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# Assessment Strategy

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| **ENTRY LEVEL REQUIREMENT (AS SPECIFIED ON UNIT STANDARD – EMBEDDED KNOWLEDGE)** | * Communication at NQF Level 2. * Mathematical Literacy at NQF Level 2. |

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| **CONTEXT OF ASSESSMENT:** | **THE PURPOSE OF THE ASSESSMENT** |
| Assessment of competence is a process of making judgments about an individual’s competence through matching evidence collected to the appropriate national standards. The evidence in your portfolio must reflect the outcomes and assessment criteria of the unit standards of the learning programme for which you are being assessed. |
| **ASSESSMENT APPROACH** |
| 🗹**Pre-Assessment (Baseline assessment)**  (Baseline assessment is used to decide where to start a learning intervention and to identify **gaps** in learning where support may be needed) |
| 🗹**Formative assessment**  (Refers to assessment that takes place **during** the process of learning and teaching. This assessment gives valuable information about the knowledge, skills and attitudes/values of the candidate.) |
| 🗹**Summative assessment**  (Is assessment for making a judgment about achievement and to determine if the candidate can obtain the **credits** for the unit standard. This is carried out when a learner is ready to be assessed at the **end** of a programme of learning. ) |
| 🗹**Integrated assessment**  (**Combination** of formative and Summative assessment) |
|  | * **Re-assessment**   Should it happen that a candidate is deemed not yet competent upon a summative assessment, that candidate will be allowed to be re-assessed. The candidate can, however, only be allowed two reassessments.  When learners have to undergo re-assessment, the following conditions will apply:   * + Specific feedback will be given so that candidates can concentrate on only those areas in which they were assessed as not yet competent.   + Re-assessment will take place in the same situation or context and under the same conditions as the original assessment.   + Only the specific outcomes that were not achieved will be re-assessed.   + Candidates who are repeatedly unsuccessful will be given guidance on other possible and more suitable learning avenues. |

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| **CONTEXT OF ASSESSMENT:** | **ASSESSMENT INSTRUMENTS** | |
| **Types of Evidence** | **Assessment Method**  (Tick appropriate box/es and/or specify) |
| **Direct**  (Direct evidence is actual evidence produced by the candidate) | * Direct observation of tasks and activities * Questioning – oral * Questioning – written * Questioning – multiple choice * Questioning – true / false * Questioning – completion/ short answer * Questioning – extended response * Personal interviews * Assignments * Case studies * Logbooks * Portfolios * Projects * Role-plays * Reflective journals * Self-assessment * Work related statistics * Product output * Other: |
| **Indirect**  (Indirect evidence is produced about the candidate from another source) | * Work completed at an earlier stage * Training records * Work related statistics * Testimonials * Performance appraisals * Other: |
| **Supplementary / Historical**  This type of evidence tells the Assessor what the candidate was capable of doing in the past) | * Projects and portfolios * Completed work (products) * Performance appraisals * Training records * Work related statistics * Testimonials * Certificates and qualifications * Customer / client ratings * Curriculum Vitae * Other: |

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| **ASSESSMENT PROCESS** | | |
| **What:** | **How:** | |
| Compile a plan for assessment | * Study the Candidate’s information. * Study the Unit Standard which the Candidate wants to be assessed against. * Have a pre-assessment meeting. * Select the most cost effective assessment instruments for assessment. * Draw up assessment instruments. * Review assessment instruments and validate the instrument against the unit standard. * Develop an assessment plan for the learner. * Agree on an assessment plan with the candidate. * Inform other role-players of assessment (Supervisor, witness etc.). | |
| Prepare the workplace and the candidate | * Identify and prepare the venue to ensure fair assessment practice. * Identify and prepare all the role-players. * Consult with candidate and agree on assessment plan. * Candidate complete “Am I ready for assessment?” form | |
| Conduct Assessment | * Review assessment plan with candidate. * Gather, record and make judgements on all the evidence. * Provide feedback to candidate on every assessment activity. | |
| Make assessment decision | * Make assessment decision after consultation with Assessor panel and/or Internal Moderator and discuss the results with the candidate. * Handle any disputes and identify matter that requires contingency planning. * Provide feedback to the candidate’s direct Manager/Supervisor. * Record and submit final results to the Internal Moderator/SDF and Senior Trainer. | |
| Appeals procedure | The candidate has the right to appeal against assessment decision or practice they regard as unfair.  An Appeals and Disputes procedure is in place and communicated to all assessment candidates in order for them to appeal on the basis of:   * Unfair assessment * Invalid assessment * Unreliable assessment * Unethical practices * Inadequate expertise and experience of the assessor   Appeals have to be lodged in writing (Candidate Appeal Form) & submitted to the Training Provider internal moderator within 48 hours following the assessment in question. The moderator will consider the appeal & make a decision regarding the granting of a re-assessment. The learner will be informed about the appeal-outcome within 3 days of lodging the appeal. Should the learner not be satisfied with the internal appeal outcome, the learner will be advised of the rights to refer the matter to the relevant ETQA. | |
| **Accessibility and safety of environment** | **Step** | **Resources Required** |
| 1. Site inspection conducted 2. Pre-assessment moderation conducted | * Assignments * POE * Assessments |

