



-YOUNG ENTREPRENEUR HOSTING ACADEMY-



National Certificate: New Venture Creation
(SMME)

SAQA ID 49648 Level 2

**LEARNER
SUMMATIVE ASSESSMENT GUIDE
& PoE**

Module 6

Business Operations

Manage business operations

Unit Standard 119668 Level 2 Credits 8

Prepare and process documents for financial and banking processes

Unit Standard 13932 Level 3 Credits 5

Co-ordinate meetings

Unit Standard 13929 Level 4 Credits 3

Monitor and control the receiving and satisfaction of visitors

Unit Standard 13930 Level 3 Credits 4

Behave in a professional manner in a business environment

Unit Standard 114959 Level 2 Credits 4

Apply basic business ethics in a work environment

Unit Standard 113924 Level 2 Credits 2



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Contact Details

Assessor Details				
Name				
SETA			Registration No:	
Contact Details	e mail:			
	Phone:		Fax:	
Moderator Details				
Name				
SETA			Registration No:	
Contact Details	e mail:			
	Phone:		Fax:	
Candidate Details				
Surname			Name	
Employer			ID No	
Branch				
Contact Details	e mail:			
	Phone:		Fax:	

Competence

Congratulations on completing the following programme. We sincerely hope you enjoyed the programme and that the learning experience was enriching.

The fact that you have attended training, however, is not sufficient evidence of your competence for us to award you a certificate and the credits attached to this programme. You are required to undergo assessment in order to prove your competence to achieve credits leading to a national qualification.

Being Declared Competent Entails:

Competence is the ability to perform whole work roles, to the standards expected in employment, in a real working environment.

There are three levels of competence:

- ❖ Foundational competence: an understanding of what you do and why
- ❖ Practical competence: the ability to perform a set of tasks in an authentic context
- ❖ Reflexive competence: the ability to adapt to changed circumstances appropriately and responsibly, and to explain the reason behind the action

To receive a certificate of competence and be awarded credits, you are required to provide evidence of your competence by compiling a portfolio of evidence, which will be assessed by a Services SETA accredited assessor.

You Have to Submit a Portfolio of Evidence

A portfolio of evidence is a structured collection of evidence that reflects your efforts, progress and achievement in a specific learning area, and demonstrates your competence.

The Assessment of Your Competence

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 should closely reflect the outcomes and assessment criteria of the unit standards of the learning programme for which you are being assessed. To determine a candidate's knowledge and ability to apply the skills before and during the learning programme, formative assessments are done to determine the learner's progress towards full competence. This normally guides the learner towards a successful summative (final) assessment to which the assessor and the candidate only agree when they both feel the candidate is ready.

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. In order for your assessor to assess your competence, your portfolio should provide evidence of both your knowledge and skills, and of how you applied your knowledge and skills in a variety of contexts. This Candidate's Assessment Portfolio directs you in the activities that need to be completed so that your competence can be assessed and so that you can be awarded the credits attached to the programme.



Appeals & Disputes

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 SETA ETQA.

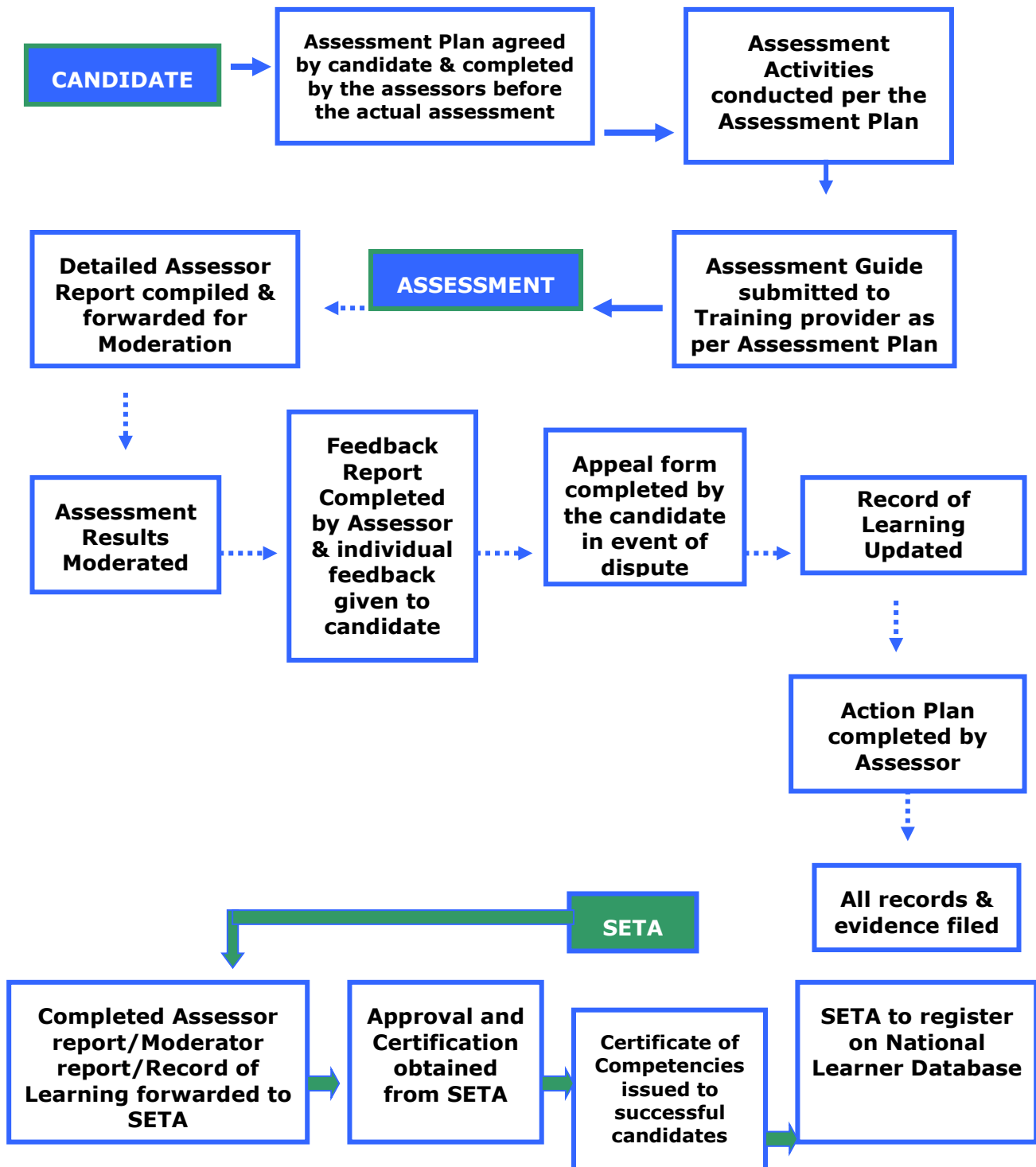
Abbreviations used in this guide:

