Personal Development

Personal Development (PEDE)	
Assignment Number	1
Assignment Name	Formative Assessment
NQF Level	5
Credits	38
Due Date	
Marks	Total marks = 365 Formative assessments through the semester contribute towards the student's module mark and are used to assess progress and identify areas for improvement. This formative assessment will contribute 25% towards final mark. Take note of the following with regards to late submissions: a. One (1) day late (-5%) b. Two (2) days late (-10%) c. Three (3) days late (-15%)
Individual / Group Assignment	Individual
Lecturer Information	
Lecturer	
Lecturer E-mail	

Learning Objective:

Formative assessment 1 will cover the following concepts:

a. Principles of business and the role of information technology

b. Awareness of ethics and professionalism for the computer industry in South Africa

c. Computer technology to research a computer topic

d. Technical reports

e. Understanding of estimating a unit of work and the implications of late delivery

f. Work in a team

g. Collect and record data

h. Apply constructive feedback techniques

Attributes/Competencies Assessed:

a. 114050 - Explain the principles of business and the role of information technology

b. 114055 - Demonstrate an awareness of ethics and professionalism for the computer industry in South Africa

c. 114076 - Use computer technology to research a computer topic

d. 116389 - Write a technical report

e. 114059 - Demonstrate an understanding of estimating a unit of work and the implications of late delivery

f. 120379 - Work as a project team member

g. 14051 - Collect and record data

h. 13925 - Present information in a public setting

i. 115431 - Analyse feedback contexts and apply constructive feedback techniques

Scope:

Personal development in the context of my career involves a multifaceted approach. Firstly, I continually strive to grasp the principles of business and recognize the pivotal role of information technology in the contemporary corporate landscape. Secondly, I am acutely aware of the significance of ethics and professionalism, particularly within the computer industry in South Africa, where upholding these values is essential. Additionally, I leverage computer technology to delve deep into research on various computer-related topics, an indispensable skill in this field. The capacity to produce technical reports efficiently is another area I continually refine. Understanding the intricacies of estimating a unit of work and the repercussions of late delivery is critical for project management. Collaboration within a team setting is also a priority, as it fosters innovation and collective growth. Moreover, I place great emphasis on my ability to collect and record data meticulously, ensuring accuracy and relevance. Lastly, I actively seek out constructive feedback techniques to refine my skills and enhance my overall performance in these areas of personal development.

Technical Aspects:

The number of pages for this formative assessment is _32_ and the following font and size should be used in your report:

a. Font: Arial

b. Size: 12 and 14 for headings

c. Font colour: Black

Save and upload the report as a .PDF **(No backgrounds)** with the following naming convention:

a. Student no_StudentName_StudentSurname_ModuleCode_FA1 **(No ZIP folder uploads)**

Ensure adequate referencing is used when using information from either books or internet. Plagiarism is a serious offecne and can result in 0% for the assessment when excessive work is copied without proper referencing.

Additional research required for question 2

Please complete the following and sign as requested for Portfolio of Evidence (POE)

a. Pre-Assessment agreement (Save, sign and submit as PDF)

b. Assessment Feedback Agreement (Save, sign and submit as PDF)

Mark allocation for report

See Mark allocation sheet below

Question 1 (80)

Unit standard	Specific outcome	Assessment criterion
114050	1	1
	1	2
	1	3
	2	1
	2	2
	2	3
	3	1
	3	2
	3	3
	4	1
	4	2
	4	3
	4	4

a. Explore the various categories of business entities provided below:
- Sole Proprietorship
- Partnership
- Limited Liability Company (LLC)
- Private Corporation
- Publicly Traded Corporation

a) Provide concise explanations for each of the mentioned business categories. (10)
   ANSWER:

b) Choose one of the specified categories to address in this query. Describe the operational mechanisms, environmental context, advantages, and disadvantages associated with this chosen business category.