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| **ASSESSOR’S SIGNATURE** | **DATE** |

## Unit Standard

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| **SOUTH AFRICAN QUALIFICATIONS AUTHORITY** |

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| **REGISTERED QUALIFICATION THAT HAS PASSED THE END DATE:** |

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| **National Certificate: Business Administration Services** |

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| **SAQA QUAL ID** | **QUALIFICATION TITLE** | | | |
| 67465 | National Certificate: Business Administration Services | | | |
| **ORIGINATOR** | | | | |
| SGB Administration | | | | |
| **PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY** | | | **NQF SUB-FRAMEWORK** | |
| The individual Primary or Delegated Quality Assurance Functionary for each Learning Programme recorded against this qualification is shown in the table at the end of this report. | | | SFAP - Sub-framework Assignment Pending | |
| **QUALIFICATION TYPE** | **FIELD** | | **SUBFIELD** | |
| National Certificate | Field 03 - Business, Commerce and Management Studies | | Office Administration | |
| **ABET BAND** | **MINIMUM CREDITS** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **QUAL CLASS** |
| Undefined | 120 | Level 3 | NQF Level 03 | Regular-Unit Stds Based |
| **REGISTRATION STATUS** | | **SAQA DECISION NUMBER** | **REGISTRATION START DATE** | **REGISTRATION END DATE** |
| Passed the End Date - Status was "Reregistered" | | SAQA 091/21 | 2021-07-07 | 2023-07-30 |
| **LAST DATE FOR ENROLMENT** | | **LAST DATE FOR ACHIEVEMENT** | | |
| 2024-07-30 | | 2027-07-30 | | |

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| *In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.* |

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| This qualification does not replace any other qualification and is not replaced by any other qualification. |