C = Competent

NYC = Not Yet Competent



Assessment Process Flow



PORTFOLIO OF EVIDENCE

Portfolio Building

Your Portfolio of Evidence (PoE) contains the evidence needed to declare you competent and to award credits towards the award of this qualification to you. Evidence should be authentic and reflect both your knowledge of the subject and your ability to apply this knowledge in the workplace. Thus, evidence day to day activities supporting the specific outcomes addressed by this learning programme should complement the theoretical learning you attended and were assessed on.

There are FIVE key steps in creating a portfolio that will reflect your competence.

Plan Your Portfolio

Plan and document the sequence, graphics and layout of your portfolio. This will assist you in following a logical sequence, which makes the Portfolio also much more user friendly and understandable for the assessor. It will also reflect your professional approach and attitude towards the subject matter, your work and your life. Impact and appearance always contribute to or affect your chances of being taken seriously and declared competent!

Gather The Evidence

An evidence checklist has been provided (Section 4) to tell you what evidence needs to be gathered for assessment purposes. However, there are four broad categories of evidence that you should include:

- ❖ Knowledge evidence (your knowledge questionnaire)
- ❖ Direct performance evidence (actual samples of your work or records of activities captured on audio or video tape)
- ❖ Indirect performance evidence (documentary records of your performance e.g. appraisals, photographs, testimonials, self-assessments, customer ratings etc.)
- ❖ Supplementary evidence (to confirm the authenticity of your evidence)

Evaluate Your Evidence

Once you have collected your evidence, evaluate each piece by ensuring that it is:

- ❖ Valid (relevant to the unit standard/s being assessed)
- ❖ Authentic (clearly your own work)
- ❖ Current (not more than 2 years old)
- ❖ Sufficient (adequate to prove your competence against all of the assessment criteria and range statements in the unit standard/s)

Cross-Reference Your Evidence To The Unit Standards

Evidence for assessment against unit standards must be linked to the outcomes of the unit standard in question. An evidence locator grid is useful for this.



Organise Your Information

How you structure your portfolio is critical. Your design and layout must look professional and clearly articulate your achievements, and it should make sense to someone seeing it for the first time. Use the following structure as a guide:

1. A title page indicating:
 - The title of the programme
 - The unit standard titles to which the programme is aligned
 - The assessment centre (The training provider)
 - Your name, position and organisation
 - Your contact details
 - The name of your assessor
 - The name of your moderator
 - The date
2. An index
3. Background information
 - Curriculum Vitae
 - Organisation profile
 - Job profile
 - Organisation/department structure
4. A copy of the unit standard/s
5. Your assessment plan
6. Your completed Knowledge Questionnaire
7. An evidence locator grid
8. The evidence itself
9. Supporting evidence e.g. witness testimonies, reflections and witness status list
10. Assessment records

Learner Documents

Learner Curriculum Vitae

Please file your CV behind this page. Please remember to include a copy of your Identity Document (ID).



Attendance Registers

File your attendance registers behind this page.



ASSESSMENT STRATEGY

These assessment exercises will cover the assessment criteria for the unit standard in order to prove competence. The purpose of the assessment process is to gather enough evidence to prove that the assessment criteria were achieved.

Competency will be assessed through a knowledge questionnaire as well as workplace activities and assignments recorded in POE. Assessment evidence should be sufficient to prove that the candidate is capable in all required tasks set by the unit standards and a competency judgement will be made regarding the exit level outcome. Principles of fairness, validity, practicability, reliability and consistency will be adhered to throughout.

