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| **FURTHER EDUCATION AND TRAINING CERTIFICATE: INFORMATION TECHNOLOGY: SYSTEMS DEVELOPMENT**  **ID 78965 LEVEL 4 – 165 CREDITS** |
| **SUMMATIVE ASSESEMENT**  **SAQA: 14927**  **APPLY PROBLEM SOLVING STRATEGIES** |

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| **FULL NAME & SURNAME** | Mila Mihlali Ngewu |
| **ID NUMBER:** | 9909106615084 |
| **NAME OF ASSESSOR** | Anneline Nombeko |
| **DATE OF ASSESSMENT** | 23 October 2023 |
| **VENUE** | Nalson Mandela Bay iHUB |

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|  | **ACHIEVED** | **NOT ACHIEVED** |
| **KNOWLEDGE** |  |  |
| **SKILLS** |  |  |

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| **Signature of learner** | **Signature of Assessor** |

**ASSESSMENT PACK**

**Please complete the following sections (A and B) before commencing with this assessment. The moderator of this assessment will complete section C.**

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| **Section A Learner Information** | | | | | | | | | | | | | | | | |
| **Name:** | | | | | | | **Mila** | | | | | | | | | |
| **Surname:** | | | | | | | **Ngewu** | | | | | | | | | |
| **Date:** | | | | | | | **23 October 2023** | | | | | | | | | |
| **Contact telephone no:** | | | | | | | **082 365 5804** | | | | | | | | | |
| **Learnership agreement no:** | | | | | | | **MICT/PVT/Lship/LoI/2023204/50358** | | | | | | | | | |
| **Company:** | | | | | | | **Site:** | | | | | | | | | |
| ID | 9 | 9 | 0 | 9 | 1 | 0 | |  | 6 | 6 | 1 | 5 |  | 0 | 8 | 4 |

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| **Section B Assessor Information** | | | | | | | | | | | | | | | | |
| **Name:** | | | | | | |  | | | | | | | | | |
| **Surname:** | | | | | | |  | | | | | | | | | |
| **Date:** | | | | | | |  | | | | | | | | | |
| **Contact telephone no:** | | | | | | |  | | | | | | | | | |
| **Assessor no:** | | | | | | |  | | | | | | | | | |
| **Provider no:** | | | | | | | **Site:** | | | | | | | | | |
| **ID** |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |

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| **Section C Moderator Information** | | | | | | | | | | | | | | | | |
| **Name:** | | | | | | |  | | | | | | | | | |
| **Surname:** | | | | | | |  | | | | | | | | | |
| **Date:** | | | | | | |  | | | | | | | | | |
| **Contact telephone no:** | | | | | | |  | | | | | | | | | |
| **Moderator no:** | | | | | | |  | | | | | | | | | |
| **Provider no:** | | | | | | | **Site:** | | | | | | | | | |
| **ID** |  |  |  |  |  |  | |  |  |  |  |  |  |  |  |  |

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| **Results:** |
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| PART ONE |

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| Assessors Guide |

**1. INSTRUCTIONS TO ASSESSOR**

**Introduction:**

This assessment guide has been designed as a generic assessment guide and is intended for use by the accredited Training Providers.

**Purpose of the assessment**

The purpose of summative assessment against this unit standard is to:

♦ Award credits to the NQF to learners who are able to start and run their businesses.

**Learning assumptions**

The following knowledge, skills, attitude and/or equivalent:

♦ Demonstrate knowledge of communication and numeracy at Abet Level 3

**Assessment methods**

The following assessment methods will be used for the summative assessments:

♦ written and/or/verbal questioning

♦ Product sample and on site assessment

**2. Assessment Process**

**General**

* Use the assessment guide and your latest company policies and standard operating procedures to assess the evidence received from the learner.
* Use the section: Addition Comments/Questions to note down any further comments or questions on the evidence assessed.
* Use the model answers as a guideline to assess the learner’s answers to the assessment questionnaire.
* The learner can complete the assessment questionnaire orally. In this case, agree a date, time and venue.
* Provide the learner with a feedback within 10 working days of receiving the evidence.

**Step 1 - Planning for the Assessment**

Review this assessment guide to:

* Ensure that you understand all the requirements of the assessment in terms of evidence required to prove competence.
* Identify and prepare the learner for the assessment by:
  + Completing the Assessment Plan with the learner to discuss and agree the details regarding the assessment.
  + Completing the Assessment Preparation Checklist and getting the learner to sign.
* Ensure that you have familiarized yourself with the following:
  + The various patrolling functions and standard operating procedures within the company.