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| **PURPOSE AND RATIONALE OF THE QUALIFICATION** |

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| This qualification is for any individual who is, or wishes to be, involved in the Administration function in any organization or business in any sector, or field as well as in non-commercial organisations such as clubs and charitable organisations. It contains all the competencies, skills and values required by a learner who wishes to access the National Certificate in Business Administration Services at NQF: Level 4.  The core component contains competencies in Information Handling, Communications, Enterprise/customer service, Technology, Organisation skills, Self-development, Teamwork and Business policies and procedures. The elective component allows the learner to gain specialist knowledge, skills and insight in the areas of Reception, Executive Administration, Financial Services and Banking, Legal administration and Human Resources.  Learners working towards this qualification will find that the acquisition of competence in the unit standards, which make up the qualification, will add value to their work performance. This qualification is intended to enhance the provision of service within the field of Administration within all sectors.  Through building day-to-day administration skills, as well as general operational competencies, the qualification ensures progression of learning, enabling the learner to meet standards of service excellence required within the administration field of learning. The qualification will provide the broad knowledge, skills and values needed in the administration field in all sectors and will facilitate access to, and mobility and progression within, education and training for learners who:   Were previously disadvantaged or who were unable to complete their schooling and were therefore denied access to Further Education and Training.   Have worked in this field for many years, but have no formal qualifications and would like to achieve this qualification through the process of RPL (Recognition of Prior Learning) and/or formal study   Wish to extend their range of skills and knowledge of administration within their respective industries so that they can extend their competency levels.  The qualification has building blocks that can be developed further in qualifications at a higher level. It also focuses on the skills, knowledge, values and attitudes required to progress further. The intention is:   To promote the development of knowledge, skills and values that are required for service excellence within the field of administration.   To release the potential of people.   To provide opportunities for people to move up the value chain.  Rationale for the qualification:  The National Certificate in Business Administration Services: NQF Level 3 is designed to meet the needs of those learners who are already involved, or wish to become involved, in the field of Administration. It is applicable to employed and unemployed learners. Administration is an essential field of learning as the competences required by people doing administrative tasks are generic in nature and apply to all businesses in all sectors and to many non-business organizations such as sports and cultural clubs and the like. Administrative tasks and administration are done at various levels depending upon the nature and size of the organization and its management structure. People involved in administration are known by such terms as secretaries, administrative assistants, administrators and clerks depending on the organization in which they are employed. There is therefore an on-going need for highly skilled administration personnel and a need for a well developed learning pathway to cater for administrative personnel at the various levels at which they operate.  The National Certificate in Business Administration Services at NQF: Level 3 is the second qualification in a learning pathway that starts with the National Certificate in Business Administration level 2 and ends, at present, with the National Certificate in Administration Level 5. It is planned to develop degrees in Administration at levels 6, 7 and 8 as the final steps in the learning pathway.  The National Certificate in Business Administration Services at NQF: Level 3 supports the objectives of the NQF in that it gives the learner access to a registered qualification. It will ensure that the quality of education and training in the sub-field is enhanced and of a world-class standard. The qualification will allow learners not only to develop their knowledge and skills in the field of Administration but will also enable them to benchmark their competence against international standards. |

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| **LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING** |

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| Learners accessing this qualification are assumed to be competent in:   Communication at NQF level 2   Mathematical Literacy at NQF level 2  Recognition of prior learning:  The structure of this Unit Standard based Qualification makes the Recognition of Prior Learning possible. If the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this qualification the appropriate credits should be assigned to the learner. Recognition of Prior Learning will be done by means of Integrated Assessment as mentioned in the previous paragraph.  This Recognition of Prior Learning may allow:   For accelerated access to further learning at this or higher levels on the NQF   Gaining of credits towards a unit standard   Obtaining of this qualification in part or in whole |

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| **RECOGNISE PREVIOUS LEARNING?** |

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| **QUALIFICATION RULES** |

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| In keeping with SAQA requirements, the qualification is made up of unit standards that are classified as Fundamental, Core and Elective for the purpose of this qualification. A minimum of 120 credits is required to complete the qualification.  Fundamental Component:  All unit standards totaling 45 credits are compulsory.  Core Component:  All unit standards totaling 64 credits are compulsory.  Elective Component:  Learners are to choose unit standards totaling a minimum of 11 credits. |

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| **EXIT LEVEL OUTCOMES** |

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| Exit level outcomes:  On achieving this qualification, the learner will be able to:   Gather and report information   Plan, monitor and control and information system   Maintain booking systems   Participate in meetings and process documents and communications related thereto   Utilise technology to produce information   Plan and conduct basic research in an office environment   Coordinate meetings, minor events and travel arrangements   Set personal goals   Function in a team and overall business environment   Demonstrate an understanding of employment relations  Learners exiting this qualification before completion, retain the credits for Unit Standards successfully completed and may carry them over to other qualifications to which they are applicable. Learners may also retain the credits until a later stage should studies be recommended, provided the Unit Standards are still relevant to the qualification |

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| **ASSOCIATED ASSESSMENT CRITERIA** |