Unit standard		Unit Standard Codes	119668; 13932; 13929; 13930; 114959; 113924	
Level	L2. 13932 L3. 13929 L4.	Credits	26	
Purpose of Assessment	The purpose of this assessment is to achieve the first step into applying the acquired skills and knowledge in the workplace			
Assessment Procedures	❖ An integrated assessment approach will be followed to allow for practical and theoretical components. The entails the assessment of a number of unit standards, outcomes and criteria together in one assessment activity			
	❖ Candidates are not only assessed against specific outcomes, but also on critical outcomes, attitudes and values			
	❖ A summative competence judgment will be made on the basis of all assessment evidence produced, that proves that the candidate can be consistently judged as competent against the outcomes of the unit standards and the qualification as a whole.			
	❖ Candidates take responsibility for their own assessment and should notify the assessor when they are ready for assessment			
	❖ Candidates will receive feedback after the summative assessment, which will be discussed after all assessments have been completed			
	❖ All assessments will be reviewed to ensure that assessment practices are valid, fair, transparent, consistent and current			
	❖ An Internal/External moderator will moderate assessment practices			
	❖ The SETA will also conduct external moderation			
Context of Assessment	Assessment Method	Assessment Conditions	Who will conduct assessment	Assessment results and feedback
	Questionnaires Work sample Observation	Input based assessments	Assessor	Immediate



Assessment Preparation

Preparing The Candidate

Name of Candidate		Date	
		Time	
Name of Assessor		Venue	
How to prepare the candidate	Document Requirements	Agree (tick)	Action Required
Explain to the candidate why your are meeting and the purpose of the assessment	NQF Framework Assessment process		
Discuss the assessment plan in detail	Assessment strategy		
Explain assessment process, show assessment instruments to candidate and describe assessment conditions	Assessment instruments		
Identify the role-players during assessment	Assessors Moderator		
Describe the evidence required to be declared competent	Examples of evidence		
Explain how evidence will be judged			
Explain to the candidate how to prepare: Give candidate summative task description	Summative task description		
Confirm with the candidate what he/she should bring to the assessment	Detailed briefing on exact requirements to be given to candidate		
Ensure that candidate understands the procedures of all assessment practices	Appeals procedure Moderation procedure Assessment policy		
Ask the candidate if he/she foresees any problems or identify any special needs	List needs		

Check with candidate that he/she clearly understands the assessment procedure			
Comments or questions:			

Assessor's declaration:

I hereby declare that I have prepared the candidate for assessment, the candidate was consulted and all stakeholders have been informed and the workplace is prepared to ensure valid and fair assessment.

Assessor Name	Signature



Agreed Assessment Plan 119668

Candidate's Name:			
Assessor's Name:			
Unit Standard Title:	119668 Manage business operations		
Special Assessment Requirements			
Event	Date, time and location	Resources required	Evidence to be generated
Attend Training		Training material, Facilitator	Attendance Register
Complete assessments		Assessments	Completed Assessments
Complete Portfolio of Evidence		Portfolio of Evidence guide	Completed Portfolio of Evidence
Submit Portfolio of Evidence to Training provider			Acknowledgement of receipt from Training provider
Assessor roles and responsibility			
Roles	<ul style="list-style-type: none"> ❖ Assessor ❖ Guide ❖ Feedback Agent ❖ Reviewer 		
Responsibilities	<ul style="list-style-type: none"> ❖ Consult candidate re assessment, assessment process and plan ❖ Agree assessment process and plan with candidate ❖ Forward documentation to candidate: plan, guide and assessment instruments ❖ Assess candidate with the use of different instruments ❖ Provide feedback on assessment findings ❖ Support candidate through assessment process ❖ Source feedback from candidate on assessment process ❖ Review assessment process and outcome ❖ Use assessment process as opportunity to transform assessment activities and outcomes 		



Candidate roles and responsibility	
Roles	<ul style="list-style-type: none"> ❖ Candidate ❖ Feedback agent ❖ Reviewer
Responsibilities	<ul style="list-style-type: none"> ❖ Be available for assessment ❖ Be actively involved in the consultative process ❖ Learn from the assessment process ❖ Provide feedback to the assessor in terms of the assessment as learning activity ❖ Provide feedback to the assessor on the efficacy of the assessment process ❖ Review own role and assessor role in the assessment process
Assessment Instruments	<ul style="list-style-type: none"> ❖ Portfolio of evidence ❖ Work sample ❖ Observation
Assessment Process	
Step	Date
<ul style="list-style-type: none"> ❖ Evaluation of POE addressing Essential Embedded Knowledge in unit standards ❖ Evaluation of Research Projects and other evidence address specific unit standards ❖ Consultation: assessment plan and assessment activities and instruments. Pre-assessment moderation and interviews conducted at this stage ❖ Observation: feedback on assessment against specific outcomes, critical outcomes and constructs in unit standards ❖ Feedback: to candidate regarding sufficiency of evidence and possible interview to gain supplementary evidence ❖ Feedback to candidate regarding assessment findings as well as review process 	
Feedback	Written feedback to be given to all stakeholders at the end of the assessment process, as well as verbal feedback to the candidate during assessment activities
Recording Process	Process and findings to be recorded and submitted for record keeping purposes as well as moderation and verification
Review Process	The review process is the responsibility of the assessor and the candidate. Joint reviewing will take place after feedback has been given to the candidate
Right to appeal	The candidate must be advised of the right to appeal

