

# SAQA ID 59201

## NATIONAL CERTIFICATE: GENERIC MANAGEMENT CLUSTER 3

Accredited  
course  
information:

Unit Standard ID	NQF Level	Credits
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252043

5

6

Manage a diverse work force to add value

Accredited  
course  
information:

Unit Standard ID	NQF Level	Credits
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117853

5

8

Interpret and manage conflicts within the workplace

Accredited  
course  
information:

Unit Standard ID	NQF Level	Credits
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114226

5

8

Conduct negotiations to deal with conflict situations

LEARNER POE

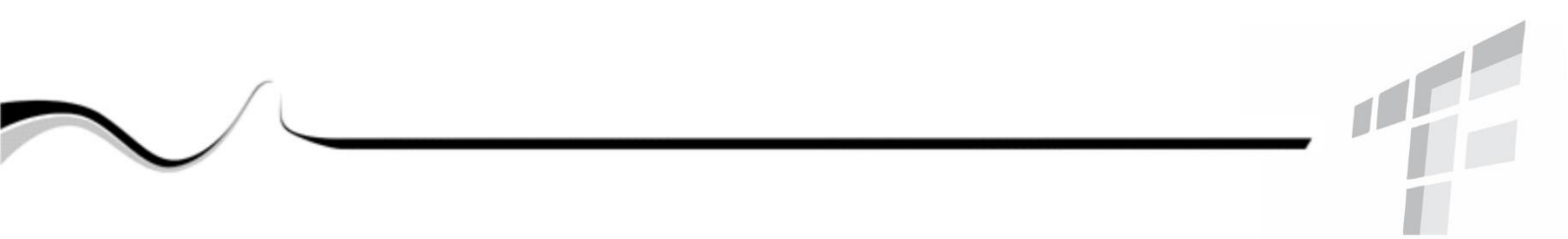


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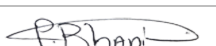
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## PRE-ASSESSMENT MEETING CHECKLIST

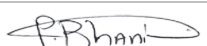
The **Qualification Induction Video** would've clearly explained all the items below. If you are not sure, revert to the video and ensure understanding before completing this checklist.

#	POINTS TO BE DISCUSSED	✓
Did the facilitator/Assessor:		
1.	Provide a clear explanation of Outcomes-based assessment and the NQF system.	<input checked="" type="checkbox"/>
2.	Explain the assessment process and the principles of good assessment practice.	<input checked="" type="checkbox"/>
3.	Explain the roles and responsibilities of the learner, assessor and moderator.	<input checked="" type="checkbox"/>
4.	Explain the learner's rights, discuss the appeals process and assessment policies	<input checked="" type="checkbox"/>
5.	Ensure the learner was ready for the assessment by conducting formative assessment	<input checked="" type="checkbox"/>
6.	Provide the Learner with a copy of the unit standard against which they will be assessed	<input checked="" type="checkbox"/>
7.	Discuss and identify any special needs of the learner	<input checked="" type="checkbox"/>
8.	Discuss the VACS evidence requirements	<input checked="" type="checkbox"/>
9.	Discuss the assessment planning and conducting documents indicating the evidence, methods, resources, timing and special needs	<input checked="" type="checkbox"/>
10.	Discuss the importance of confidentiality if all the information.	<input checked="" type="checkbox"/>
11.	Give the Learner an opportunity to seek clarification on any items discussed	<input checked="" type="checkbox"/>
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 at this moment 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	Philasande Bhani			Learner Signature				
Mentor/ Facilitator Name				Mentor/ Facilitator Signature				
Key to Methods	Obs	Observation	Q	Questioning	PE	Product Evaluation	LB	Logbook