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| In particular assessors should check that the learner can demonstrate an ability to apply learned competencies, skills and knowledge in an integrated way, as well as an ability to consider a range of options and make decisions about:   Planning, monitoring and maintaining record keeping via appropriate information systems   Producing all relevant meeting documentation   Ensuring that all related office equipment is maintained   Utilising appropriate technology and related software programmes to produce, transmit and process information   Setting personal goals and demonstrate an ability to develop self and employment prospects   Working effectively in a team   Conducting basic research projects in relation to administrative function   Demonstrating an overall understanding of the business environment  Integrated Assessment:  Because assessment practices must be open, transparent, fair, valid, and reliable and ensure that no learner is disadvantaged in any way whatsoever, an integrated assessment approach is incorporated into the qualification.  Learning, teaching and assessment are inextricably lined. Whenever possible, the assessment of knowledge, skills, attitudes and values shown in the unit standards should be integrated.  Assessment of communication and mathematical literacy should be integrated as far as possible with other aspects and should use authentic administration contexts wherever possible. A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working or will work. Where it is not possible to assess the learner in the workplace or on-the-job, simulations, case studies, role-plays and other similar techniques should be used to provide a context appropriate to the assessment.  The term `Integrated Assessment` implies that theoretical and practical components should be assessed together and that more than one competency, assessment criterion and specific outcome should be assessed together, where possible. During integrated assessments the assessor should make use of formative and summative assessment methods and assess combinations of practical, applied, foundational and reflective competencies.  Assessors should assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience.  Assessment should ensure that all specific outcomes, embedded knowledge and critical cross-field outcomes are evaluated. The assessment of the critical cross-field outcomes should be integrated with the assessment of specific outcomes and embedded knowledge. |

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| **INTERNATIONAL COMPARABILITY** |

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| International Comparability:  This qualification was compared with qualifications and standards in administration in:   Australia   New Zealand   England   Scotland  A direct comparison of the title, specific outcomes, assessment criteria, exit level outcomes and embedded knowledge was undertaken with each. However, it was borne in mind that this qualification was developed for the South African context, while at the same time requiring international comparability.  It was decided that this qualification equated favourably, in terms of the components looked at and in terms of the overall competencies in the qualification, with the administration qualifications in all the countries mentioned. The qualification that best equates with this one is the Australian Certificate 2 in Business (Office Administration) Code BSA 20197. |

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| **ARTICULATION OPTIONS** |

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| This qualification articulates with the following qualifications:  The National Certificate in Business Administration: Level 4 The National Certificate in Management: Level 3 & 4 The National Certificate in Public Administration: Level 4  It should also articulate with any other qualification at level 3 in the following fields:   Secretarial services   Reception services   Switchboard operations   Financial administration   Banking administration   Personal/executive secretarial services   Data capturing |

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| **MODERATION OPTIONS** |

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|  Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with a relevant Education, Training, Quality, Assurance (ETQA) Body or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.   Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.   Moderation of assessment will be overseen by the relevant ETQA or by an ETQA that has a Memorandum of Understanding with the relevant ETQA, according to the ETQA`s policies and guidelines for assessment and moderation.   Moderation must include both internal and external moderation of assessments at exit points of the qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual unit standards as well as in the exit level outcomes described in the qualification. |

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| **CRITERIA FOR THE REGISTRATION OF ASSESSORS** |

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| For an applicant to register as an assessor for this qualification, the applicant should:   hold a similar qualification to this at NQF level 4 or above   be declared competent in all the outcomes of the National Assessor Unit Standards as stipulated by South African Qualifications Authority (SAQA) |

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| **REREGISTRATION HISTORY** |

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| As per the SAQA Board decision/s at that time, this qualification was Reregistered in 2012; 2015. |

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| **NOTES** |

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| Level, credits and learning components assigned to the qualification:  The certificate is made up of a planned combination of learning outcomes that have a defined purpose and will provide qualifying learners with applied competence and a basis for further training. It is a building block for the National Certificate in Administration: NQF Level 4. |