Accessibility and safety of environment	Step	Date
	<ul style="list-style-type: none"> ❖ Site inspection conducted ❖ Pre-assessment moderation conducted 	
Resources Required	<ul style="list-style-type: none"> ❖ Assignments ❖ POE ❖ Assessments 	

I confirm that:

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

Signed: _____

Date: _____

Overall Assessment Decision	Competent	Not yet competent	
Candidate's Signature		Date	
Assessor's Signature		Date	
Moderator's Signature		Date	



UNIT STANDARD 119668

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED UNIT STANDARD:

Manage business operations

SAQA US ID	UNIT STANDARD TITLE			
119668	Manage business operations			
ORIGINATOR		ORIGINATING PROVIDER		
SGB Generic Management				
QUALITY ASSURING BODY				
-				
FIELD			SUBFIELD	
Field 03 - Business, Commerce and Management Studies			Generic Management	
ABET BAND	UNIT STANDARD TYPE	PRE-2009 LEVEL	NQF NQF LEVEL	CREDITS
Undefined	Regular-Fundamental	Level 2	NQF Level 02	8
REGISTRATION STATUS		REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered		2012-07-01	2015-06-30	SAQA 0695/12
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2016-06-30		2019-06-30		

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.

This unit standard does not replace any other unit standard and is not replaced by any other unit standard.

PURPOSE OF THE UNIT STANDARD

Learners working towards this standard will be learning towards the full qualification, or will be working within a SMME (Small, Medium, Micro Enterprise) environment, specialising in New Venture Ownership and Management, where the acquisition of competence against this standard will add value to one's job. This standard will also add value to entrepreneurs who are seeking to develop their entrepreneurial skills so that they can become more marketable for bigger contracts, including commercial and public sector contracts, for example the Department of Public Works programmes.

The qualifying learner is capable of:

- ☐ Implementing an action plan for business operations



- ☐ Mobilising resources for a new venture
- ☐ Managing own time productively
- ☐ Monitoring productivity in a business venture
- ☐ Implementing and managing a basic quality system in a new venture

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

All learners accessing this qualification must be in possession of a GETC or equivalent qualification. The learner must be competent in mathematical and communications literacy at NQF level 1.

UNIT STANDARD RANGE

N/A

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Implement an action plan for business operations.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

An action plan for the managing of business operations is drawn up according to goals set in business plan.

ASSESSMENT CRITERION RANGE

Action plan includes a list of goals, objectives and activities, as well as timeframes for the achievement of these.

ASSESSMENT CRITERION 2

Business concepts and ideas outlined in business plan are integrated into action plan and a task list compiled accordingly.

ASSESSMENT CRITERION 3

Legal issues, safety regulations and risk factors are considered in the compilation of action plan.

ASSESSMENT CRITERION 4

Roles and responsibilities pertaining to action plan are explained and assigned in order to effectively execute business activities.

SPECIFIC OUTCOME 2



Mobilise resources for a new venture.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Available resources for new venture are identified in relation to business context.

ASSESSMENT CRITERION RANGE

Available resources include but are not limited to lawyers, accountants, specialist consultants and business counselors, human resources, contractors.

ASSESSMENT CRITERION 2

The cost of resources are analysed and prioritised accordingly.

ASSESSMENT CRITERION 3

The resources identified are evaluated according to suitable contribution to effective business performance.

ASSESSMENT CRITERION 4

Advice is sought and used to supplement competences where relevant.

ASSESSMENT CRITERION RANGE

Advice includes but is not limited to subcontractors, outsourcing, professional advice, informal advice.

SPECIFIC OUTCOME 3

Manage own time productively.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The purpose and process for scheduling activities in own business is identified and explained with examples.

ASSESSMENT CRITERION 2

Business activities are organised and scheduled with timeframes.

ASSESSMENT CRITERION 3



Own time management preferences are identified and work scheduled accordingly.

ASSESSMENT CRITERION 4

Interruptions are accounted for and built into schedule to ensure that productivity levels are effectively measured.

ASSESSMENT CRITERION 5

Schedule is monitored and managed daily.

ASSESSMENT CRITERION 6

Private and business time is balanced to ensure overall personal productivity.

SPECIFIC OUTCOME 4

Monitor productivity in a business venture.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Basic concepts of productivity is explained with examples.

ASSESSMENT CRITERION 2

Appropriate productivity concepts and principles are applied to own venture.

ASSESSMENT CRITERION 3

The productivity of new venture is monitored on an ongoing basis.

ASSESSMENT CRITERION 4

Measures are taken to ensure continuous improvement of productivity.

SPECIFIC OUTCOME 5

Implement and manage a basic quality system in a new venture.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Basic quality concepts, systems and principles are explained with examples.



ASSESSMENT CRITERION 2

The consequences and risks associated with non-compliance to quality procedures are explained with examples.

ASSESSMENT CRITERION 3

The quality requirements of new venture are identified and explained according to quality principles and compliance requirements and value for own business.