**Step 2: Complete the Assessment**

* Collect the evidence in accordance with the methods and evidence requirements specified.
* Mark each question as correct or incorrect in the “Office Use” column.
* Record the evidence on the assessment guide and indicate “Competent”, “Not Yet Competent” or “Not Assessed” for each assessment criterion. Note down any comments at the back of the assessment guide.
* Ask the learner additional questions, if necessary, to clarify points. Record these on the guide.
* All questions must be complete as per the criteria specified.
* Answers provided must be similar to the model answers.

**Step 3 - After the Assessment**

* Prepare the feedback by writing comprehensive, developmental feedback after each section on the Assignment Sheets. In addition to this, you are required to write a summary overall feedback on the Assessment Guide.
* Provide the feedback to the learner in a safe, undisturbed in nature.
* Ensure that your feedback is developmental and supportive in nature.
* Advise the learner on what action to follow in the event of a “Not Yet Competent” rating.
* Advise the learner on what action to take where he/she feels the need to appeal against your decision.
* Allow the learner time to provide you with feedback relevant to the process.
* Record the learner’s feedback in the guide and ensure that it is given to the person responsible for the quality assurance of assessment tools.
* Ensure that the learner co-signs the assessment guide to indicate agreement with the feedback.

**3. Assessment documentation required:**

**Step 1: Planning for the Assessment**

♦ Assessment Plan

♦ Assessment Preparation Checklist

♦ Assessment Policy (including Appeals)

♦ Evidence Matrix

♦ Assessment Instruments

**Step 2: Conducting the Assessment**

♦ Assessor Guide

♦ Learner’s workbook

♦ Summative assessment pack

**Step 3: After the Assessment**

♦ Assessment Comments

♦ Feedback Report

**4. Specific Instructions**

Please note that Part 3 Assessment Instruments are not included in this guide and are to be included by the assessor on an individual basis.

The actual summative assessments need to be completed and signed off by both learner and assessor. The assessor will take control of the completed assessment instruments and will file them under the tab for Assessment Evidence.

The completed assessment pack will be kept in safekeeping at the training provider for three months after endorsement by SETA and will then be returned to the learner.

**Guidelines where** a**n appeal is lodged**

* The normal appeal procedure prescribed by SETA and described by the provider’s Quality Management System will be followed.

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| PART TWO |

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| Assessment Planning |

**ASSESSMENT PLAN**

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| **ASSESSMENT DETAILS** | | | | | | | | | | |
| **Date of Assessment** | | | | **Option 1** | | **Option 2** | | **Option 3** | **Option 4** | |
| 23 October 2023 | |  | |  |  | |
| **TIME OF ASSESSMENT** | | | | | | | | | | |
| **Start:** | **12:30** | | | | | **End:** | **16:30** | | | |
| **VENUE** | **NMB iHUB** | | | | | **Contact**  **person** |  | | | |
| **LANGUAGE MEDIUM**  **METHOD OF** | | | | | |  | | | | |
| **METHOD OF ASSESSMENT (please tick off the one to be used)** | | | | | | | | | | |
| **OBSERVATION** | | | **ORAL** | | | | **WRITTEN** | | | |
| **Simulation** | |  | **Knowledge test** | | **√** | | **Knowledge test** | | | **√** |
| **Product** | |  | **Interview** | |  | |  | | |  |

**PRE-ASSESSMENT MEETING CHECKLIST**

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| **ACTION** | **YES/NO** | **COMMENTS** |
| Set learner at ease; be friendly, polite and professional. | Yes |  |
| Explain to the learner and agree on the following issues.   1. The unit standard that will be assessed 2. Date, time, venue and process to be followed during the assessment. 3. Summative assessment tools to be used for the assessment. 4. The assessment plan 5. Purpose of assessment | Yes |  |
| Explain to the learner and agree on the role of all involved during the assessment process. | Yes |  |
| Identify possible barriers and or disabilities of the learner. | Yes |  |
| Explain the meaning and application of RPL. | Yes |  |
| Explain, discuss and provide one complete set of the Appeals process documentation. | Yes |  |
| Explain to the learner when final results will be available and how feedback will be provided. | Yes |  |
| Discuss previous assessment results if applicable. | Yes |  |

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (initials and surname of learner), DECLARE THE FOLLOWING:

A copy of the unit standard(s) involved has been given to me prior to this meeting. I know I will be assessed against the criteria, which have been set to the applicable unit standards. The criteria have been discussed with me, and the procedures and purpose of the assessment has been clearly explained to me.