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| **UNIT STANDARDS:** |

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|  | **ID** | **UNIT STANDARD TITLE** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **CREDITS** |
| Core | [7573](https://regqs.saqa.org.za/showUnitStandard.php?id=7573) | Demonstrate ability to use the World Wide Web | Level 2 | NQF Level 02 | 3 |
| Core | [8420](https://regqs.saqa.org.za/showUnitStandard.php?id=8420) | Operate in a team | Level 2 | NQF Level 02 | 4 |
| Core | [13929](https://regqs.saqa.org.za/showUnitStandard.php?id=13929) | Co-ordinate meetings, minor events and travel arrangements | Level 3 | NQF Level 03 | 3 |
| Core | [10170](https://regqs.saqa.org.za/showUnitStandard.php?id=10170) | Demonstrate understanding of employment relations in an organisation | Level 3 | NQF Level 03 | 3 |
| Core | [7785](https://regqs.saqa.org.za/showUnitStandard.php?id=7785) | Function in a business environment | Level 3 | NQF Level 03 | 4 |
| Core | [7860](https://regqs.saqa.org.za/showUnitStandard.php?id=7860) | Introduce new staff to the workplace | Level 3 | NQF Level 03 | 1 |
| Core | [7706](https://regqs.saqa.org.za/showUnitStandard.php?id=7706) | Maintain a Booking System | Level 3 | NQF Level 03 | 3 |
| Core | [7796](https://regqs.saqa.org.za/showUnitStandard.php?id=7796) | Maintain a secure working environment | Level 3 | NQF Level 03 | 1 |
| Core | [13937](https://regqs.saqa.org.za/showUnitStandard.php?id=13937) | Monitor and control office supplies | Level 3 | NQF Level 03 | 2 |
| Core | [13931](https://regqs.saqa.org.za/showUnitStandard.php?id=13931) | Monitor and control the maintenance of office equipment | Level 3 | NQF Level 03 | 4 |
| Core | [13935](https://regqs.saqa.org.za/showUnitStandard.php?id=13935) | Plan and conduct basic research in an office environment | Level 3 | NQF Level 03 | 6 |
| Core | [13934](https://regqs.saqa.org.za/showUnitStandard.php?id=13934) | Plan and prepare meeting communications | Level 3 | NQF Level 03 | 4 |
| Core | [13933](https://regqs.saqa.org.za/showUnitStandard.php?id=13933) | Plan, monitor and control an information system in a business environment | Level 3 | NQF Level 03 | 3 |
| Core | [7567](https://regqs.saqa.org.za/showUnitStandard.php?id=7567) | Produce and use spreadsheets for business | Level 3 | NQF Level 03 | 5 |
| Core | [7570](https://regqs.saqa.org.za/showUnitStandard.php?id=7570) | Produce word processing documents for business | Level 3 | NQF Level 03 | 5 |
| Core | [9533](https://regqs.saqa.org.za/showUnitStandard.php?id=9533) | Use communication skills to handle and resolve conflict in the workplace | Level 3 | NQF Level 03 | 3 |
| Core | [14357](https://regqs.saqa.org.za/showUnitStandard.php?id=14357) | Demonstrate an understanding of a selected business environment | Level 4 | NQF Level 04 | 10 |
| Fundamental | [8968](https://regqs.saqa.org.za/showUnitStandard.php?id=8968) | Accommodate audience and context needs in oral communication | Level 3 | NQF Level 03 | 5 |
| Fundamental | [9960](https://regqs.saqa.org.za/showUnitStandard.php?id=9960) | Communicate verbally and non-verbally in the workplace | Level 3 | NQF Level 03 | 8 |
| Fundamental | [9010](https://regqs.saqa.org.za/showUnitStandard.php?id=9010) | Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations | Level 3 | NQF Level 03 | 2 |
| Fundamental | [9013](https://regqs.saqa.org.za/showUnitStandard.php?id=9013) | Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts | Level 3 | NQF Level 03 | 4 |
| Fundamental | [8969](https://regqs.saqa.org.za/showUnitStandard.php?id=8969) | Interpret and use information from texts | Level 3 | NQF Level 03 | 5 |
| Fundamental | [9012](https://regqs.saqa.org.za/showUnitStandard.php?id=9012) | Investigate life and work related problems using data and probabilities | Level 3 | NQF Level 03 | 5 |
| Fundamental | [11241](https://regqs.saqa.org.za/showUnitStandard.php?id=11241) | Perform Basic Business Calculations | Level 3 | NQF Level 03 | 6 |
| Fundamental | [7456](https://regqs.saqa.org.za/showUnitStandard.php?id=7456) | Use mathematics to investigate and monitor the financial aspects of personal, business and national issues | Level 3 | NQF Level 03 | 5 |
| Fundamental | [8970](https://regqs.saqa.org.za/showUnitStandard.php?id=8970) | Write texts for a range of communicative contexts | Level 3 | NQF Level 03 | 5 |
| Elective | [8000](https://regqs.saqa.org.za/showUnitStandard.php?id=8000) | Apply basic business principles | Level 3 | NQF Level 03 | 9 |
| Elective | [117111](https://regqs.saqa.org.za/showUnitStandard.php?id=117111) | Apply knowledge of basic accounting principles to financial services | Level 3 | NQF Level 03 | 4 |
| Elective | [7177](https://regqs.saqa.org.za/showUnitStandard.php?id=7177) | Attend to customer enquiries face-to-face and on the telephone in a banking environment | Level 3 | NQF Level 03 | 4 |
| Elective | [7911](https://regqs.saqa.org.za/showUnitStandard.php?id=7911) | Manage the float | Level 3 | NQF Level 03 | 4 |
| Elective | [13928](https://regqs.saqa.org.za/showUnitStandard.php?id=13928) | Monitor and control reception area | Level 3 | NQF Level 03 | 4 |
| Elective | [13930](https://regqs.saqa.org.za/showUnitStandard.php?id=13930) | Monitor and control the receiving and satisfaction of visitors | Level 3 | NQF Level 03 | 4 |
| Elective | [13936](https://regqs.saqa.org.za/showUnitStandard.php?id=13936) | Outline the legal environment of a selected industry | Level 3 | NQF Level 03 | 2 |
| Elective | [13932](https://regqs.saqa.org.za/showUnitStandard.php?id=13932) | Prepare and process documents for financial and banking processes | Level 3 | NQF Level 03 | 5 |
| Elective | [7798](https://regqs.saqa.org.za/showUnitStandard.php?id=7798) | Process cheque, credit card and bank transactions | Level 3 | NQF Level 03 | 14 |
| Elective | [7790](https://regqs.saqa.org.za/showUnitStandard.php?id=7790) | Process incoming and outgoing telephone calls | Level 3 | NQF Level 03 | 3 |
| Elective | [10025](https://regqs.saqa.org.za/showUnitStandard.php?id=10025) | Handle a range of customer complaints | Level 4 | NQF Level 04 | 4 |
| Elective | [117156](https://regqs.saqa.org.za/showUnitStandard.php?id=117156) | Interpret basic financial statements | Level 4 | NQF Level 04 | 4 |
| Elective | [242810](https://regqs.saqa.org.za/showUnitStandard.php?id=242810) | Manage Expenditure against a budget | Level 4 | NQF Level 04 | 6 |
| Elective | [114738](https://regqs.saqa.org.za/showUnitStandard.php?id=114738) | Perform financial planning and control functions for a small business | Level 4 | NQF Level 04 | 6 |