(30)

ANSWER:

b. IT is widely used in business.
   a) Briefly describe the main uses for IT in a partnership. (10)
      ANSWER:

   b) Investigate the various types of software applications available and answer the following questions as it relates to a partnership: (6)
      i. Give an example of a software application (CRM) and describe the purpose of this application in the business.
         ANSWER:

      ii. What is the function of IT in business?
         ANSWER:

      iii. What effect will IT have on partnership?
         ANSWER:

c. Define the concepts of data and information and highlight the distinction between them. (6)
   ANSWER:

d. Provide an explanation of data security, identify potential data threats, and elucidate their potential impact on your business. Additionally, explore other types of threats that extend beyond the realm of data theft. (14)
   ANSWER:

e. In every business, there exist subsystems that contribute to the efficient operation of the enterprise. Please name two (2) of these subsystems. (4)
   ANSWER:

Question 2 (75)

Unit standard	Specific outcome	Assessment criterion
114055	1	1
	1	2
	1	3
	2	1
	2	2
	3	1
	3	2
	3	3
114076	1	1
	1	2
	1	3
	2	1
	2	2
	2	3
	2	4
	2	5
	3	1
	3	2
116389	1	1
	1	2
	1	3

	1	4
	1	5
	1	6
	2	1
	2	2
	2	3
	2	4
	3	1
	3	2
	3	3
	3	4
	3	5
	4	1
	4	2

a. Several bodies in South Africa are involved in monitoring acceptable and unacceptable professional practices in the computing industry. Do research on the following South African IT bodies on what the abbreviation means and a small description of what their core business is.   (12)
   - IITPSA
   - BITF
   - ITUC
   - ITA.
     ANSWER:

b. In your own words explain "code of practice" within the computer industry in South Africa. The following must be included in your explanation: (12)
   - What is the code of practices within the IT Industry? Give example.
   - How would you go about identifying the code of practice?
     ANSWER:

c. Answer the following questions related to the code of ethics:

- What does the code of ethics state about equality and equity? (2)

ANSWER:

- Explain what is software piracy? Give an example. (5)

ANSWER:

- How do we apply the code of ethics? (4)

ANSWER:

d. In the forthcoming questions, you will be tasked with crafting and delivering a report focusing on ethics and professionalism within the South African computer industry. This report will encompass viewpoints on both acceptable and unacceptable professional conduct.

i. Outline the plan for your report. Your plan should include aspects such as: (10)
- Your objectives
- Topics to be included
- The basic scope of what you are going to say
- How you will present your findings.

ANSWER:

ii. Based on your plan prepared for question "i" you must now take your research and put it into a complete report. Your report must have the appropriate standard report layout. (10)
- Make sure you have addressed the correct audience
- Follow the correct layout and structure
- Include an introduction, a body, and a conclusion with recommendations
- Your report must NOT be based on biased information
- Have facts and figures to substantiate your findings
- Make sure all finding is verified prior to doing the report

ANSWER:

iii. Once the report for question "e" is complete, you will also prepare a PowerPoint presentation of your own report. (20)

Instructions for the PowerPoint Presentation:

- Layout Printing: Insert copies of your presentation slides
- Some of the aspects you should keep in mind as you prepare the slides include:
  o Did you organize your material correctly?
  o Is the presentation appropriate for the target audience?
  o Is the information in the presentation well structured?

o Did you provide clear findings and recommendations?
o Did you include a question and answer session at the end of the presentation?

ANSWER:

Question 3 (30)

Unit standard	Specific outcome	Assessment criterion
114059	1	1
	1	2
	2	1
	2	2
	3	1
	3	2
	3	3
	4	1
	4	2

a. Conduct a project cost estimation and analysis, presenting your findings in the form of a report encompassing the following aspects: (10)
   • Begin by outlining the project and delineating its constituent tasks or components.
   • Identify both the costs and the benefits associated with the project, and establish a comparative representation (in tabular form). While you can refer to internet layouts as examples, ensure that your final analysis incorporates original data and figures.
   • Divide your project into smaller segments (subprojects), providing comprehensive data for each subproject.
   • Within your analysis, furnish cost estimates for each subproject, encompassing testing, implementation, and rollout phases.
   • Enumerate all resources employed, including human resources.
     ANSWER:

b. Based on the report prepared for question "a", prepare a time estimate for all the subtasks. (10)
   • Show all subtasks

