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| Summative Assessment  Instrument |
| ***Module 2*** |

**NATIONAL Certificate:**

**GENERIC MANAGEMENT**

**59201**

**GENERIC MANAGEMENT**

**(LP60269)**

**Module 2-Workplace Management**

**Module Credit Total: 38**

**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).

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**Module 2: Unit Standard Cluster Information**

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

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| **Instructions & Memorandum of Assessment** |

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

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

**Special arrangements for assessment**

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

**People to be involved with assessment**

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

**Next steps for learning**

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**Resources required for this assessment**

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**Guidelines to the learner:**

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

Learner’s signature: Date:

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

Assessor’s signature: Date:

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

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| **ASSESSMENT APPEAL APPLICATION FORM** |

**LEARNER’S NOTICE OF ASSESSMENT APPEAL**

**TO: The Internal Moderator**

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

Internal moderator name

Date of submission:

Name of employee assessed:

Name of Assessor:

Date of feedback session:

**Grounds for Appeal**

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

**Reasons for Appeal**

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

Learner’s signature: Date:

Employee witness: Date:

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| **PRE-ASSESSMENT MEETING CHECKLIST** |

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

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

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

**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.

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| --- |
| UNIT STANDARD: 252032 - DEVELOP, IMPLEMENT AND EVALUATE AN OPERATIONAL PLAN |

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

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

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

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

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

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| **Develop a operational plan for your department / unit** |

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

1. Develop an operational plan for your department to transform the goals and objectives which you have identified into tasks, responsibilities,

time frames, performance measures, resource needs and contingencies. (You can make use of the template provided below or you may attach your own completed plan here).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Operational Plan | | | | | | |
| Goals | Objectives | Tasks | Responsibilities | Time Frame | Performance Measure | Resources required |
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| Contingency Plan | | | | | | |
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| UNIT STANDARD: 252021 FORMULATE RECOMMENDATIONS FOR A CHANGE PROCESS |

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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| UNIT STANDARD: 120300 ANALYSE LEADERSHIP AND RELATED THEORIES IN A WORK CONTEXT |

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

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

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

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

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

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| Roles |
| Being a visionary: |
| Motivating yourself and other: |
| Creating synergies: |
| Facilitating a developmental environment: |
| Being a innovator: |
| Being creative: |
| Qualities |
| Accountability and responsibility: |
| Honesty: |
| Consistency: |
| Integrity: |

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

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

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

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

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| --- |
| Leader: |
| Manager: |

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

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

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| Accountability and responsibility of a leader in the workplace: |
| Advantages and disadvantages: |
| Accountability and responsibility of a manager in the workplace: |
| Advantages and disadvantages: |

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

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

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

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

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

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

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

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

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

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| UNIT STANDARD: 252036 APPLY MATHEMATICAL ANALYSIS TO ECONOMIC AND FINANCIAL INFORMATION. |

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

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

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

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

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

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

*You may design / draw / record your chart below or attach it here.*

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| UNIT STANDARD: 12433 USE COMMUNICATION TECHNIQUES EFFECTIVELY |

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

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| **US REFERENCE: SO 1** |

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

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| Requirements: |
| Requirements: |
| Requirements: |
| Requirements: |
| Requirements: |

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

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

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

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

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

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| **US REFERENCE: SO 1** |

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

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| **US REFERENCE: SO 1** |

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

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| --- |
| a: |
| b: |

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

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

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| --- |
| a: |
| b: |

FOR ASSESSOR

File Checked:

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

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| UNIT STANDARD: 252032 - DEVELOP, IMPLEMENT AND EVALUATE AN OPERATIONAL PLAN |

The assessor to complete the following:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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| UNIT STANDARD: 252021 FORMULATE RECOMMENDATIONS FOR A CHANGE PROCESS |

The assessor to complete the following:

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

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

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| **US REFERENCE: SO 2** |

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

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

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

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

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| Dates: |
| Attach a product sample of the presentation generated / presented by the learner. |

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

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

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

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

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

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| Dates: |
| Attach a product sample of the proposal generated / presented by the learner. |

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| UNIT STANDARD: 120300 ANALYSE LEADERSHIP AND RELATED THEORIES IN A WORK CONTEXT |

The assessor to complete the following:

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

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

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

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| 1. A leadership theory is selected and applied in own work context. |
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| UNIT STANDARD: 252036 APPLY MATHEMATICAL ANALYSIS TO ECONOMIC AND FINANCIAL INFORMATION. |

The assessor to complete the following:

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

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

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

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| 1. Appropriate methods are selected for collecting, recording and organising financial and/economic data. |
| Dates: | | |
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| **US REFERENCE: SO 1 AC 2** |

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

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

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

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| Dates: |
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| **US REFERENCE: SO** |

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

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| Dates: |
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| **US REFERENCE: SO** |

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

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| Dates: |
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| **US REFERENCE: SO** |

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

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| Dates: |
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| **US REFERENCE: SO** |

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

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| Dates: |
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| **US REFERENCE: SO** |

1. Economic relationships are indicated through graphical representation techniques.

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| Dates: |
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| **US REFERENCE: SO** |

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

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| Dates: |
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| **US REFERENCE: SO** |

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

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| Dates: |
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| UNIT STANDARD: 12433 USE COMMUNICATION TECHNIQUES EFFECTIVELY |

The assessor to complete the following:

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

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

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| **US REFERENCE: SO 2** |

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

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| Dates: |
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| **US REFERENCE: SO 3** |

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

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| Dates: |
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| **US REFERENCE: SO 4** |

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

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| Dates: |
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FOR ASSESSOR

File Checked:

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| Date | Assessor Signature |
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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.

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|  | **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.*** | | | | |
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| **8** | **Additional Comments** | | | | |
|  |  | | | | |
|  | **Learner Name:** |  | **Signature** | |  |
|  | **Assessor Name** |  | **Signature** | |  |
|  | **Date** |  | **Date** | |  |

1. **Witness Testimony**

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| **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.*

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

1. **Logbook**

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

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

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

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

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| **JUDGEMENT 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 | |
|  | |

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

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| **ASSESSMENT DECISION AND DECLARATION** |

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

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| 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 |  |

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

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

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

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| Assessors full name & signature | Date |

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

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

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| **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 |