## Learner’s Rights and Responsibilities

**Your rights as a learner:**

1. You have the right to a fair, open and practical assessment
2. Should you be assessed as “not yet competent” you have the right to be reassessed, according to the company’s assessment policy.
3. If you may be re-assessed, you will be responsible to arrange a new assessment plan with the assessor. If you exceed the number of re-assessments allowed by the policy, your assessor reserves the right to remove you from the program.
4. You have the right to appeal against any judgment given as a result of any assessment. You must have valid reasons for doing this. If you still do not agree with the result of the assessment you can ask that the ETQA perform an external verification on the assessment. If any verifier confirms the original assessment outcome, you the learner will have to pay for the cost of the verification.
5. You have the right to an interpreter if you need someone to perform this role. However if one of the learning assumptions for the standards is that you are competent within the language of assessment you may not have an interpreter.
6. You can ask that an impartial witness attend any assessment. This witness may not take any part in the assessment.
7. You have a right to have your assessment internally moderated.

**Your responsibilities:**

1. You must prepare yourself thoroughly for the assessment
2. You must arrange to be available for the assessment on the date, time and place agreed as set out in the assessment plan
3. Should you be unable to attend the agreed assessment date it is your responsibility to inform both your immediate line manager and the assessor.
4. You are responsible for packaging your evidence as set out in the evidence Guide.

**Confidentiality**

Assessment of outcomes results and reviews will be treated with confidentiality. The information may not be given to other people except for record, assessment and moderation purposes.