ASSESSMENT CRITERION 4

Basic quality procedures are drawn up and monitored for own venture.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

- ☐ Any individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA, or an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- ☐ Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA, or an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- ☐ Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA, or an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- ☐ Moderation of assessment will be conducted by the relevant ETQA at its discretion.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

The learner must demonstrate an understanding of:

- ☐ A basic understanding business operation management principles
- ☐ Basic techniques for compiling an action plan for business operations
- ☐ An understanding of legal issues affecting new venture businesses
- ☐ An understanding of safety regulations that apply to own business
- ☐ An understanding of basic risk management principles in the management of business operations of own business
- ☐ Techniques for identifying and analysing resources for a new business venture
- ☐ The principles of time and self-management within a new venture context
- ☐ Basic principles of continuous improvement
- ☐ Basic principles of quality management and quality management systems

UNIT STANDARD DEVELOPMENTAL OUTCOME



N/A

UNIT STANDARD LINKAGES

N/A

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO IDENTIFYING

Identify and solve problems using critical and creative thinking processes to manage business operations

UNIT STANDARD CCFO WORKING

Work effectively with others as a member of a team, group, organisation or community to compile and manage an action plan for business operations in a new venture

UNIT STANDARD CCFO ORGANISING

Organise and manage oneself and one's activities responsibly and effectively to ensure business operations are managed proactively

UNIT STANDARD CCFO COLLECTING

Collect, analyse, organise and critically evaluate financial and related information in order to identify and mobilise suitable resources for a new business venture

UNIT STANDARD CCFO COMMUNICATING

Communicate effectively using visual, mathematical and/or language in the modes of oral and/or written persuasion to compile and manage operations plan for business venture

UNIT STANDARD CCFO SCIENCE

Use science and technology effectively and critically, showing responsibility to the environment and health of others to gather necessary data to interpret how effectively business is running

UNIT STANDARD CCFO DEMONSTRATING

Demonstrate an understanding of the world as a set of interrelated systems by recognising that factors influencing the business operations do not exist in isolation and that wider economic issues, supplier and community issues can affect operations

UNIT STANDARD CCFO CONTRIBUTING

Participating as responsible citizens in the life of local, national and global communities by ensuring that business operation is managed proactively within the context of



economic, socio-political and community trends and developments and that all safety regulations, risk factors and legal issues are considered

Formative Assessments

During your training, you were required to complete a number of activities within each Lesson in your Learner Study Guide. You need to complete these activities and attach the evidence of each in this section of your PoE.



Summative Assessment Readiness Statement

Note: **R = Ready** for summative assessment. **NYR = Not Yet Ready** for summative assessment

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	119668 Manage business operations		
ASSESSMENT DECISION			
Specific Outcome	R	NYR	Comments
Implement an action plan for business operations			
Mobilise resources for a new venture			
Manage own time productively			
Monitor productivity in a business venture			
Implement and manage a basic quality system in a new venture			

Assessor's / Facilitator declaration:

I hereby declare that I have assessed the learner's formative assessment and find the learner ready / not yet ready for the summative assessment

Assessor / Facilitator Name	Signature



SUMMATIVE ASSESSMENTS

Knowledge Questionnaire 119668

1. Name at least three Acts that will have an effect on your business. (3)

2. Give a definition for housekeeping. (1)

3. Explain how the resources you have selected will help you to make your business successful. (2)

--

4. Where can you go for advice and help where you do not have the competencies that are required? (2)

--

5. Define productivity. (1)

6. What is the difference between quality control and inspection? Explain in your own words. (2)

.

7. Why should you adopt a quality control system for your organisation? (1)

--

How is productivity in purchasing measured? (1)

Name 2 ways to measure productivity in production. (2)

TOTAL: 15

Practical Workplace Logbook

Attach the completed workplace logbook and workbook behind this page

Acknowledgment of Receipt

I _____

(Learner) acknowledge receipt of my Workplace assignment workbook on this the

_____ day of _____ 20_____

The process of on-the-job training has been explained to me.

Signature of Learner

Name of Facilitator/Mentor/Supervisor:

Signature of Facilitator/Mentor/Supervisor



Indirect Evidence

Indirect Evidence is evidence produced about the learner from another source. This is usually in the form of reports of third party sources, i.e. sources other than the assessor.

Indirect evidence can be used to verify the authenticity of other forms of evidence. In addition, it may be necessary to corroborate these forms of evidence.

Sources of indirect evidence include:

- ❖ Team outputs
- ❖ Work completed at an earlier stage
- ❖ Performance appraisals
- ❖ Training records
- ❖ Testimonials
- ❖ Reviews and commendations
- ❖ Certificates and qualifications
- ❖ Medals, prizes and trophies
- ❖ Customer / client ratings

Please attach any indirect evidence you may have on the required outcomes within the PoE behind this page.

