against job role | Current experience & training | Evaluations conducted | Skills Gaps against current skills | Intervention activity required | Resources required | Time Allocation |
| e.g.  John Smith | e.g.  Manager | e.g.  Leadership Skills  Supervisory Skills  Communication Skills | e.g.  1 year Management training certificate | e.g.  Performance Appraisal | e.g.  Communications Skills | e.g.  Skills programme communication training | e.g.  Funding for training package costs | e.g.  2 Weeks  80 Hours  8hrs p/d |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |

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

1. Describe the following types of learning programmes which could be used to fill the gaps as identified in the training needs analysis.

|  |
| --- |
| Learnerships: |
| Skills programmes: |
| Apprenticeships: |
| Internships: |
| Short courses: |
| Mentoring: |
| Coaching: |

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

1. Explain the role of the unit manager in relation to talent management and people development within a unit. Make use of examples to explain your answer.

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

|  |
| --- |
| UNIT STANDARD: 252027 DEVISE AND APPLY STRATEGIES TO ESTABLISH AND MAINTAIN WORKPLACE RELATIONSHIPS |

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

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

1. Identify the opportunities for networking with internal and external stakeholders relevant to your department / unit.

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

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

1. Identify when / where it will be most suitable for team members to discuss work-related and personal issues.

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

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

1. Explain which interpersonal and group techniques would prove to be invaluable in a team. Make use of examples to explain your answer.

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

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

1. Identify and explain which techniques could be used to effectively deal with conflict in your department.

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

|  |
| --- |
| 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 backgrounds of staff: |
| Different cultures of staff / clients: |
| Differences in beliefs of staff / clients: |
| Differences in values of staff / clients: |
| Differences in race of staff / clients: |
| Differences in ages of staff: |
| Gender differences: |
| Differences in language and education of staff: |

|  |
| --- |
| **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.

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

|  |
| --- |
| **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.

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

|  |
| --- |
| **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.

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

|  |
| --- |
| **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.

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

|  |
| --- |
| **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.

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

|  |
| --- |
| UNIT STANDARD: 252042 - APPLY THE PRINCIPLES OF ETHICS TO IMPROVE ORGANISATIONAL CULTURE |

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

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

1. Make use of examples from your workplace to explain the relationship between personal values, organisational ethics, and your organisation’s culture.

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

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

1. Explain the complexity of the conflicts between personal values and the organisation’s values and ethical codes.

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

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

1. Describe the potential impact of organisational values and culture on the organisation's triple bottom line. Make use of an example to explain your answer.

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

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

1. Explain the importance for adhering to ethical conduct when dealing with South African organisations with regards to the following:

|  |
| --- |
| South Africa's Constitution: |
| King Report: |
| PFMA: |
| Batho Pele principles: |

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

1. Explain the role which corporate governance plays within your organisation.

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

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

1. Identify and give examples of specific ethical practices adhered to by your department.

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

FOR ASSESSOR

File Checked:

|  |  |
| --- | --- |
| Date | Assessor Signature |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

This is to verify that the learner has completed all the above and has achieved competence.

Assessor Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assessor Reg. No:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assessor Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This is to verify that the assessor has observed me in the workplace.  
  
Learners Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Learners Reg No:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learners Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* 1. **Observation ASSESSMENT**

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

|  |
| --- |
| UNIT STANDARD: 252037 BUILD TEAMS TO ACHIEVE GOALS AND OBJECTIVES |

The assessor to complete the following:

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

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

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

1. The functioning of a team is evaluated against the characteristic of high-performance teams.

|  |
| --- |
| Dates: |
|  |
|  |
|  |
|  |
|  |
|  |

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

1. An action plan is developed for improving the effectiveness of the team.

|  |
| --- |
| Dates: |
|  |
|  |
|  |
|  |
|  |
|  |

|  |
| --- |
| UNIT STANDARD: 252029 - LEAD PEOPLE DEVELOPMENT AND TALENT MANAGEMENT |

The assessor to complete the following:

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

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

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

1. The development needs of staff to be addressed through training and non-training interventions are recorded in the training needs analysis report.

|  |
| --- |
| Dates: |
|  |
|  |
|  |
|  |
|  |
|  |

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

1. The development needs are related to the career development paths of individual staff members in accordance with the requirements of the entity.

|  |
| --- |
| Dates: |
|  |
|  |
|  |

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

1. The development needs are linked to the talent management strategy of the entity.

|  |
| --- |
| Dates: |
|  |
|  |
|  |

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

1. The report on the training needs analysis is communicated to interested parties in a usable format.

|  |
| --- |
| Dates: |
|  |
|  |
|  |
|  |
|  |
|  |

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

1. The implementation is monitored to track progress against the people development plan and the quality requirements of the national skills development system.

|  |
| --- |
| Dates: |
|  |
|  |
|  |

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

1. Implementation reports submitted are analysed to evaluate whether the planned objectives and outcomes were achieved.

|  |
| --- |
| Dates: |
|  |
|  |
|  |

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

1. The evaluation of learners and other interested parties is integrated into a final evaluation report with recommendations on improvements.

|  |
| --- |
| Dates: |
|  |
|  |
|  |
|  |
|  |
|  |

|  |
| --- |
| UNIT STANDARD: 252027 DEVISE AND APPLY STRATEGIES TO ESTABLISH AND MAINTAIN WORKPLACE RELATIONSHIPS |

The assessor to complete the following:

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

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

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

1. Networking opportunities are identified, meetings are attended and new contacts established to mutual benefit.

|  |
| --- |
| Dates: |
|  |
|  |
|  |
|  |
|  |
|  |

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

1. Avenues for communicating with stakeholders are explored and appropriate strategies implemented to mutual benefit of all people involved.

|  |
| --- |
| Dates: |
|  |
|  |
|  |

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

1. Managers are kept informed of activities, progress and results of the unit through verbal or written feedback in accordance with the entity's policies and procedures.

|  |
| --- |
| Dates: |
|  |
|  |
|  |

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

1. A process for seeking and exchanging information, and seeking advice is agreed to in consultation with all managers in a unit.

|  |
| --- |
| Dates: |
|  |
|  |
|  |
|  |
|  |
|  |

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

1. Managers in the unit are consulted on issues that are relevant to their area of responsibility to promote constructive relationships and interaction between units in the entity.

|  |
| --- |
| Dates: |
|  |
|  |
|  |

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

1. Concerns over the quality of work are raised directly with relevant managers in accordance with the entity's policies and procedures.

|  |
| --- |
| Dates: |
|  |
|  |
|  |

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

1. Information presented to the managers is clear, accurate and timely.

|  |
| --- |
| Dates: |
|  |
|  |
|  |
|  |
|  |
|  |

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

1. Information on the procedures for dealing with conflict in a unit is communicated to team members to promote the orderly resolution of conflict in accordance with the entity's policies and procedures.

|  |
| --- |
| Dates: |
|  |
|  |
|  |

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

1. Actions taken to resolve potential and actual conflict are taken to deal promptly in accordance with the entity's policies and procedures.

|  |
| --- |
| Dates: |
|  |
|  |
|  |
|  |
|  |

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

1. Conflict situations are referred to appropriate managers where required in terms of the entity's policies and procedures.

|  |
| --- |
| Dates: |
|  |
|  |
|  |

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

1. The strategy is developed through a consultative process that involved all team members in the development of goals and objectives to obtain commitment and support.

|  |
| --- |
| Dates: |
|  |
|  |
|  |
|  |
|  |
|  |

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

1. Feedback and advice to team members are offered in a positive manner to contribute towards constructive relationships.

|  |
| --- |
| Dates: |
|  |
|  |
|  |

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

1. Team members are informed about developments and changes that may affect them.

|  |
| --- |
| Dates: |
|  |
|  |
|  |

|  |
| --- |
| UNIT STANDARD: 252043 MANAGE A DIVERSE WORK FORCE TO ADD VALUE |

The assessor to complete the following:

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

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

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

1. Diversity in beliefs, values, interests and attitudes are identified through interaction within a unit.

|  |
| --- |
| Dates: |
|  |
|  |
|  |
|  |
|  |
|  |

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

1. Common beliefs, values, interests and attitudes that will serve a basis for leading the team are recognised through interaction within a unit.

|  |
| --- |
| Dates: |
|  |
|  |
|  |

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

1. The expression of diverse viewpoints and ways of being is encouraged in a unit through management activities.

|  |
| --- |
| Dates: |
|  |
|  |
|  |

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

1. Sensitivity towards and understanding of diversity are demonstrated through management activities.

|  |
| --- |
| Dates: |
|  |
|  |
|  |

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

1. Incidents of conflict and disagreement are acknowledged and managed in a way that enhances relationships in a unit.

|  |
| --- |
| Dates: |
|  |
|  |
|  |

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

1. Cases of unfair discrimination and discriminatory practices are identified and managed at the appropriate level of authority in the entity.

|  |
| --- |
| Dates: |
|  |
|  |
|  |

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

1. Disagreements and conflict are used as opportunities for learning to improve the cohesion in a unit.

|  |
| --- |
| Dates: |
|  |
|  |
|  |
|  |
|  |
|  |

|  |
| --- |
| UNIT STANDARD: 252042 - APPLY THE PRINCIPLES OF ETHICS TO IMPROVE ORGANISATIONAL CULTURE |

The assessor to complete the following:

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

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

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

1. An instrument is selected for analysing individual and organisational conduct in respect of organisational values, codes of conduct and corporate ethics.

|  |
| --- |
| Dates: |
|  |
|  |
|  |
|  |
|  |
|  |

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

1. The instrument is applied to gather and record information within a unit in respect of organisational values, codes of conduct and corporate ethics.

|  |
| --- |
| Dates: |
|  |
|  |
|  |

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

1. The instrument is applied to evaluate the current state in a unit against the desired state in respect of organisational values, codes of conduct and corporate ethics.

|  |
| --- |
| Dates: |
|  |
|  |
|  |

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

1. An implementation plan is prepared that described the strengthening of the entity's values, code of conduct and ethical practices in the unit.

|  |
| --- |
| Dates: |
|  |
|  |
|  |
|  |
|  |
|  |

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

1. The communication activities for promoting the entity's values, code of conduct and ethical practices are outlined in the plan, with role allocation and time frames.

|  |
| --- |
| Dates: |
|  |
|  |
|  |

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

1. The process for monitoring and evaluating improvements in relation to the entity's organisational values, code of conduct and ethical practices in a unit is described with role allocation and time frames.

|  |
| --- |
| Dates: |
|  |
|  |
|  |

FOR ASSESSOR

File Checked:

|  |  |
| --- | --- |
| Date | Assessor Signature |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

This is to verify that the learner has completed all the above and has achieved competence.

Assessor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assessor Reg. No: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assessor Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This is to verify that the assessor has observed me in the workplace.  
  
Learners Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Learners Reg No: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Learners Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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 REPORT** | |
| 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 AND DECLARATION** |

**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 |