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| **CANDIDATE’S SIGNATURE** | **DATE** |

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| **ASSESSOR’S SIGNATURE** | **DATE** |

## Appeals Procedure

An appeal is a formal written complaint. The assessor must inform the candidate up front that he/she has a right to appeal against the outcome of an assessment. The purpose of the appeal procedures is to provide a learner with a systematic approach of contesting the assessment decision and resolving the potential dispute. When a learner disagrees with the assessment outcome, he/she must explain the reasons for this to the assessor concerned as soon as possible. If there is a disagreement on the outcome of the assessment process, the learner will initiate a formal appeal process by submitting an Appeal Form.

**When can a Candidate Appeal?**

The Skills Development Act and South African Qualifications Authority Act cover the following two scenarios where appeals can be lodged:

* An appeal against an assessment
* An appeal against an accreditation decision

An appeal can be brought against:

* Unfair assessments
* Invalid assessments
* Unreliable assessments
* The assessor’s judgements, if considered biased
* Inadequate experience and expertise of the assessor if it influenced the assessment
* Unethical practices.

**Who does a candidate appeal to?**

The candidate can appeal an assessment outcome either to the practitioner / assessor or to the Appeals Team or finally the ETQA.

An Appeal Team will be established as a permanent academic structure to deal with appeals and disputes. The Appeal Team is a sub-committee of the Higher Degrees Committee including an external moderator.

The diagram below presents the process, roles and responsibilities of various parties in the appeal process:

## Appeals Application Form

(**O*nly complete if applicable***)

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| **Name of learner** |  | | |
| **Date of Application** |  | **Date of Assessment** |  |
| **Name of Assessor** |  | | |

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| **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

***Insert the unit standard information in the table above for which you want to apply for an appeal***

|  |  |
| --- | --- |
| What was the purpose of the assessment? |  |
| Explain how you were assessed |  |
| Mention the reasons why you disagree with the assessment decision |  |
| What do you think could resolve the matter? |  |
| Mention any special need that you may have. |  |

|  |  |
| --- | --- |
|  |  |
| **CANDIDATE’S SIGNATURE** | **DATE** |

|  |  |
| --- | --- |
|  |  |
| **ASSESSOR’S SIGNATURE** | **DATE** |

|  |  |
| --- | --- |
|  |  |
| **MODERATOR’S SIGNATURE** | **DATE** |

## Recognition of Prior Learning

The Learning Organisation has adopted the following definition of RPL: “*RPL is a system of assessing and recognizing learners’ knowledge and skills independently of ways they have been acquired, either through a formal or informal learning process.”*

RPL aims to:

* Provide an outcomes-based assessment process for registered unit standards or qualifications for learners without formal education experience and uncompleted qualifications.
* Increase learners’ access to wider education and career development path opportunities.
* Assess knowledge obtained in terms of awarding of credits.
* Assess applied competency.
* Encourage a lifelong learning process for learners.
* Promote needs identification and encourage learners to take greater personal responsibility for learning.
* Promote portability of skills and knowledge.

The key benefits of RPL are presented below:

* Changes focus of learning process from assessing inputs to outcomes i.e. outcomes based.
* Cost effectiveness: reduces cost of education by avoiding duplication of education activities for skills and knowledge that the learner already possesses.
* Promotes human development and lifelong learning.
* Advances self-confidence of learners and encourages them to take responsibility for their own learning and completion of qualifications.
* Socio-economic development benefits for the country because of increased participation in education and training activities.

## 

## Schematic presentation of Recognition of Prior Learning (RPL) process

## Candidate’s confirmation to be assessed

(To be completed by *the candidate*)

I herewith agree to be assessed against the following unit standards of the National Qualifications Framework (NQF) which are 120 credits. I understand the purpose of assessment in the organisation. I further declare to be committed to the process and support all assessment systems. I also understand it is my responsibility to gather evidence as agreed on with my Assessor and to submit it on the agreed date/s.