**ID 252043 - Manage a diverse workforce to add value**

	Specific Outcomes and Assessment Criteria	Assessment	Evidence	Method	C	NYC	2 <sup>nd</sup>	3 <sup>rd</sup>
<b>SO1: Demonstrate knowledge and understanding of diversity in the workplace</b>								
1.1	Diversity is defined regarding differences within a unit, including the difference in backgrounds, culture, beliefs, values, race, age, sex, language and education.	Formative Topic 1 Summative 1	Knowledge Practical Demonstration	Q Product Evaluation				
1.2	Diversity is explored as a potential source of discrimination.	Formative Topic 1 Summative 1	Knowledge Practical Demonstration	Q Product Evaluation				
1.3	The implications of diversity for external and internal relationships are examined and explained with examples.	Formative Topic 1 Summative 1	Knowledge Practical Demonstration	Q Product Evaluation				
1.4	Cultural biases, stereotypes and perceptions are identified together with the influence they can have in dealing with diversity.	Formative Topic 1 Summative 1	Knowledge Practical Demonstration	Q Product Evaluation				
<b>SO2: Demonstrate an understanding of the reality of diversity and its value in a unit.</b>								
2.1	The benefits of diversity in team members and clients are explained with examples.	Formative Topic 1 Summative 1	Knowledge Practical Demonstration	Q Product Evaluation				
2.2	Ways of utilising the diversity among team members are explored to enhancing relationships and improving the productivity of a unit.	Summative 1	Practical Demonstration	Product Evaluation				
2.3	Ways of meeting the diverse needs and goals of team	Summative 1	Practical Demonstration	Product Evaluation				

	<b>Specific Outcomes and Assessment Criteria</b>	<b>Assessment</b>	<b>Evidence</b>	<b>Method</b>	<b>C</b>	<b>NYC</b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>
	members in a unit are explored about the goals and objectives of a unit.							
2.4	Ways of meeting the needs of diverse clients and communities through a range of products and services are explored to identify new opportunities.	Summative 1	Practical Demonstration	Product Evaluation				
<b>SO3: Manage team members taking into account similarities and differences.</b>								
3.1	Diversity in beliefs, values, interests and attitudes are identified through interaction within a unit.	Summative 1	Practical Demonstration	Product Evaluation				
3.2	Common beliefs, values, interests and attitudes that will serve a basis for leading the team are recognised through interaction within a unit.	Summative 1	Practical Demonstration	Product Evaluation				
3.3	The expression of diverse viewpoints and ways of being is encouraged in a unit through management activities.	Summative 1	Practical Demonstration	Product Evaluation				
3.4	Sensitivity towards and understanding of diversity are demonstrated through management activities.	Summative 1	Practical Demonstration	Product Evaluation				
<b>SO4: Deal with disagreements and conflicts arising from diversity in a unit.</b>								
4.1	Incidents of conflict and disagreement are acknowledged and managed in a way that enhances relationships in a unit.	Summative 1	Practical Demonstration	Product Evaluation				
4.2	Cases of unfair discrimination and discriminatory practices are identified and managed at the appropriate level of authority in the entity.	Summative 1	Practical Demonstration	Product Evaluation				
4.3	Disagreements and conflict are used as opportunities for learning to improve the cohesion of a unit.	Summative 1	Practical Demonstration	Product Evaluation				

#### **ID 114226 - Interpret and manage conflicts within the workplace**

	<b>Specific Outcomes and Assessment Criteria</b>	<b>Assessment</b>	<b>Evidence</b>	<b>Method</b>	<b>C</b>	<b>NYC</b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>
<b>SO1: Describe the main sources of conflict.</b>								
1.1	A list of possible sources of conflict, including perceptions and assumptions, is drawn up with examples of where they are most likely to occur.	Formative Topic 2 Summative 2, 3	Knowledge Practical Demonstration	Q Product Evaluation				
1.2	Positive and negative characteristics of conflict in the workplace are discussed with examples.	Formative Topic 2 Summative 2, 3	Knowledge Practical Demonstration	Q Product Evaluation				