- Show implementation and testing time lines
  ANSWER:

c. Determine the implications of late delivery of one part (subproject) of the project. (10)
- How does your chosen subproject fit in the complete project?
- What would late delivery of that part of the project cause?
- How would it affect the client and would there be penalties for late deliver and why what would those penalties be?
  ANSWER:

Question 4 (45)

Unit standard	Specific outcome	Assessment criterion
	1	1
	1	2
	1	3
	2	1
	2	2
	2	3
	2	4
120379	2	5
	3	1
	3	2
	3	3
	3	4
	3	5
	3	6

	4	1
	4	2
	4	3
	4	4
	5	1
	5	2
	5	3
	5	4

a. Highlight the importance of functioning as a team member.   (4)
    ANSWER:

b. Describe the expected behavior of a team member within your team.   (4)
    ANSWER:

c. Explain team dynamics.   (5)
    ANSWER:

d. Now, assemble a team comprising 3-4 individuals. Consider your group as a collaborative project team working on a project of your selection. Appoint a team leader and define the roles for each team member. In this assessment, your role as a team member is to engage in discussions and collectively address the following inquiries.

    i.   As a team, outline what you perceive as an appropriate degree of assistance required to accomplish all the objectives of a project.   (4)
         ANSWER:

    ii. Determine the requirements of individual team members by engaging in discussions with fellow team members and compiling a comprehensive list of each member's responsibilities and associated needs.   (4)
         ANSWER:

    iii. Establish what the team goals are on the project and how will you achieve them.   (5)

         ANSWER:

iv.   List all the team members and what their roles are and what authority they have.

(4)

ANSWER:

v.   Describe how team members can improve their interaction as a team. Explain the importance of team interaction. Give an example of where you have worked as a part of a team previously.   (4)

Answer:

vi.   Give an example of how you would go about getting someone's trust. (2)

ANSWER:

e.   Define what a stakeholder is and identify both the stakeholders within your group and those external to the group.   (5)

ANSWER:

f.   Suppose you have made a commitment to the stakeholders. This commitment can potentially have adverse effects on your group. Provide two examples and explain how each of them can negatively impact your group.   (4)

ANSWER:

Question 5   (45)

Unit standard	Specific outcome	Assessment criterion
	1	1
	1	2
	1	3
14051	1	4
	1	5
	2	1
	2	2

	2	3
	3	1
	3	2
	3	3
	3	4
	4	1
	4	2

a. Provide an overview of each of the meeting types listed below: (9)
- i.   Contract Meeting
     ANSWER:

- ii. Technical Review Meeting
     ANSWER:

- iii. Project Review Meeting
     ANSWER:

b. Elaborate on the subsequent leadership approaches: (9)
- i.   Democratic
     ANSWER:

- ii. Autocratic
     ANSWER:

- iii. Facilitative
     ANSWER:

c. Describe the following decision-making processes used in meetings: (15)
- i.   Voting
     ANSWER:

- ii. Consensus
     ANSWER:

- iii. Criteria-based rating

ANSWER:

iv.   Ranking
ANSWER:

v.   Paired comparisons
ANSWER:

Plan, prepare and chair a meeting

For the following questions each student must convene and chair a meeting of a small team consisting of 3-4 people. As the chair person of their own meeting, each student will carry out all the steps related to planning and preparing their meeting, and will then run the meeting as the chairperson. Each student will determine the topic and agenda for their own meeting.

As the chair person the student will set the agenda, and compile the final minutes of the meeting.

d.   Complete a checklist (as given below) for your meeting to indicate that all the arrangements for the meeting have been completed.   (12)

Description	Completed		Remarks
	Yes	No	
Venue arranged?			
Facilities set up?			
Technology available? *E.g. projector*			
Have all relevant supporting information/documents been attached? *(Reports, previous minutes etc.)*			
Make a list of the outcomes expected from the meeting			
Were all delegates invited?			
Has agenda been sent and discussed with the delegates prior to the meeting?			
Where all delegates given the opportunity to amend and add items to the agenda?			