I am well aware of the venue, date and time that I will be assessed. I consider the period of time given to me to prepare myself for the assessment to be fair.

I understand clearly that I have the right to appeal against any decision made by the assessor during the assessment of the evidence provided by me, and that I have free access to the appeals procedures attached to this assessment pack. I understand that I have the right to be accompanied by another person during all procedures, and that I have free access to the Training Division of SBV’S Health and Safety Procedures- filed at the offices.

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|  | **23 September 2023** |
| **Signature of learner** | **Date** |

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| PART THREE |

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| Assessment Evidence |

**Assessment Instruments**

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| **TAKE NOTE** |
| **The assessment instruments included in this assessment pack are all summative assessment instruments and are to be read in conjunction with the formative assessment instruments contained in the learner workbook. Both formative (workbook) and summative assessments are to be retained as part of the learner’s portfolio of evidence.** |

**A number of the assessment instruments contained in this assessment are workplace knowledge based questions. This means that you will arrange with the learner, a time that is suitable, during which the learner will complete each questions.**

**Complete the following activities according to the instructions provided**

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| **Activity** |  | **Mark** |
| **1** | **Outline how to define and analyse the problem.** | **15** |

1. Define the Problem:

* Clearly State the Problem: Write a concise and specific description of the problem. Avoid vague or ambiguous language.
* Gather Information: Collect all available data and information related to the problem, including its history and context.
* Set Objectives: Define what you want to achieve by solving the problem. What are the desired outcomes or goals?

1. Analyze the Problem:

* Break it Down: Divide the problem into smaller, more manageable components or sub-problems. This can make the analysis more focused.
* Identify Causes: Explore the root causes of the problem. What factors or conditions contribute to its existence?
* Conduct Research: If necessary, gather additional information or research to understand the problem more deeply.
* Stakeholder Involvement: Consult with relevant stakeholders who may have insights into the problem's nature and impact.

1. Prioritize and Evaluate:

* Rank Importance: Determine the significance of the problem. Is it a high-priority issue, or can it wait?
* Define Criteria: Establish criteria for evaluating potential solutions. Consider factors like cost, feasibility, impact, and time constraints.

1. Generate Hypotheses and Solutions:

* Brainstorm Ideas: Encourage creative thinking to generate potential hypotheses or solutions. Involve a diverse group of individuals if possible.
* Consider Alternatives: Explore various approaches to addressing the problem. What are different ways to solve it?

1. Assess Risks and Benefits:

* Risk Analysis: Identify potential risks associated with each solution or hypothesis. What could go wrong, and what might be the consequences?
* Benefits Analysis: Consider the potential benefits or advantages of each solution. How will it improve the current situation?

1. Test Hypotheses:

* Experimentation: If feasible, conduct small-scale tests or experiments to validate hypotheses or solutions. This can help identify the most effective approach.

1. Decision-Making:

* Evaluate Solutions: Compare the potential solutions or hypotheses against the established criteria. Choose the most appropriate one.
* Stakeholder Involvement: Involve relevant stakeholders in the decision-making process. Their input and buy-in are crucial for success.

1. Document the Analysis:

* Create a Problem Statement: Summarize the problem, its root causes, and the selected solution in a clear and concise statement.
* Record Data: Keep detailed records of the analysis process, including data, research findings, and decision-making considerations.

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| **Activity** |  | **Mark** |
| **2** | **What are examples of causes of the problem?** | **5** |

1. Lack of Communication: Ineffective communication or poor information sharing within a team can lead to misunderstandings and mistakes.
2. Inadequate Training: Insufficient training for employees can result in errors and inefficiencies.
3. Resource Constraints: Limited budget, staff, or equipment can hinder project completion.
4. Technological Issues: Outdated or malfunctioning technology can disrupt operations.
5. Procedural Errors: Mistakes in established processes and procedures can lead to problems.
6. Change Management: Poorly managed organizational changes, such as restructuring or software implementation, can cause resistance and disruptions.
7. External Factors: Economic changes, natural disasters, or political events can impact businesses and projects.
8. Health and Safety Concerns: Unsafe working conditions can lead to accidents and injuries.

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| **Activity** |  | **Mark** |
| **3** | **Briefly outline some of the question to address in order to identify contributing factors during your problem solving steps.** | **5** |

1. What is the exact problem or issue?

* Define the problem clearly to understand what needs to be solved.

1. When did the problem first arise?

* Understanding the timeline can help identify triggers or patterns.