	<b>Specific Outcomes and Assessment Criteria</b>	<b>Assessment</b>	<b>Evidence</b>	<b>Method</b>	<b>C</b>	<b>NYC</b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>
1.3	Organisational conflict modes are explained with examples.	Formative Topic 2 Summative 2	Knowledge Practical Demonstration	Q Product Evaluation				
1.4	Conflict, which may arise in personality types, can be described, using transactional analysis.	Formative Topic 2 Summative 2, 3	Knowledge Practical Demonstration	Q Product Evaluation				
<b>SO2: Explain appropriate techniques in conflict management</b>								
2.1	The various business conflict modes are discussed with examples.	Formative Topic 2 Summative 2	Knowledge Practical Demonstration	Q Product Evaluation				
2.2	Useful steps to be taken to manage conflict are explained with examples.	Formative Topic 2 Summative 2	Knowledge Practical Demonstration	Q Product Evaluation				
2.3	The route, which conflicts normally follow toward resolution can be described with examples.	Formative Topic 2 Summative 2, 3	Knowledge Practical Demonstration	Q Product Evaluation				
<b>SO3: Describe the appropriate action plan and strategies to manage conflict.</b>								
3.1	Methods available to resolve conflict regarding the Labour Relations Act are listed with examples.	Formative Topic 2 Summative 2	Knowledge Practical Demonstration	Q Product Evaluation				
3.2	The most appropriate strategy to resolve a particular conflict is chosen with a justification for the choice of strategy	Summative 2, 3	Practical Demonstration	Product Evaluation				
3.3	The need to adopt action plans and adapt them to a particular conflict is demonstrated with examples.	Summative 2, 3	Practical Demonstration	Product Evaluation				
3.4	The role of policies and procedures in place in the organisation are explained regarding their role in preventing and resolving conflicts.	Summative 2	Practical Demonstration	Product Evaluation				
<b>SO4: Explain the attributes of an effective conflict manager.</b>								
4.1	Personal attributes of a good conflict manager can be listed with examples of how each characteristic contributes to conflict resolution.	Formative Topic 2 Summative 2	Knowledge Practical Demonstration	Q Product Evaluation				
4.2	A skills audit is done by the learner to identify the skills he/she needs to develop to be an effective conflict manager are identified.	Summative 2	Practical Demonstration	Product Evaluation				
4.3	The negative attributes which should be avoided or controlled by an effective conflict manager are listed with an explanation of the negative effect each has on the resolution of conflict.	Formative Topic 2 Summative 2	Knowledge Practical Demonstration	Q Product Evaluation				

**ID 117853 - Conduct negotiations to deal with conflict situations**

	<b>Specific Outcomes and Assessment Criteria</b>	<b>Assessment</b>	<b>Evidence</b>	<b>Method</b>	<b>C</b>	<b>NYC</b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>
<b>SO1: Prepare for negotiations.</b>								
1.1	Administrative arrangements for negotiation processes are identified and dealt with effectively.	Summative 3	Practical Demonstration	Product Evaluation				
1.2	The purpose of negotiation is explained and issues to be negotiated are identified and prioritised, using participatory processes	Formative Topic 3 Summative 3	Knowledge Practical Demonstration	Q Product Evaluation				
1.3	A variety of negotiation strategies and processes are identified and explained regarding the process, application and strengths and weaknesses and an appropriate strategy are selected based on the negotiation at hand.	Formative Topic 3 Summative 3	Knowledge Practical Demonstration	Q Product Evaluation				
1.4	Negotiation ranges are identified and motivated by all identified issues.	Formative Topic 3 Summative 3	Knowledge Practical Demonstration	Q Product Evaluation				
1.5	Relevant stakeholders are identified and informed about issues to be negotiated according to the agreed upon time framework and through effective communication methods.	Summative 3	Practical Demonstration	Product Evaluation				
1.6	Appropriate actions are taken and initiated when obtaining mandates from constituencies.	Summative 3	Practical Demonstration	Product Evaluation				
1.7	Relevant information about identified issues is collated and shared with all parties.	Summative 3	Practical Demonstration	Product Evaluation				
1.8	The negotiation process is anticipated, and appropriate tactics are identified, selected and motivated by the parties.	Summative 3	Practical Demonstration	Product Evaluation				
<b>SO2: Engage in negotiations</b>								
2.1	Behaviour and conduct during negotiations are explained and aligned with selected negotiation strategy and tactics.	Summative 3	Practical Demonstration	Product Evaluation				
2.2	Negotiations are conducted in a manner that maintains or enhances relationships and promotes outcomes that are satisfactory or advantageous regarding the purpose of the negotiation.	Summative 3	Practical Demonstration	Product Evaluation				
2.3	The negotiation process is facilitated using effective communication and interpersonal skills.	Summative 3	Practical Demonstration	Product Evaluation				