Have all logistical details been specified?			
E.g. dates, times and location of the meeting			

Question 6 (50)

Unit standard	Specific outcome	Assessment criterion
13925	*1*	*1*
	2	*1*
	3	*1*
	4	*1*
	5	*1*
	6	*1*

For this question, you will deliver the presentation you prepared for Question 2 D to a group of two (2) or more people.

You are required to create and share a video presentation, while your audience members are expected to submit reports on your delivery. The video recording is a mandatory component of your assessment submission and will become part of your digital portfolio of evidence.

a. Prepare your own assessment checklist for your audience members to employ in evaluating your presentation. (30)
   - The evaluation form must have at least 8 questions
   - Include a space for the presenter's name
   - Include a heading detailing what the presentation was about
   - Include the date of presentation
   - Include space for specifying the name of the evaluator
b. Create a video recording of your presentation delivery, adhering to a concise duration of 10 to 15 minutes, which should encompass both your presentation and the subsequent question and answer session. (10)
c. Instruct your audience participants to utilize the checklist you devised in question 1 to conduct a fundamental evaluation of your presentation. Please submit these evaluations as supporting evidence for this question. (10)

Question 7 (40)

Unit standard	Specific outcome	Assessment criterion
115431	1	1
	1	2
	1	3
	1	4
	1	5
	1	6
	2	1
	2	2
	2	3
	2	4
	2	5
	3	1
	3	2
	3	3
	3	4
	3	5

Feedback is very important. However, it can be a very sensitive matter, and if not handled properly could become an issue. Feedback is an essential element of making progress. People can still often be observed telling others "you are still doing it wrong". What is needed instead is to determine whether the person was given sufficient feedback to help them to improve.

We cannot expect people to do thing right if we do not give feedback. All feedback must be informative and helpful to the person who is getting the feedback – even when addressing areas that must be improved.

Feedback can be a useful tool for indicating when things are going in the right direction or for redirecting problem performance. The main reason for feedback is to give constructive feedback which will provide guidance by

supplying information that will be useful in effecting effective behaviour, or feedback can be used to guide someone back on track towards better performance.

You have 3 scenarios you must provide feedback on.

a. Reflect on a past experience when you were part of a team. Imagine a scenario in which one of your team members struggled to handle a situation involving other team members, resulting in a heated confrontation with raised voices and verbal attacks.
   i. Give a brief description on what the problem was, and how you handled the situation. (5)
   ii. Give a brief description of what was said to the team member/s. (5)

b. View the two (2) videos listed below, and offer feedback to the presenters of each video. While providing feedback, adopt the perspective of a team member of the respective presenter, focusing on delivering constructive and helpful insights.

Presentations: The Good, the Bad and the Ugly - YouTube

Bad Presentation Masterclass - YouTube

   i. For each of the two (2) videos mentioned above, please respond to the following questions:
      a. Give feedback that fits the presentation. (5)
      b. After giving the feedback answer the following question. (10)
         i. Does the feedback fit the scenario of the presentation?
         ii. Did the feedback have purpose?
         iii. Was the consequence of the feedback kept in mind?
         iv. Did the content/tone fit the situation/occasion and was the subject matter appropriate to the audience?
         v. Did the presentation infringe on any other person in the audience's human rights?

c. Refer back to the recording of your presentation delivered and answer the following questions:
   i. Did your language and tone match the occasion? (5)
   ii. Provide self-feedback on your own presentation, being highly critical and objective in your assessment. (5)
   iii. Identify any aspects that require modification and elucidate your plans for addressing them in future presentations. (5)

Mark allocation for student			
Section	Sub-section	Maximum Mark	Learner mark
Body of the report	Question 1.a	40	
	Question 1.b	16	
	Question 1.c	6	
	Question 1.d	14	
	Question 1.e	4	
	Question 2.a	12	
	Question 2.b	12	
	Question 2.c	11	
	Question 2.d	40	
	Question 3.a	10	
	Question 3.b	10	
	Question 3.c	10	
	Question 4.a	4	
	Question 4.b	4	
	Question 4.c	5	
	Question 4.d	23	
	Question 4.e	5	
	Question 4.f	4	