Declaration Of Authenticity Of Evidence

I (Initials and Surname)	
ID No:	
<p>declare/certify that the learning activities completed in the Learner Activity Workbook in its entirety is my own original and authentic work (interpreter declaration to be completed where necessary) I acknowledge that should it come to the attention/reported to the Training Provider/ SETA or relevant authorities, and there is sufficient evidence to prove that there is an irregularity regarding the authenticity of this submission the necessary steps will be taken against me which can result in one or more of the following decisions being taken:</p>	
<ul style="list-style-type: none"> ❖ A criminal case being opened, ❖ Learner achievement certificate cancelled, withdrawn ❖ Non processing of Learner Achievement submissions to the SETA pending the outcome of an investigation ❖ De-registration as an Assessor/Moderator (where unauthorised assistance is provided by the Assessor/Facilitator) ❖ Investigation into the accreditation status of the Training Provider if there is an irregularity on the part of the Training Provider 	
<p>I know and understand the contents of this declaration: I have no objection to signing the prescribed declaration. The declaration was also explained to me by the Training Provider/Facilitator</p>	
Signature of Learner:	Date
Signature of Facilitator/Assessor:	Date



Evidence Locator & Sign-off 119668

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 119667	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO1, AC1 An action plan for the managing of business operations is drawn up according to goals set in business plan RANGE: Action plan includes a list of goals, objectives and activities, as well as timeframes for the achievement of these.	Knowledge Questionnaire Assignment 1			
SO1, AC2 Business concepts are ideas outlined in business plan are integrated into action plan and a task list compiled accordingly	Knowledge Questionnaire Assignment 1			
SO1, AC3 Legal issues, safety regulations and risk factors are considered in the compilation of action plan	Knowledge Questionnaire Assignment 1			
SO1, AC4 Roles and responsibilities pertaining to action plan are explained and assigned in order to effectively execute business activities	Knowledge Questionnaire Assignment 1			
SO2, AC1 Available resources for new venture are identified in relation to business context RANGE: Available resources include but are not limited to lawyers, accountants, specialist consultants and business counsellors, human resources, contractors	Knowledge Questionnaire Assignment 2			

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 119667	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO2, AC2 The cost of resources are analysed and prioritised accordingly	Knowledge Questionnaire Assignment 2			
SO2, AC3 The resources identified are evaluated according to suitable contribution to effective business performance	Knowledge Questionnaire Assignment 2			
SO2, AC4 Advice is sought and used to supplement competences where relevant RANGE: Advice includes but is not limited to subcontractors, outsourcing, professional advice, informal advice	Knowledge Questionnaire Assignment 2			
SO3, AC1 The purpose and process for scheduling activities in own business is identified and explained with examples	Knowledge Questionnaire Assignment 3			
SO3, AC2 Business activities are organised and scheduled with timeframes	Knowledge Questionnaire Assignment 3			
SO3, AC3 Own time management preferences are identified and work scheduled accordingly	Knowledge Questionnaire Assignment 3			
SO3, AC4 Interruptions are accounted for and built into schedule to ensure that productivity levels are effectively measured	Knowledge Questionnaire Assignment 3			

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 119667	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO3, AC5 Schedule is monitored and managed daily	Knowledge Questionnaire Assignment 3			
SO3, AC6 Private and business time is balanced to ensure overall personal productivity	Knowledge Questionnaire Assignment 3			
SO4, AC1 Basic concepts of productivity is explained with examples	Knowledge Questionnaire Assignment 4			
SO4, AC2 Appropriate productivity concepts and principles are applied to own venture	Knowledge Questionnaire Assignment 4			
SO4, AC3 The productivity of new venture is monitored on an ongoing basis	Knowledge Questionnaire Assignment 4			
SO4, AC4 Measures are taken to ensure continuous improvement of productivity	Knowledge Questionnaire Assignment 4			
SO5, AC1 Basic quality concepts, systems and principles are explained with examples	Knowledge Questionnaire Assignment 5			
SO5, AC2 The consequences and risks associated with non-compliance to quality procedures are explained with examples	Knowledge Questionnaire Assignment 5			

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 119667	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO5, AC3 The quality requirements of new venture are identified and explained according to quality principles and compliance requirements and value for own business	Knowledge Questionnaire Assignment 5			
SO5, AC4 Basic quality procedures are drawn up and monitored for own venture	Knowledge Questionnaire Assignment 5			

Record Of Learning

Candidate's Name:				ID No	
Assessor's Name:				Ass. Reg. No	
Moderator's Name:				Mod. Reg. No	
Date:					
UNIT STANDARD	NQF LEVEL	CREDITS	DATE OF COMPLETION	SIGNATURE OF ASSESSOR	SIGNATURE OF MODERATOR
119667	2				



ASSESSMENT REVIEW

NAME of LEARNER		NAME of ASSESSOR	
VENUE		DATE of REVIEW	
UNIT STANDARD	119668 Manage business operations		
Review Dimension	ASSESSOR	LEARNER/ CANDIDATE	ACTION
The principles/criteria for good assessment were achieved?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment related to the registered unit standard?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment was practical?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
It was time efficient and cost-effective and did not interfere with my normal responsibilities?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment instruments were fair, clear and understandable	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment judgements was made against set requirements	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The venue and equipment was functional?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
Special needs were identified and the assessment plan was adjusted	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
Feedback was constructive against the evidence required	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
An opportunity to appeal was given	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The evidence was recorded	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
LEARNER'S DECLARATION OF UNDERSTANDING			
I am aware of the moderation process and understand that the moderator could declare the assessment decision invalid			
Learner	Date	Assessor	Date
		Moderator	Date



Assessor Review

Assessors must review the assessment process by completing this document. Please attach any additional information if required.

Evaluation Criteria	YES	NO
Was the assessment preparation adequate?		
Was the learner informed of the assessment and policies?		
Design/prepare the assessment tools & - documentation according to ETQA and company QMS correct?		
Integration into work or learning: Was the assessment as unobtrusive as possible?		
Was maximum use made of naturally occurring events & readily available evidence?		
Systematic Process: Was the assessment process properly planned & structured?		
Involvement of the learner: Was the learner involved throughout the assessment process?		
Did the learners contribute to the planning of assessment & the collection of evidence?		
Open: Did the learners understand the assessment process and the criteria, which apply?		
Environment: A supportive, non-threatening environment is created for assessment.		
Was the assessment Valid?		
Was the assessment Reliable?		
Was the assessment Consistent?		
Was the assessment Authentic?		
Was the assessment Sufficient?		
Was the assessment Current?		
Was the feedback given?		
Completed the result of the assessment according to the requirements of the organization and/or employer, as well as the relevant ETQA.		
Records & assessment instruments have to be kept for quality assurance purposes, as well as possible appeals.		
What did you as assessor do well?		



What did you as assessor not do well?	
Did you identify any weaknesses in the design of the assessment? If so, suggest improvements	
Quality of the unit standard: is it fit for the purpose it was designed for? If not, please make suggestions for improvements	
Additional comments	
Assessor signature	Date



Candidate Feedback Report

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	119668 Manage business operations		
Assessment Decision			
Source of Evidence	C	NYC	Comments
Assessments			
Product			
Indirect Evidence			
Overall Assessment Decision			
Additional Notes			
Date			
Signature of Assessor			Signature of Candidate



Candidate Appeal Form

Candidate's Name:	ID No.	
Assessor's Name:	Reg. No.	
Unit Standard Title:	119668 Manage business operations	
Date:		
SECTION 1		
<p>Candidate's reason for disagreeing with the assessment decision</p>		
<p>Assessor's rationale for the assessment decision</p>		
Candidate's signature		
Assessor's signature		



SECTION 2	
Internal Moderator's reconsidered decision and rationale	
Internal Moderator's Signature	
Advising Assessor's Signature	
Decision and rationale of the investigatory panel	
Learner Declaration	The above decisions have been explained to me and I accept the assessment decision
Learner's Signature	
Date	

Please send this form to: The Training Provider



Assessor's Report 119668

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	119668 Manage business operations		
ASSESSMENT DECISION			
Specific Outcome	C	NYC	Comments
Implement an action plan for business operations			
Mobilise resources for a new venture			
Manage own time productively			
Monitor productivity in a business venture			
Implement and manage a basic quality system in a new venture			
Overall Assessment Decision			
Comments			
Date			
Signature of Assessor		Signature of Candidate	



Moderator's Report 119668

Moderator's Name		Reg. No.	
Assessor's Name		Reg. No.	
Candidate's Name		ID No.	
Unit Standard Title	119668 Manage business operations		
MODERATION DECISION			
Specific Outcome	C	NYC	Comments
Implement an action plan for business operations			
Mobilise resources for a new venture			
Manage own time productively			
Monitor productivity in a business venture			
Implement and manage a basic quality system in a new venture			
Overall Moderation Decision			
Feedback to Assessor			
Action Required			
Date of Moderation			
Signature of Moderator			
Signature of Assessor			
Signature of Candidate			



Agreed Assessment Plan 13932

Candidate's Name:			
Assessor's Name:			
Unit Standard Title:	13932 Prepare and process documents for financial and banking processes		
Special Assessment Requirements			
Event	Date, time and location	Resources required	Evidence to be generated
Attend Training		Training material, Facilitator	Attendance Register
Complete assessments		Assessments	Completed Assessments
Complete Portfolio of Evidence		Portfolio of Evidence guide	Completed Portfolio of Evidence
Submit Portfolio of Evidence to Training provider			Acknowledgement of receipt from Training provider
Assessor roles and responsibility			
Roles	<ul style="list-style-type: none"> ❖ Assessor ❖ Guide ❖ Feedback Agent ❖ Reviewer 		
Responsibilities	<ul style="list-style-type: none"> ❖ Consult candidate re assessment, assessment process and plan ❖ Agree assessment process and plan with candidate ❖ Forward documentation to candidate: plan, guide and assessment instruments ❖ Assess candidate with the use of different instruments ❖ Provide feedback on assessment findings ❖ Support candidate through assessment process ❖ Source feedback from candidate on assessment process ❖ Review assessment process and outcome ❖ Use assessment process as opportunity to transform assessment activities and outcomes 		



Candidate roles and responsibility	
Roles	<ul style="list-style-type: none"> ❖ Candidate ❖ Feedback agent ❖ Reviewer
Responsibilities	<ul style="list-style-type: none"> ❖ Be available for assessment ❖ Be actively involved in the consultative process ❖ Learn from the assessment process ❖ Provide feedback to the assessor in terms of the assessment as learning activity ❖ Provide feedback to the assessor on the efficacy of the assessment process ❖ Review own role and assessor role in the assessment process
Assessment Instruments	<ul style="list-style-type: none"> ❖ Portfolio of evidence ❖ Work sample ❖ Observation
Assessment Process	
Step	Date
<ul style="list-style-type: none"> ❖ Evaluation of POE addressing Essential Embedded Knowledge in unit standards ❖ Evaluation of Research Projects and other evidence address specific unit standards ❖ Consultation: assessment plan and assessment activities and instruments. Pre-assessment moderation and interviews conducted at this stage ❖ Observation: feedback on assessment against specific outcomes, critical outcomes and constructs in unit standards ❖ Feedback: to candidate regarding sufficiency of evidence and possible interview to gain supplementary evidence ❖ Feedback to candidate regarding assessment findings as well as review process 	
Feedback	Written feedback to be given to all stakeholders at the end of the assessment process, as well as verbal feedback to the candidate during assessment activities
Recording Process	Process and findings to be recorded and submitted for record keeping purposes as well as moderation and verification
Review Process	The review process is the responsibility of the assessor and the candidate. Joint reviewing will take place after feedback has been given to the candidate
Right to appeal	The candidate must be advised of the right to appeal