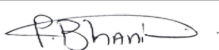
	<b>Specific Outcomes and Assessment Criteria</b>	<b>Assessment</b>	<b>Evidence</b>	<b>Method</b>	<b>C</b>	<b>NYC</b>	<b>2<sup>nd</sup></b>	<b>3<sup>rd</sup></b>
2.4	Relevant options are identified, explained and explored throughout the process.	Summative 3	Practical Demonstration	Product Evaluation				
2.5	Negotiations are conducted, and appropriate action is taken and initiated to obtain an amended mandate	Summative 3	Practical Demonstration	Product Evaluation				
2.6	Negotiated outcomes are presented, explained and motivated to the constituency.	Summative 3	Practical Demonstration	Product Evaluation				
2.7	Proceedings and interim outcomes are recorded accurately for feedback purposes.	Summative 3	Practical Demonstration	Product Evaluation				
<b>SO3: Finalise negotiations and communicate agreements.</b>								
3.1	Finalise negotiations and communicate agreements.	Summative 3	Practical Demonstration	Product Evaluation				
3.2	Agreements are finalised and agreed to verbally by parties.	Summative 3	Practical Demonstration	Product Evaluation				
3.3	Final agreements are disseminated and made accessible to all constituents and stakeholders.	Summative 3	Practical Demonstration	Product Evaluation				
<b>SO4: Evaluate negotiation processes</b>								
4.1	Negotiation processes are evaluated regarding strengths and weaknesses and the extent to which the brief was achieved.	Summative 3	Practical Demonstration	Product Evaluation				
4.2	Opportunities and mechanisms to improve upon the negotiation process are identified and recorded for integration into future processes.	Summative 3	Practical Demonstration	Product Evaluation				
4.3	Participant's reactions to the process are sought and analysed in line with the negotiation purposes.	Summative 3	Practical Demonstration	Product Evaluation				

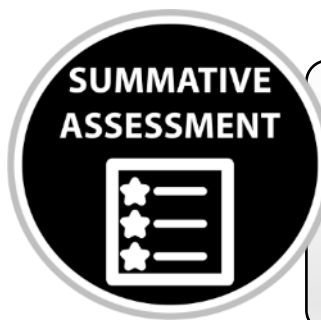




**Learner Instruction:** Please complete the following checklist to indicate that you have completed all the formative assessment activities required for your portfolio. These activities must have been completed on the DigiAssist System and evidence of each outcome pdf printed signed and placed behind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


## FORMATIVE ASSESSMENT

#	<b>FORMATIVE ASSESSMENT ACTIVITY</b>	<b>TICK TO CONFIRM COMPLETION</b>
	Formative Assessment Activity 1	<input checked="" type="checkbox"/>
	Formative Assessment Activity 2	<input checked="" type="checkbox"/>
	Formative Assessment Activity 3	<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 activities.

## SUMMATIVE ASSESSMENT

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

## SUMMATIVE ASSESSMENT ACTIVITY 1: ASSIGNMENT



252043 SO 1 – SO 4

EEK: All

CCFO: 1 - 7

Assessment Method: Product Evaluation

INSTRUCTIONS: Use the method as explained in your POE Instructional Video from Cluster 1 to complete the questions.

Important: This activity should be performed over a period of at least 1 week to gather and collect information and up to a week to put all the required information together.

*Diversity is an integral part of the society and the organisation, it boosts employee morale, increases confidence and performance. As a Leader you need to fully understand how you can create and maintain a top performing team, thereby sustaining effective customer service. Understanding and being able to apply methods that are inclusive to diversity will assist in achieving a top performing team.*

**1. Research and collect the following in your workplace, using any preferred research method/s: i.e., questioning, surveys, interviews, etc.**

- a. The different backgrounds, culture, belief's, values, race, age, sex, language, and education of all members of your team.
- b. The cultural biases, stereotypes and perceptions members of your team have about cultures, beliefs, values, races, and language.
- c. The belief's, values, interests, and attitudes of the team members with regards to their current workplace.
- d. The needs of clients and communities that you directly work with or in. (This may require observation and a little internet research.)

**2. Draft a Research Report in which you address the following:**

- a. The definition of diversity that exists in your team with regards to the backgrounds, cultures, belief's, values, race, age, sex, language and education.
- b. The discrimination that may exist from the differences noted, referring to the type of discrimination and how it could affect the team's performance.

- c. The discrimination practices that can be used to manage the discrimination found in b.
- d. The implications of the diversity for both internal and external relationships of the researched group/teams/customers.
- e. The cultural biases, stereotypes and perceptions that were identified in the researched team and how this could influence how people deal with diversity.
- f. The value that is added to the team and customers through diversity and how this could be used to enhance relationships to improve the productivity of the team.
- g. The ways in which you could meet the needs of team members, clients and the communities researched to achieve the goals and objectives.

**Provide the following as evidence:**

1. A comprehensively compiled Research Report in suitable reporting format, addressing all the points above. The order of information is at your discretion, remember to use a logical flow of the information to ensure effective communication methods are being applied.
2. Evidence of the completed questionnaires, surveys, interviews, etc. received from the members and or written evidence of information used for community and clients. This can include be notes taken during interactions with clients. Voice recordings of interviews are or also submissible.

**2. Arrange a discussion meeting with your team in which you discuss the following:**


- a. Discuss the analysed information you collected in entirety with the team.
- b. Allow and encourage members to express their views points on the discussion points.
- c. Facilitate any disagreements.
- d. Acknowledge and Manage any discrimination that occurs.
- e. Convey what can be learnt from the encounters and information being discussed and how it can improve cohesion of the team.

**Provide the following as evidence:**

1. A minuted discussion of the meeting ensuring that the following is documented:
  - a. What viewpoints were raised by the members?

- b. The disagreements encountered.
- c. How were the disagreements acknowledged?
- d. The discrimination nature of the disagreements.
- e. The learning that took place and how it can improve cohesion in the team.

**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 02/05/2024	
Assessor Signature			Date	
Moderator Signature			Date	

## SUMMATIVE ASSESSMENT ACTIVITY 2: ASSIGNMENT



US 114226 SO 1 - 4

EEK 1 - 3

CCFO: 1 – 4

Assessment Method: Product Evaluation

**INSTRUCTIONS:** Use the method as explained in your POE Instructional Video from Cluster 1 to complete the questions.

### **Conflict is inevitable!**

Important: This activity will require an observation of team members over a period of at least 1 week or more. Some of the information you may have picked up while completing the previous activity.

#### **1. Observe your team and gather the following information:**

Keeping notes and diarising the events of the days may be a useful way to track this.

- a. Perceptions and assumptions of members that could lead to conflict.
- b. The positive and negative characteristics of conflict from team members.
- c. Conflict that arises from personality types.

#### **2. In a letter to management discuss the following:**

- a. The possible sources of conflict that may arise and or are occurring because of perceptions and assumptions of members.
- b. The positive and negative characteristics of conflict.
- c. Organisational and Business conflict modes.
- d. The steps that can be taken to manage the conflict, advise on the routes toward resolution of the conflict situations also referring to the legal routes that can be taken if necessary.
- e. Advise management on the appropriate strategy to resolve conflict situations recognised during the observations and refer to the policies and procedures of the organisation.

#### **In Addendum to the Letter draft the following:**

- 2.1 A transactional analysis of the conflict that may arise from the personality types of members.

## 2.2 Sample action plans to deal with the conflict situation/s.

### Provide the following as evidence:


1. The completed letter in suitable format.
2. The Addendums
3. An email confirming delivery of the letter to Management.

### 3. **Acquire or create your own evaluation of your skills as a Conflict Manager. Analyse your current skills and attributes against those required for a Conflict Manager.**

Provide the following evidence in any form of choice (a typed document, report, evaluation form with descriptions):

1. A completed skills and attribute audit
2. A list of personal attributes of a Good Conflict Manager.
3. A list of negative attributes that should be avoided.
4. A comparison of your own skills and attributes against those required for a Good Conflict Manager and what you will do to develop the gaps.

### 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 02/05/2024	
Assessor Signature			Date	
Moderator Signature			Date	



## SUMMATIVE ASSESSMENT ACTIVITY 3: ASSIGNMENT



US 114226 SO 1 AC 1, 2, 4; SO 2 AC 3; SO 3 AC 2, 3

US 117853 SO 1 - 4

EEK: US 114226 – 2, 3; US 117853 - ALL

CCFO: US 114226 – 1 – 4; US 117853 ALL

Assessment Method: Product Evaluation

**INSTRUCTIONS:** Use the method as explained in your POE Instructional Video from Cluster 1 to complete the questions.

### Scenario

Mary did not receive the promotion she felt she deserved. She decides to deliberately instigate a work slow-down which in turn casts you in a bad light. As a result, and since it was a slow month, all employees' hours have been reduced. This has upset a colleague in the team with a very strong personality and caused him to approach Mary, which has resulted in further personal conflict.

**Instruction:** Use the above scenario as a simulation to complete what is required or use an alike real scenario that is being experienced in the workplace now.

For the actual preparation, engagement, finalizing and review of the negotiation process, you will use colleagues (as the proposed stakeholders) – inform colleagues of the scenario at hand and which part they will play in the actual event – for them to prepare. Use the colleagues' persona during preparation for the negotiation. i.e., when choosing a strategy, take the chosen colleagues' culture, personality, etc. into consideration for the role play

### Do the following:

#### 1. Prepare for Negotiations:

- a. Make all necessary administrative and venue arrangements.
- b. Define the purpose and participatory processes that will be used during the negotiation.
- c. Develop a SWOT analysis for at least 4 different negotiation strategies.
- d. Based on the SWOT analysis done, decide which strategy will work best.
- e. Decide on the negotiation range and which will be suited to this situation.
- f. In an email to all the Stakeholders, inform them of the issues identified, the time frame in which conflict must be resolved, obtain mandates from constituencies.
- g. Review all the replies, collate all the information then share the finalised approach with the Stakeholders.

- h. Using information from the parties anticipate the negotiation process and the appropriate tactics and techniques you will use to motivate the parties.

**Provide the following as evidence:**

- 1.1 A formal preparation document in which you document the preparation done in No. 1, in logical order, using suitable display methods for the information prepared.

**2. Engage in Negotiations: -**

- a. Conduct and Facilitate the negotiation – using strategies, approaches, tactics, etc.

**Provide the following as evidence:**

- 2.1 A report in which you describe the events during the facilitation, this should include:

- a. The behaviour and conduct during the negotiation of all parties
- b. The ways in which you maintain and enhance relationships that contributed toward a satisfactory outcome.
- c. The communication methods and interpersonal skills you applied during the facilitation.
- d. The options you presented and what techniques were used to present and explore them.
- e. The actions taken during negotiation to amend the mandates.
- f. The proceedings and interim outcomes explained to constituencies and where and how you recorded them.

- 2.2 A short video of you negotiating the conflict.

**3. Finalise Negotiations:**

- a. Communicate the finalised agreements to all Stakeholders.

**Provide the following evidence:**

- 3.1 An email stipulating the agreements to all Stakeholders.

**4. Evaluate the Negotiation Process: Source and Reflect on the Following:**

- a. Source a Negotiator skills evaluation form.
- b. What was the strengths and weaknesses?

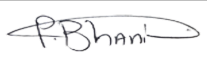
- c. To what extent was the prepared negotiation achieved?
- d. What opportunities and mechanisms can be integrated in future processes to improve negotiations?
- e. What was the parties' overall reactions to the process and the negotiation process?
- f. What can you improve on as a Negotiator?

**Provide the following as evidence:**

4.1 A completed Negotiator Skills Evaluation Form.

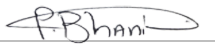
4.2 A professionally formulated document in which you answered the questions above.

**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 02/05/2024	
Assessor Signature			Date	
Moderator Signature			Date	

# LEARNER EVALUATION OF THE ASSESSMENT PROCESS

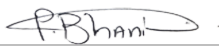
Kindly complete the form below to provide feedback to the assessor

Please answer the following questions by ticking the applicable box		
Criteria	Yes	No
Did the assessor go through the assessment meeting with you?	<input checked="" type="checkbox"/>	
Did the assessor explain the reason for the assessment	<input checked="" type="checkbox"/>	
Did you receive a copy of the Unit standard/s you were being assessed against	<input checked="" type="checkbox"/>	
Did the assessor explain the assessment methods and criteria?	<input checked="" type="checkbox"/>	
Where the instructions for each assessment clear?	<input checked="" type="checkbox"/>	
Did your assessor provide you with developmental feedback?	<input checked="" type="checkbox"/>	
Do you agree with the feedback?	<input checked="" type="checkbox"/>	
Additional Comments:		
Learner Name	Philasande Bhani	
Signature:		
Date:	02/05/2024	

# 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	Philasande Bhani
Assessor Name	
Programme Name:	Generic Management 5
Date:	
Areas of development and additional evidence required	
Resubmission date	
Learner Signature	
Assessor Signature	