	Question 5.a	9	
	Question 5.b	9	
	Question 5.c	15	
	Question 5.d	12	
	Question 6.a	30	
	Question 6.b	10	
	Question 6.c	10	
	Question 7.a	10	
	Question 7.b	15	
	Question 7.c	15	
Deductions	1 day late	-5	
	2 days late	-10	
	3 days late	-15	
	Total:	365	

PRE-ASSESSMENT AGREEMENT

Assessment Preparation: Preparing the Candidate

Student name and surname		Date	
		Time	
Assessor name and surname		Venue	

How to prepare the candidate	Document Requirements	Agree (tick)	Action Required
Explain to the candidate why you are meeting and the purpose of the assessment.	Assessment Policy Assessment process		
Discuss the assessment plan in detail.	Assessment strategy		
Explain assessment process, show assessment instruments to candidate and describe assessment conditions.	Assessment instruments		
Identify the role-players during assessment.	Assessors Moderator		
Describe the evidence required to be declared competent.	Examples of evidence		
Explain how evidence will be judged.	Mark allocation explained		
Explain to the candidate how to prepare: Give candidate assessment task description.	Assessment task description		
Confirm with the candidate what he/she should bring to the assessment.	Detailed briefing on exact requirements to be given to candidate in writing		
Ensure that candidate understands the procedures of all assessment practices.	Appeals Policy Appeals procedure Assessment Policy Assessment Procedure Moderation Policy Moderation procedure Verification Policy Verification Procedure		

Ask the candidate if he/she foresees any problems or identify any special needs.	List needs		

Agreed Assessment Plan			
Student name and surname:			
Assessor name and surname:			
Module name:	Personal Development		
Unit Standard/s:	US114050 US114055 US114076 US116389 US114059 US120379 US14051 US13925 US115431		
Type of Assessment i.e. Formative assignment, Formative test, Formative Practical, Summative etc.	Formative Assessment 1		
Special Assessment Requirements:	N/A		
Event	Date, time and location	Resources required	Evidence to be generated
Assessments due date		Assessments	Completed documentation
Complete activity on MyAIE and upload to MyAIE			Completed Portfolio of Evidence
Submit Portfolio of Evidence			

Assessor Roles and Responsibility	
Roles	Assessor Guide Feedback Agent Reviewer
Responsibilities	Consult candidate re-assessment, assessment process and plan.

	Agree assessment process and plan with candidate.
	Forward documentation to candidate: plan, guide and assessment instruments.
	Assess candidate with the use of different instruments.
	Provide feedback on assessment findings.
	Support candidate through assessment process.
	Source feedback from candidate on assessment process.
	Review assessment process and outcome.
	Use assessment process as opportunity to transform assessment activities and outcomes.

Candidate Roles and Responsibility	
Roles	• Leaner • Feedback agent • Reviewer
Responsibilities	• Be available for assessment. • Be actively involved in the consultative process. • Learn from the assessment process. • Provide feedback to the assessor in terms of the assessment as learning activity. • Provide feedback to the assessor on the efficacy of the assessment process. • Review own role and assessor role in the assessment process.
Assessment Instruments	• Portfolio of Evidence • Questionnaire • Report • Presentation • Reflexive questions • Work sample • Practical's • Group Activity • Research activities

Assessment Process	
• Evaluation of POE addressing Essential Embedded Knowledge in unit standards. • Evaluation of Research Projects and other evidence addressing specific unit standards.	

• Consultation: assessment plan and assessment activities and instruments. Pre-assessment moderation and interviews conducted at this stage. • Observation: feedback on assessment against specific outcomes, critical outcomes in unit standards. • Feedback: to candidate regarding sufficiency of evidence and possible interview to gain supplementary evidence. • Feedback to candidate regarding assessment findings as well as review process.	

Feedback	Written feedback to be given to all stakeholders at the end of the assessment process, as well as verbal feedback to the candidate during assessment activities.
Recording Process	Process and findings to be recorded and submitted for record keeping purposes as well as moderation and verification.
Review Process	The review process is the responsibility of the assessor and the candidate. Joint reviewing will take place after feedback has been given to the candidate.
Right to appeal	The candidate must be advised of the right to appeal.
Resources Required	Assignments • POE • Assessments • Guides

I confirm that:
- I have been consulted on and have agreed to the training and assessment process as detailed in the assessment guide.
- I have been advised of my right to appeal against any assessment that is unfair, unreliable, invalid or impracticable.
- I have read and understood the appeal procedure.
- I know that assessments may be moderated or verified by an external party.
- The purpose of the assessment has been clearly explained to me.
- The criteria have been discussed with me, and I know I will be assessed against these criteria.
- I know when and where I will be assessed, and I was given fair notice.
- I know how the assessment will be done, and any other requirements related to the assessment.

Signed: _____   Date: _____

Overall Assessment Decision	Competent		Not yet competent	
Student's Signature			Date:	

Assessor's Signature		Date:	
Moderator's Signature		Date:	

ASSESSMENT FEEDBACK AGREEMENT

Assessment feedback: Feedback to learner

Qualification Name:	
Qualification SAQA Number:	
Subject Name:	Personal Development
Subject Code:	PEDE
Assessment Name:	Formative Assessment 1
Assessment Code:	PEDE_FA1
Assessment Type:	Fomative

Feedback report	1st Attempt		2nd Attempt	
	C	NYC	C	NYC
Unit standard Number(s)				
US114050				
SO1,AC1				
SO1,AC2				
SO1,AC3				
SO2,AC1				
SO2,AC2				
SO2,AC3				
SO3,AC1				
SO3,AC2				
SO3,AC3				

SO4,AC1				
SO4,AC2				
SO4,AC3				
SO4,AC4				
US114055				
SO1,AC1				
SO1,AC2				
SO1,AC3				
SO2,AC1				
SO2,AC2				
SO3,AC1				
SO3,AC2				
US114076				
SO1,AC1				
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SO2,AC4				
SO2,AC5				

SO3,AC1				
SO3,AC2				
US116389				
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SO1,AC5				
SO1,AC6				
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SO2,AC2				
SO2,AC3				
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SO4,AC2				
US114059				

SO1,AC1				
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SO4,AC2				
US120379				
SO1,AC1				
SO1,AC2				
SO1,AC3				
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SO5,AC4				
US14051				
SO1,AC1				
SO1,AC2				
SO1,AC3				
SO1,AC4				
SO1,AC5				
SO2,AC1				
SO2,AC2				
SO2,AC3				
SO3,AC1				
SO3,AC2				
SO3,AC3				

SO3,AC4				
SO4,AC1				
SO4,AC2				
US13925				
SO1,AC1				
SO2,AC1				
SO3,AC1				
SO4,AC1				
SO5,AC1				
SO6,AC1				
US115431				
SO1,AC1				
SO1,AC2				
SO1,AC3				
SO1,AC4				
SO1,AC5				
SO1,AC6				
SO2,AC1				
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SO2,AC4				

SO2,AC5				
SO3,AC1				
SO3,AC2				
SO3,AC3				
SO3,AC4				
SO3,AC5				

General feedback to learner (Attempt 1)
Supply comprehensive feedback why learner is found NYC

Learner Number:		
Learner name and surname:		Date:
Learner Signature:		
Lecturer name and surname:		Date:
Lecturer Signature:		
Assessor name and surname:		Date:

Assessor Signature:			
Moderator name and surname:		Date:	
Moderator Signature:			

Note to learner
Review the feedback provided by your lecturer to check that you have been found competent in this assessment. If there are any areas where you have been found not yet competent, you must redo those parts of the assessment and resubmit within the stipulated time frame. The section below will only be completed in cases where the learner was asked to resubmit parts of the assessment where they were found not yet competent.

General feedback to learner (Attempt 2) Supply comprehensive feedback why learner is found NYC

Learner Number:			
Learner name and surname:		Date:	
Learner Signature:			
Lecturer name and surname:		Date:	

Lecturer Signature:			
Assessor name and surname:		Date:	
Assessor Signature:			
Moderator name and surname:		Date:	
Moderator Signature:			