1. Who is affected by the problem?

* Determine the stakeholders and their concerns.

1. Where does the problem occur?

* Identify the specific locations or departments involved.

1. Why is the problem happening?

* Investigate the root causes and underlying factors.

1. How frequently does the problem occur?

* Assess the frequency and consistency of the issue.

1. Are there any recent changes that may be related?

* Consider any recent events or changes in the environment.

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| **Activity** |  | **Mark** |
| **4** | **List Barriers to effective decision-making** | **5** |

1. Lack of Information: Inadequate or inaccurate data can hinder the ability to make informed decisions.
2. Information Overload: Having too much information can lead to analysis paralysis and confusion.
3. Emotional Bias: Emotional reactions, such as fear, anger, or overconfidence, can cloud judgment.
4. Cognitive Biases: Various cognitive biases, such as confirmation bias or anchoring, can lead to flawed decision-making.
5. Time Pressure: Rushed decisions may not allow for thorough analysis and consideration of alternatives.
6. Groupthink: In group settings, a desire for consensus can lead to conformity and suppress diverse viewpoints.
7. Hierarchy and Power Dynamics: Unequal power structures can stifle input from lower-level employees and lead to hierarchical decision-making.
8. Inadequate Communication: Poor communication can result in misunderstandings and prevent shared decision-making.

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| **Activity** |  | **Mark** |
| **5** | **Briefly explain how to Implement the solution during problem solving.** | **10** |

Implementing the solution during problem-solving involves putting the chosen solution into action. Here's a brief explanation of how to do it:

1. Create an Implementation Plan: Develop a detailed plan that outlines the steps, responsibilities, timelines, and required resources for executing the solution.
2. Assign Responsibilities: Clearly define who will be responsible for each aspect of the implementation, including project managers, team members, or external partners.
3. Monitor Progress: Establish a system for regular reporting and updates to track the project's progress, milestones, and key performance indicators.
4. Problem-Solve During Implementation: Be prepared to address unexpected challenges or obstacles that may arise during the implementation process. Adapt and make necessary adjustments.
5. Ensure Communication: Maintain open and transparent communication within the team and with relevant stakeholders to keep everyone informed and aligned.
6. Training and Support: Provide any necessary training to ensure that team members involved in the implementation have the skills and knowledge required. Offer support and resources to address questions or concerns.
7. Review and Evaluation: Continuously assess the implementation's effectiveness and make any needed adjustments. After the solution is fully implemented, conduct a post-implementation review to ensure it met its objectives.
8. Documentation: Keep detailed records of the implementation process, including timelines, decisions made, and any issues encountered.
9. Celebrate Success and Learn from Failures: Acknowledge and celebrate achievements and milestones reached during the implementation. Learn from any failures or setbacks encountered during the process to improve future problem-solving efforts

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| **Activity** |  | **Mark** |
| **6** | **Demonstrate understanding of the importance of monitoring after implementation** | **5** |

* Effectiveness Assessment: It allows you to determine whether the implemented solution is achieving its intended goals and whether it's addressing the problem as expected.
* Quality Control: Monitoring helps maintain the quality of the solution over time, ensuring that it continues to meet the required standards and performance levels.
* Adaptation: By monitoring, you can identify any unexpected issues or changes in the environment and adapt the solution accordingly to remain effective.
* Resource Optimization: It helps in efficient resource allocation by identifying areas where resources can be adjusted or reallocated as needed.
* Feedback Loop: Continuous monitoring provides valuable feedback, helping you learn from both successes and failures, which can inform future decision-making and problem-solving.
* Risk Mitigation: By identifying potential problems early on, you can take corrective action before issues become critical, reducing the impact of risks.
* Transparency and Accountability: Monitoring provides transparency and accountability to stakeholders, demonstrating that you are actively managing the implemented solution.

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| **ASSESSOR REPORT** |
| **ASSIGNMENT**  CANDIDATE NAME: Mila Ngewu  DATE OF FEEDBACK: |
| OVERALL ASSESSMENT DECISION:  I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the assessor, declare the candidate**Competent / Not Yet Competent** (circle relevant) on all the criteria within the assignment. |
| STRENGTHS: |
| WEAKNESSES: |
| LEARNER COMMENTS: |
| DEVELOPMENT PLAN: |
| CANDIDATE DECLARATION:  I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the candidate, declare that I have received feedback and been informed of my overall competence for the criteria within the assignment. |
| ASSESSOR SIGNATURE LEARNER SIGNATURE  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |