

SAQA ID 59201

NATIONAL CERTIFICATE: GENERIC MANAGEMENT

CLUSTER 1

Accredited
course
information:

Unit Standard ID	NQF Level	Credits
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120300

5

8

Analyse leadership and related theories in a work context

Accredited
course
information:

Unit Standard ID	NQF Level	Credits
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252037

5

6

Build teams to achieve goals and objectives

LEARNER POE



TRAINING FORCE
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**Accredited
course
information:**

Unit Standard ID

NQF Level

Credits

15224

5

4

Empower team members through recognising strengths, encouraging participation in decision making and delegating tasks




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PRE-ASSESSMENT MEETING CHECKLIST

The **Qualification Induction Video** would've clearly explained all the items below. If you are not sure, revert to the video and ensure understanding before completing this checklist.

#	POINTS TO BE DISCUSSED	✓
Did the facilitator/Assessor:		
1.	Provide a clear explanation of Outcomes-based assessment and of the NQF system.	
2.	Explain the assessment process and the principles of good assessment practice.	
3.	Explain the roles and responsibilities of the learner, assessor, and moderator.	
4.	Explain the learner's rights, discuss the appeals process and assessment policies	
5.	Ensure the learner was ready for the assessment by conducting formative assessment	
6.	Provide the Learner with a copy of the unit standard against which they will be assessed	
7.	Discuss and identify any special needs of the learner	
8.	Discuss the VACS evidence requirements	
9.	Discuss the assessment planning and conducting documents indicating the evidence, methods, resources, timing, and special needs	
10.	Discuss the importance of confidentiality if all the information.	
11.	Give the Learner an opportunity to seek clarification on any items discussed	
Learner Signature		
Assessor Signature		
Date of Meeting		

ASSESSMENT PLAN

This document is for **assessment purposes** only. You are only required to complete your name and sign once the Assessor has assessed your Portfolio and provided you with feedback.

Date of Assessment								
Assessor Declaration	The assessor hereby declares that this document will be completed, and a judgment made once all the evidence submitted according to this plan has been assessed against model answers and the VACS criteria							
Assessor Name				Assessor signature				
Moderator Name				Moderator Signature				
Learner Name				Learner Signature				
Mentor/ Facilitator Name				Mentor/ Facilitator Signature				
Key to Methods	Obs	Observation	Q	Questioning	PE	Product Evaluation	LB	Logbook

ID 120300 - Analyse leadership and related theories in a work context

	Specific Outcomes and Assessment Criteria	Assessment	Evidence	Method	C	NYC	2 nd	3 rd
SO1: Explain the concept of leadership.								
1.1	Various definitions of leadership are identified and explained with examples in the workplace.	Formative 1, 2, 3, 4, 5 Summative 1	Knowledge	Questioning				
1.2	The roles and qualities of a leader are explained using examples	Formative 1, 2, 3, 4, 5 Summative 1	Knowledge	Questioning				
SO2: Differentiate between leadership and management.								
2.1	Leadership and management are defined and differentiated using examples.	Formative 1, 2, 3, 4, 5 Summative 1	Knowledge	Questioning				
2.2	The roles and qualities of a leader are differentiated and compared with those of a manager in a work context.	Formative 1, 2, 3, 4, 5 Summative 1	Knowledge	Questioning				
2.3	The concepts of accountability and responsibility pertaining to a leader and manager are discussed and	Formative 1, 2, 3, 4, 5 Summative 1	Knowledge	Questioning				

	Specific Outcomes and Assessment Criteria	Assessment	Evidence	Method	C	NYC	2nd	3rd
	explained in terms of advantages and disadvantages in the workplace.							
2.4	The role of a leader and a manager is compared in terms of their complementary roles in the workplace.	Formative 1, 2, 3, 4, 5 Summative 1	Knowledge	Questioning				
SO3: Analyse leadership theories								
3.1	The various theories of leadership are identified and discussed in a work context.	Summative 1	Knowledge	Questioning				
3.2	Trends and developments relating to the different leadership theories are examined with examples.	Summative 3	Practical Demonstration	Product Evaluation				
3.3	The various leadership theories are justified in terms of advantages and disadvantages.	Summative 1	Knowledge	Questioning				
SO4: Apply the different roles and qualities of leadership in a work context.								
4.1	The roles and qualities within leadership contexts are analysed with examples.	Summative 3	Practical Demonstration	Product Evaluation				
4.2	The leadership style of selected leaders is analysed in order to determine its effect in a context.	Summative 3	Practical Demonstration	Product Evaluation				
4.3	The term role-model is analysed in order to establish its effect on the work context.	Summative 3	Practical Demonstration	Product Evaluation				
4.4	Leadership theory is selected and applied in own work context.	Summative 3	Practical Demonstration	Product Evaluation				
4.5	Leadership roles, qualities and abilities are analysed in order to formulate own leadership development strategy.	Summative 3	Practical Demonstration	Product Evaluation				

ID 252037 - Build teams to achieve goals and objectives

	Specific and Criteria	Outcomes Assessment	Assessment	Evidence	Method	C	NYC	2nd	3rd
SO1: Demonstrate knowledge of an insight into the theory of teams and the importance of teams in workplace activities.									
1.1	The characteristics of a team and team interaction are compared with those of a group.		Formative Topic 4, 7 Summative 2	Knowledge	Questioning				
1.2	Different types of teams are described in terms of their unique roles and characteristics.		Formative Topic 6, 7 Summative 2	Knowledge	Questioning				
1.3	The importance of teams for achieving workplace goals and objectives is motivated with examples of the contributions of teams.		Formative Topic 6, 7 Summative 2	Knowledge	Questioning				
SO2: Apply the theory of teams to team dynamics.									
2.1	The dynamics of teams are explained in terms of practical examples.		Formative Topic 6 Summative 2	Practical Demonstration	Product Evaluation				
2.2	The reasons for disagreements and conflict that could disrupt the functioning of the team are analysed with reference to interpersonal and other factors.		Summative 3	Practical Demonstration	Product Evaluation				
2.3	Unique challenges presented by different types of teams are identified with specific reference to cross-functional and virtual teams.		Summative 2	Practical Demonstration	Product Evaluation				
SO3: Explain the process of building teams.									
3.1	The process of building a team is explained with reference to the steps in the process.		Formative Topic 6,9 Summative 2	Knowledge	Questioning				
3.2	Stages of team development are analysed in terms of the human behaviour that drives the different stages.		Summative 2	Knowledge	Questioning				

	Specific Outcomes and Assessment Criteria	Assessment	Evidence	Method	C	NYC	2nd	3rd
SO4: Analyse the role of team leader in promoting team effectiveness.								
4.1	The role of the team leader is explained in relation to improving team effectiveness.	Formative Topic 7 Summative 2	Knowledge	Questioning				
4.2	The impact of different leadership styles is considered in relation to the leader's role in promoting team effectiveness.	Summative 2	Knowledge	Questioning				
4.3	Techniques for the constructive management of team dynamics and conflict are described with specific reference to promoting trust, cohesion, creativity, and productivity.	Formative Topic 8, 10 Summative 2	Practical Demonstration	Product Evaluation				
SO5: Evaluate the effectiveness of a team and propose ways to improve team effectiveness.								
5.1	The functioning of a team is evaluated against the characteristic of high-performance teams.	Summative 3 Logbook	Practical Demonstration	Product Evaluation				
5.2	An action plan is developed for improving the effectiveness of the team.	Summative 3 Logbook	Practical Demonstration	Product Evaluation				

ID 15224 - Empower team members through recognising strengths, encouraging participation in decision making and delegating tasks

	Specific Outcomes and Assessment Criteria	Assessment	Evidence	Method	C	NYC	2nd	3rd
SO1: Recognise team member performance.								
1.1	The role, duties, and responsibilities of each team member in the section/division/department are identified together with the level of performance expected of them and an indication of how they fit into the work of the section.	Summative 3 Logbook	Practical Demonstration	Product Evaluation				
1.2	Team members are told what they do well, what needs improvement and what is expected in the future.	Summative 3 Logbook	Practical Demonstration	Product Evaluation				
1.3	All feedback is measured against performance expectations, which have been communicated to the team member.	Summative 3 Logbook	Practical Demonstration	Product Evaluation				
1.4	Feedback is given at the time that the event occurs.	Summative 3 Logbook	Practical Demonstration	Product Evaluation				
1.5	Feedback is honest, simple, specific, and constructive.	Summative 3 Logbook	Practical Demonstration	Product Evaluation				
1.6	Team members are dealt with as valued and trusted members of the team.	Summative 3 Logbook	Practical Demonstration	Product Evaluation				
SO2: Encourage participation in decision-making.								
2.1	Team members are included in division/section/department decision-making by fully informing them of the situation and the decision(s) that needs to be taken.	Summative 3 Logbook	Practical Demonstration	Product Evaluation				
2.2	Team members are encouraged to think of solutions to the problem being as innovative as possible.	Summative 3 Logbook	Practical Demonstration	Product Evaluation				
2.3	Team members must be asked to provide alternatives, evaluate the alternatives and select one for implementation.	Summative 3 Logbook	Practical Demonstration	Product Evaluation				
2.4	The best solution is sought through getting team members to debate their viewpoints and work towards finding common ground.	Summative 3 Logbook	Practical Demonstration	Product Evaluation				

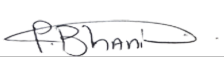
	Specific Outcomes and Assessment Criteria	Assessment	Evidence	Method	C	NYC	2 nd	3 rd
SO3: Delegate tasks.								
3.1	The work plan or task is analysed and broken down into smaller tasks, programmes or units of work and a decision taken as to who in the section is best suited to carry them out.	Summative 3 Logbook	Practical Demonstration	Product Evaluation				
3.2	The delegated tasks must be clearly communicated to employees indicating what is expected, how it must be done and where to get help, if necessary.	Summative 3 Logbook	Practical Demonstration	Product Evaluation				
3.3	Decision-making authority required to execute the task is indicated to the employee so that team members can react to situations immediately and effectively.	Summative 3 Logbook	Practical Demonstration	Product Evaluation				
3.4	Regular feedback and reporting schedule must be agreed upon.	Summative 3 Logbook	Practical Demonstration	Product Evaluation				
3.5	A system to enable the flow of information must be established by team members.	Summative 3 Logbook	Practical Demonstration	Product Evaluation				
3.6	The successful completion of delegated tasks must be monitored, and the performance used as a means of ongoing development.	Summative 3 Logbook	Practical Demonstration	Product Evaluation				
3.7	Successful achievement of delegated tasks must be given recognition.	Summative 3 Logbook	Practical Demonstration	Product Evaluation				
SO4: Review decisions and performance of delegated tasks.								
4.1	The work plan or task is analysed and broken down into smaller tasks, programmes or units of work and a decision taken as to who in the section is best suited to carry them out.	Summative 3 Logbook	Practical Demonstration	Product Evaluation				
4.2	The delegated tasks must be clearly communicated to employees indicating what is expected, how it must be done and where to get help, if necessary.	Summative 3 Logbook	Practical Demonstration	Product Evaluation				
4.3	Decision-making authority required to execute the task is indicated to the employee so	Summative 3 Logbook	Practical Demonstration	Product Evaluation				

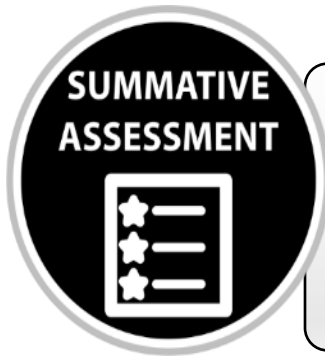
	Specific Outcomes and Assessment Criteria	Assessment	Evidence	Method	C	NYC	2nd	3rd
	that team members can react to situations immediately and effectively.							
4.4	Regular feedback and reporting schedule must be agreed upon.	Summative 3 Logbook	Practical Demonstration	Product Evaluation				



Learner Instruction: Please complete the following checklist to indicate that you have completed all the formative assessment activities required for your portfolio. These activities must have been completed on the DigiAssist System and evidence of each outcome pdf printed signed and placed behind this page.

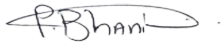
FORMATIVE ASSESSMENT

#	FORMATIVE ASSESSMENT ACTIVITY	TICK TO CONFIRM COMPLETION
	Formative Assessment Activity 1	<input checked="" type="checkbox"/>
	Formative Assessment Activity 2	<input checked="" type="checkbox"/>
	Formative Assessment Activity 3	<input checked="" type="checkbox"/>
	Formative Assessment Activity 4	<input checked="" type="checkbox"/>
	Formative Assessment Activity 5	<input checked="" type="checkbox"/>
	Formative Assessment Activity 6	<input checked="" type="checkbox"/>
	Formative Assessment Activity 7	<input checked="" type="checkbox"/>
	Formative Assessment Activity 8	<input checked="" type="checkbox"/>
	Formative Assessment Activity 9	<input checked="" type="checkbox"/>
	Formative Assessment Activity 10	<input checked="" type="checkbox"/>
Learner signature: 		
Assessor signature:		
Moderator signature:		



Learner Instruction: Please complete the following checklist to ensure that you have completed all the summative assessment activities. These activities should be completed in full and as per instructional video provided after the Cluster, ensure to have full understanding of what is required before attempting these

SUMMATIVE ASSESSMENT ACTIVITIES

#	<i>SUMMATIVE ACTIVITY</i>	<i>TICK TO CONFIRM COMPLETION</i>
	Summative Assessment Activity 1	<input checked="" type="checkbox"/>
	Summative Assessment Activity 2	<input checked="" type="checkbox"/>
	Summative Assessment Activity 3	<input checked="" type="checkbox"/>
Learner Signature: 		
Assessor Signature:		
Moderator Signature:		

SUMMATIVE ASSESSMENT ACTIVITY 1: KNOWLEDGE ASSESSMENT



120300 SO 1 AC 1; AC 2; SO 2 AC 1, 2, 3, 4; SO 3 AC 1 AC 3

EEK 1, 2, 3, 4, 5

CCFO 1, 3, 4

Assessment Method: Questioning

INSTRUCTIONS: This is an individual activity; your own work is required. Complete as instructed in POE Video

1. Examine the various theories of leadership and their definitions, explain:
 - a. Four (4) theories of leadership
 - b. Discuss how the theories relate to application in the workplace.
 - c. The advantages and disadvantages of each
2. Explain the following roles of a leader, by describing how you would show the following roles as a leader:
 - a. Motivating self and others
 - b. Facilitating a developmental environment
 - c. Being an innovator
3. What are the roles and qualities of a leader? Give a comprehensive explanation with at least 5 example qualities and how they relate to those of a Manager in the workplace.
4. Compare the role of a leader and a manager in terms of their complementary roles, use the table below as an example to answer the question.

Activity	Management	Leadership
Executing Plans		

5. What are the concepts of accountability and responsibility, refer to the advantages and disadvantages in the workplace?

Feedback to Learner:

VACS Assessment of Evidence	V	A	C	S
Result of First Assessment	C	NYC	Date	
Result of Second assessment	C	NYC	Date	
Result of Third Assessment	C	NYC	Date	
Learner Signature			Date	
Assessor Signature			Date	
Moderator Signature			Date	

SUMMATIVE ASSESSMENT ACTIVITY 2: KNOWLEDGE ASSESSMENT



US 252037 SO 1 AC 1, 2, 3; SO 3 AC 1, 2; SO 4 AC 1, 2

EEK 1, 2, 5

CCFO 1, 2, 3, 5, 6

Assessment Method: Questioning

INSTRUCTIONS: This is an individual activity; your own work is required. Complete as instructed in POE Video

1. Choose 3 types of teams then answer the following questions:
 - a. What is the unique role and characteristic of each?
 - b. Why it is important for teams to achieve their goals and objectives?
 - c. How does a team characteristic differ from that of a group?
 - d. How would team dynamics be achieved? Explain with examples
2. What is the process of building a team? Explain the process giving reference to each step and how human behaviour is driven through the different stages.
3. What is the role of the team leader in relation to improving team effectiveness?
4. What impact would different leadership styles have in relation to the leader's role in promoting team effectiveness?
5. What constructive management techniques could be used to form team dynamics? Give reference to the promotion of trust, cohesion, creativity, and productivity?

Feedback to Learner:

VACS Assessment of Evidence	V	A	C	S
Result of First Assessment	C	NYC	Date	
Result of Second assessment	C	NYC	Date	
Result of Third Assessment	C	NYC	Date	
Learner Signature			Date	
Assessor Signature			Date	
Moderator Signature			Date	

SUMMATIVE ASSESSMENT ACTIVITY 3: PRACTICAL ASSIGNMENT



US 120300 SO 2 AC 2, 3, 4; SO 3 AC 2; SO 4 AC 1, 2, 3, 4, 5
US 252037 SO 2; SO 4 AC 3; SO 5
US 15224 SO 1, 2, 3, 4, 5

CCFO1-8

EEK US 120300 4, 6 / EEK US 252037 3, 4, 5 / EEK US 15224 2 - 5

Assessment Method: Product Evaluation

INSTRUCTIONS: This is an individual activity; your own work is required. Complete as instructed in POE Video

Assignment:

1. Access at least three (3) case studies of any recognised Leaders, analyse the leadership styles and complete the following questions:

- What leadership styles are the Leaders using?
- What effect did the leadership styles have on the followers?
- Were the Leaders role-models to the followers? Explain why you do or don't think they were good role-models and what effect this had on the followers?
- Examine the trends and developments of leadership theories, explain how they have developed and formed trends over the years.

2. Develop a personal profile using a profile format of choice, by answering the following questions:

- Which leadership style/s would you apply in your workplace?
- Elaborate on the roles, qualities and abilities required to formulate your own development strategy.
- Explain how you will be accountable and responsible for complying with your organisations policies and procedures and any legislation applicable to your organisation.
- Show the structure of the organisation and where you fit in. An organigram will be suitable for this.
- Explain why you chose this leadership/s style and how it compares to a manager's in your workplace.
- What unique challenges do you foresee within your current team? Explain giving reference to the type of both cross-functional and virtual teams.

2.1 Provide the developed profile as evidence.

3. Prepare to evaluate the effectiveness of your team and propose ways to improve team effectiveness.

Choose 5 employees of your team as your team members to simulate this activity if you are not in a Leadership Role at present, otherwise use your actual team.

- Prepare or use a previously prepared performance matrix for your team.

- b. Hold a team briefing, informing all team members of what is expected from the team.
- c. Minute the meeting.
- d. Monitor the team's performance over a period of week against the expected level of performance, document expected against actual.
- e. Hold a team briefing to inform team members of the team's performance over the week, discuss the expected level against the actual level of performance monitored.
 - i. Encourage participation from the team members
 - ii. Sought out possible solutions to problem areas
 - iii. Evaluate alternative solutions
- f. Minute the meeting.
- g. Develop an action plan to address non-conforming areas.
- h. Email the action to plan to team members, asking for suggestions and approval.

3.1 Provide the following as evidence:

- a. Performance Matrix
- b. Minutes of the information briefing
- c. Documented planned performance against actual, the variances and an explanation of what the variances.
- d. Minutes of performance meeting held – ensuring that all discussions are clearly stated and shows that team members participated, they provided valuable input into solutions to rectify the variances and that these were evaluated through discussion.
- e. Developed action plan to address non-complying areas.
- f. Emails received that show the team members provided their input into the action plan and made suggestions.
- g. Amended/alternative action plans from the input received from the team members.
- h. A system that shows the flow of information for tasks/activities related to the team being evaluated.

4. Prepare to evaluate team member performance.

- a. Prepare an individual performance matrix for each member of your team – you can use one in the workplace if this exists.
- b. Ensure that roles, duties, and responsibilities are clearly stated.
- c. Arrange a meeting with the individual

- d. Discuss the expected roles, responsibilities and duties expected from the team member – document as confirmation the discussion points in an email to the member after the briefing.
- e. Monitor the members performance over a period of week against the expected level of performance, document expected vs actual.
- f. Meet with the individual again to discuss the expected level against the actual. Ensure to provide the member with valuable feedback – what they did well, what needs to be improved on and what is expected in future. Document the discussion in a confirmation email to the member via email.
- g. Develop an action plan to address non-conforming areas.

4.1 Provide the following as evidence:

- a. The Individual performance matrix for each member.
- b. The monitored performance expected vs actual.
- c. Emails sent as confirmation to each member, ensuring that all discussion points mentioned are confirmed in writing.
- d. The developed action plans.

5. Obtaining feedback about your performance as a Leader from Team Members.

- a. Develop a feedback evaluation form for team members to evaluate your performance as Leader – an example of a feedback evaluation form is shown below.
- b. The feedback must evaluate the following criteria:
 - i. How well you were able to tell the member what to do, what they needed to improve on and what is expected from them in future.
 - ii. How well you provided honest, simple, specific, and constructive feedback.
 - iii. Did the feedback encourage and support? etc.
- c. You may use the sample feedback below.

5.1 Provide the following evidence:

- a. Completed feedback evaluation from Team Members

6. Prepare to Delegate Tasks/Activities to team members:

- a. Analyse one role from each Team Member.
- b. Clearly communicate what is expected from the member, how it should be done and where they get assistance if necessary.
- c. Draft a feedback and reporting schedule that is agreed upon by the individual.
- d. Monitor the progress of the delegated task against performance standards for the task.
- e. Once the task is completed, arrange a meeting with the team and or individual.

- ✓ Discuss the efficiency of the delegated task/s, taking expected performance into consideration.
- ✓ Review the decisions on the task/s and what they will achieve because of the decision/s made.
- ✓ Give recognition of successful achievement of the delegated task to the team member.

6.1 Provide the following evidence:

- a. An analyse of the task delegated in a suitable format – it should include the task being broken down into small tasks or units of work and a best way to carry it out, as well as who the decision-making authority is that is required to execute the task.
- b. Emails confirming the analysis, and what is expected by the member, including agreed feedback and reporting schedules.
- c. Emails and or documents to show monitoring of the progress and performance standard of the delegated task.
- d. Draft a professional report, discussing how decisions were reviewed, the success of the completed task/s in terms of achieving the set objectives.
- e. Email notification of recognition of successful achievement of the delegated task, to relevant team member/s.
- f. Alternative action plans were incorrect decisions and delegated tasks were not carried out successfully – to improve performance.

7. Develop a professional report, using a suitable business report format to document lessons learnt during the completion of the above tasks:

- a. Refer to how you engaged with the Team and individual members during meetings and individual meetings.
- b. What techniques did you use to negotiation with the member/s?
- c. Was brainstorming techniques used during meetings to ensure suitable deliberation of task process flows?
- d. How well did you use feedback techniques to provide the member/s with feedback and what you would do differently?
- e. How well did you delegate tasks and implement follow up techniques, to ensure success, what could you have done differently?
- f. What were and are the dynamics of the team, give practical examples to explain the present or past dynamic?
- g. Reflect on disagreements and or conflict that may have occurred, which disrupted the functioning of the member or team members.

- h. Explain how legislation, policies and procedures impacted decisions for completing task/s or activities.
- i. How did your leadership style impact the performance of the team, what would you do to remedial the style and why?
- j. How did your team's performance compare to the characteristics of high performing teams?

7.1 Provide the Following as Evidence:

- a. Completed Professional Report

Feedback to Learner:

VACS Assessment of Evidence	V	A	C	S
Result of First Assessment	C	NYC	Date	
Result of Second assessment	C	NYC	Date	
Result of Third Assessment	C	NYC	Date	
Learner Signature			Date	
Assessor Signature			Date	
Moderator Signature			Date	

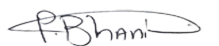
Feedback form for team members:

Learner Name	Zanele Queen Muller	Date	11/17/2023
Delegation and feedback to team members	Yes/No	Comments	
Did the learner:			
1. Provide me with the details and requirements of the delegation task?	Yes		
2. Encourage my participation in the decision-making process as part of the delegation of this task?	Yes		

3. Measure all feedback against performance expectations, which have been communicated to me, the team member?	Yes	
4. Give feedback at the time that the event occurred?	Yes	
5. Provide feedback that is honest, simple, specific, and constructive?	Yes	
6. Deal with me (a team member) as a valued and trusted member of the team?	Yes	
Team member Signature		
Team Member Name	Zanele Queen Muller	
Team member Designation		
Team member Contact Details	zanelem@africanresonance.com	

LEARNER EVALUATION OF THE ASSESSMENT PROCESS

Kindly complete the form below to provide feedback to the assessor

Please answer the following questions by ticking the applicable box		
Criteria	Yes	No
Did the assessor go through the assessment meeting with you?	Yes	
Did the assessor explain the reason for the assessment	Yes	
Did you receive a copy of the Unit standard/s you were being assessed against		
Did the assessor explain the assessment methods and criteria?	Yes	
Where the instructions for each assessment clear?	Yes	
Did your assessor provide you with developmental feedback?	Yes	
Do you agree with the feedback?	Yes	
Additional Comments:		
Learner Name	Philasande Bhani	
Signature:		
Date:	11/20/2023	

DEVELOPMENT PLAN

To be completed by the Assessor.

Assessor it is important to provide the learner with direction, development, and growth. Observation during the process will assist in completing this for the learner. Take note of time management, self-esteem, confidence, organisation, self-management and discipline.

Learner Name	
Assessor Name	
Programme Name:	
Date:	
Areas of development and additional evidence required	
Resubmission date	
Learner Signature	
Assessor Signature	