**Skills Programme 1: The Business Environment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Core | 8420 | Operate in a team | 2 | 4 |
| Core | 7785 | Function in a business environment | 3 | 4 |
| Core | 14357 | Demonstrate an understanding of a selected business environment | 4 | 10 |
| Elective | 8000 | Apply basic business principles | 3 | 9 |
| Core | 13935 | Plan and conduct basic research in an office environment | 3 | 6 |
| **TOTAL CREDIT VALUE** | | | | **33** |

**Skills Programme 2: ITC**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Core | 7573 | Demonstrate ability to use the Word Wide Web | 2 | 3 |
| Core | 7567 | Produce and use spread sheets for business | 3 | 5 |
| Core | 7570 | Produce word processing documents for business | 3 | 5 |
| **TOTAL CREDIT VALUE** | | | | **13** |

**Skills Programme 3: Meeting and Events**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Core | 7706 | Maintain a Booking System | 3 | 3 |
| Fundamental | 8970 | Write texts for a range of communicative contexts | 3 | 5 |
| Core | 13929 | Co-ordinate meetings, minor events and travel arrangements | 3 | 3 |
| Core | 13933 | Plan, monitor and control an information system in a business environment | 3 | 3 |
| Core | 13934 | Plan and prepare meeting communications | 3 | 4 |
| **TOTAL CREDIT VALUE** | | | | **18** |

**Skills Programme 4: The Working environment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Core | 7796 | Maintain a secure working environment | 3 | 1 |
| Fundamental | 8968 | Accommodate audience and context needs in oral communication | 3 | 5 |
| Fundamental | 8969 | Interpret and use information from texts | 3 | 5 |
| Fundamental | 9960 | Communicate verbally and non-verbally in the workplace | 3 | 8 |
| Core | 10170 | Demonstrate understanding of employment relations in an organisation | 3 | 3 |
| Elective | 13928 | Monitor and control reception area | 3 | 4 |
| Core | 13931 | Monitor and control the maintenance of office equipment | 3 | 4 |
| Core | 13937 | Monitor and control office supplies | 3 | 2 |
| Core | 7860 | Introduce new staff to the workplace | 3 | 1 |
| Core | 9533 | Use communication skills to handle and resolve conflict in the workplace | 3 | 3 |
| **TOTAL CREDIT VALUE** | | | | **36** |

**Skills Programme 5: Numeracy / Mathematics**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Fundamental | 9010 | Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations | 3 | 2 |
| Fundamental | 9013 | Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts | 3 | 4 |
| Fundamental | 9012 | Investigate life and work related problems using data and probabilities | 3 | 5 |
| Fundamental | 11241 | Perform Basic Business Calculations | 3 | 6 |
| Fundamental | 7456 | Use mathematics to investigate and monitor the financial aspects of personal, business and national issues | 3 | 5 |
| **TOTAL CREDIT VALUE** | | | | **22** |

## Reason/s for registering for Assessment

(The reason/s why I want to register for assessment is/are)

|  |  |
| --- | --- |
| Formal unit standard credits on the National Qualifications Framework (NQF) |  |
| A formal qualification on the National Qualifications Framework (NQF) |  |
| To apply for a certain position/job |  |
| To up-skill my knowledge and competencies |  |
| Learnership with the prospect of being employed |  |

## “Am I Ready for Assessment?”

(To be completed by *the Candidate*)

|  |  |  |
| --- | --- | --- |
| **CHECKLIST: ASSESSMENT OF PERFORMANCE** | **Yes** | **No** |
| Have I arranged appropriate time with my assessor? |  |  |
| Have I checked with my direct Manager/Supervisor that is okay for my assessor to come and assess me? |  |  |
| Have I notified anyone else who needs to know? (E.g. security, reception, a witness) |  |  |
| Have I got everything I need to carry out the planned activity? |  |  |
| Have I got together any other evidence which supports unit standard which I am being assessed against? |  |  |
| Am I clear which aspects of the unit standard I am being assessed upon? |  |  |
| Have I checked that nothing will get in the way of being able to perform this activity? |  |  |
| Have I practiced what I am planned to be assessed on to make sure I am as competent as I can be? |  |  |
| I understand the appeals procedure |  |  |
| I understand the assessment process |  |  |

|  |  |
| --- | --- |
|  |  |
| **CANDIDATE’S SIGNATURE** | **DATE** |