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| Summative Assessment Instrument |
| ***Module 3*** |

**NATIONAL Certificate:**

**GENERIC MANAGEMENT**

**59201**

**GENERIC MANAGEMENT**

**(LP60269)**

**Module 3-Decision Making**

**Module Credit Total: 42**

**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 3: Unit Standard Cluster Information**

|  |  |  |  |
| --- | --- | --- | --- |
| **SAQA** | **Unit Standard Title** | **Level** | **Credits** |
| 252026 | Apply a systems approach to decision making | 5 | 6 |
| 252044 | Apply the principles of knowledge management | 5 | 6 |
| 252020 | Create and manage an environment that promotes innovation | 5 | 6 |
| 252034 | Monitor and evaluate team members against performance standards | 5 | 8 |
| 252025 | Monitor, assess and manage risk | 5 | 8 |
| 252035 | Select and coach first line managers | 5 | 8 |

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| **Instructions & Memorandum of Assessment** |

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** |  |
| 252026 | Apply a systems approach to decision making | 5 | 6 |  |
| 252044 | Apply the principles of knowledge management | 5 | 6 |  |
| 252020 | Create and manage an environment that promotes innovation | 5 | 6 |  |
| 252034 | Monitor and evaluate team members against performance standards | 5 | 8 |  |
| 252025 | Monitor, assess and manage risk | 5 | 8 |  |
| 252035 | Select and coach first line managers | 5 | 8 |  |

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

**Special arrangements for assessment**

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

**People to be involved with assessment**

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

**Next steps for learning**

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**Resources required for this assessment**

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**Guidelines to the learner:**

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

Learner’s signature: Date:

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

Assessor’s signature: Date:

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

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| **ASSESSMENT APPEAL APPLICATION FORM** |

**LEARNER’S NOTICE OF ASSESSMENT APPEAL**

**TO: The Internal Moderator**

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

Internal moderator name

Date of submission:

Name of employee assessed:

Name of Assessor:

Date of feedback session:

**Grounds for Appeal**

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

**Reasons for Appeal**

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

Learner’s signature: Date:

Employee witness: Date:

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| **PRE-ASSESSMENT MEETING CHECKLIST** |

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

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

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

**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: 252026 Apply a systems approach to decision making |

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

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

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

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

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

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| UNIT STANDARD: 252044 APPLY THE PRINCIPLES OF KNOWLEDGE MANAGEMENT |

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

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

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

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

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

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

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

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

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

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

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| Analysis activity |

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

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

|  |  |  |
| --- | --- | --- |
| Knowledge management policies and procedures | Current practices | Desired practices |
| a) |  |  |
| b) |  |  |
| c) |  |  |
| d) |  |  |
| e) |  |  |

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

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

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

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

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

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

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

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

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

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| UNIT STANDARD: 252020 CREATE AND MANAGE AN ENVIRONMENT THAT PROMOTES INNOVATION |

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

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

1. Explain how the following features of the environment promotes innovation:

|  |
| --- |
| Openness: |
| Creative thinking: |
| Questioning: |
| Encouragement of risk taking: |
| Rewards for innovation: |
| The culture of enquiring: |
| Challenging the status quo: |
| Learning from mistakes made: |

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

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

|  |  |
| --- | --- |
| **Features** | **How it can be incorporated into our activities** |
| Openness: |  |
| Creative thinking: |  |
| Questioning: |  |
| Encouragement of risk taking: |  |
| Rewards for innovation: |  |
| The culture of enquiring: |  |
| Challenging the status quo: |  |
| Learning from mistakes made: |  |

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

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

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

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

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

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

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

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

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

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

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

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

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

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| UNIT STANDARD: 252034 - MONITOR AND EVALUATE TEAM MEMBERS AGAINST PERFORMANCE STANDARDS |

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

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

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

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| --- | --- | --- |
| Goals | Objectives | Deliverables |
|  |  |  |
| Performance standards of the team and the activities to be performed to achieve the above: | | |

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

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

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

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

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| UNIT STANDARD: 252025 - MONITOR, ASSESS AND MANAGE RISK |

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

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

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

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

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

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

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

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

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

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| --- | --- | --- |
| Critical process | Possible risks factors | Scenario 1 |
|  |  |  |
| Critical process | Possible risks factors | Scenario 2 |
|  |  |  |
| Critical process | Possible risks factors | Scenario 3 |
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| **US REFERENCE: SO 2 AC 3/4** |

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

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

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| UNIT STANDARD: 252035 SELECT AND COACH FIRST LINE MANAGERS AND COACH FIRST LINE MANAGERS |

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

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

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

|  |
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| **Job Profile** |

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

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. Job title: | | | | | | |
| 1. Job purpose: | | | | | | |
| 1. Duties and responsibilities: | | | | | | |
| 1. Skills: | | | | | | |
| 1. Authority:   *Tick selection made* | Supervisory | Strategies | | Finances | | Deliverables |
| 1. Autonomy:   *Tick selection made* | High | | Moderate | | Minimal | |
| 1. Reporting structure / procedure: | | | | | | |
| 1. Logistics: | | | | | | |

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

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

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

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

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

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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. **Observation ASSESSMENT**

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

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

The assessor to complete the following:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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| UNIT STANDARD: 252044 APPLY THE PRINCIPLES OF KNOWLEDGE MANAGEMENT |

The assessor to complete the following:

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

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

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

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

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

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

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| Dates: |
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| UNIT STANDARD: 252020 CREATE AND MANAGE AN ENVIRONMENT THAT PROMOTES INNOVATION |

The assessor to complete the following:

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

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

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

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

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

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

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

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

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

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

The plan must address the following factors:

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

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

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

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

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| **US REFERENCE: SO** |

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

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

1. The concept is recorded and communicated for implementation.

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| Dates: |
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| UNIT STANDARD: 252034 - MONITOR AND EVALUATE TEAM MEMBERS AGAINST PERFORMANCE STANDARDS |

The assessor to complete the following:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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| UNIT STANDARD: 252025 - MONITOR, ASSESS AND MANAGE RISK |

The assessor to complete the following:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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| UNIT STANDARD: 252035 SELECT AND COACH FIRST LINE MANAGERS  CT AND COACH FIRST LINE MANAGERS |

The assessor to complete the following:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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| **US REFERENCE: SO** |

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

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| **US REFERENCE: SO** |

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

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

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

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| **US REFERENCE: SO** |

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

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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:**

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