Accessibility and safety of environment	Step	Date
	<ul style="list-style-type: none"> ❖ Site inspection conducted ❖ Pre-assessment moderation conducted 	
Resources Required	<ul style="list-style-type: none"> ❖ Assignments ❖ POE ❖ Assessments 	

I confirm that:

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

Signed: _____

Date: _____

Overall Assessment Decision	Competent	Not yet competent	
Candidate's Signature		Date	
Assessor's Signature		Date	
Moderator's Signature		Date	



UNIT STANDARD 13932

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED UNIT STANDARD:

Prepare and process documents for financial and banking processes

SAQA US ID	UNIT STANDARD TITLE			
13932	Prepare and process documents for financial and banking processes			
ORIGINATOR		ORIGINATING PROVIDER		
SGB Administration				
QUALITY ASSURING BODY				
-				
FIELD			SUBFIELD	
Field 03 - Business, Commerce and Management Studies			Office Administration	
ABET BAND	UNIT STANDARD TYPE	PRE-2009 LEVEL	NQF NQF LEVEL	CREDITS
Undefined	Regular-Fundamental	Level 3	NQF Level 03	5
REGISTRATION STATUS		REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered		2012-07-01	2015-06-30	SAQA 0695/12
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2016-06-30		2019-06-30		

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.

This unit standard does not replace any other unit standard and is not replaced by any other unit standard.

PURPOSE OF THE UNIT STANDARD

Learners will be learning towards obtaining a national qualification at level 3 or are working in an administrative environment, including SMME's (Small, Medium and Micro Enterprises), where the acquisition of competence against this standard will add value to the learner's job, or chances of finding employment.

Learners will be well positioned to extend their learning and practice into other areas in the business environment, or to strive towards professional standards and improved performance.

The qualifying learner is capable of:



- ☐ Explaining the petty cash and banking procedure according to organisational requirements
- ☐ Process petty cash and banking transactions
- ☐ Demonstrating an understanding of petty cash handling and banking procedures
- ☐ Monitoring petty cash transactions and banking
- ☐ Controlling petty cash and banking

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

Learners will also have demonstrated competence in communication at NQF level 2.

UNIT STANDARD RANGE

- ☐ Petty cash terminology will include: voucher, balance brought forward, balance carried down, cash receipts (slip), re-imbursement, petty cash budget, reconciliation, shortage and overcharge (surplus and access), float, imprest system.
- ☐ Irregularities will include all items which may or may not be bought through petty cash.
- ☐ Banking processes include manual and internet banking.
- ☐ Invoicing information includes name and details of customer, order numbers, dates of purchase, amounts owed, payment terms, description of sale etc.
- ☐ Banking source documents include deposit slips, deposit books, cash books, bank reconciliation statements, credit card statements, cheques, receipts, invoices etc.

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Explain the petty cash procedures according to organisational requirements

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Petty cash procedure for issuing money is explained.

ASSESSMENT CRITERION 2

2. Restrictions and limitations are identified, listed and explained.

ASSESSMENT CRITERION 3

3. The procedure of recording petty cash transactions is explained.

ASSESSMENT CRITERION 4

4. Petty cash terminology is listed and explained.

ASSESSMENT CRITERION 5

5. The amount of the petty cash float is indicated.



ASSESSMENT CRITERION 6

6. The replenishment/imprest system is explained.

SPECIFIC OUTCOME 2

Process petty cash transactions

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Money for petty cash is issued according to organisational procedures.

ASSESSMENT CRITERION 2

2. Staff are instructed on cash-system operating procedures.

ASSESSMENT CRITERION 3

3. The cash slip and change is reconciled with the issued petty cash voucher.

ASSESSMENT CRITERION 4

4. Petty cash transactions are recorded in the prescribed format and time frame.

ASSESSMENT CRITERION 5

5. Payments are analysed and any irregularities reported and rectified.

ASSESSMENT CRITERION 6

6. Petty cash float is balanced according to organisational procedures.

SPECIFIC OUTCOME 3

Explain the baning procedures conducted within the organisational context

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. The procedures to follow are described.

ASSESSMENT CRITERION 2



2. The reasons for having cash, banking, receipt and payment procedures in place are explained to relevant individuals.

ASSESSMENT CRITERION 3

3. The source documents for processing banking transactions are described.

ASSESSMENT CRITERION 4

4. Different banking processes are utilised.

ASSESSMENT CRITERION 5

5. The legal procedures pertaining to banking are explained.

SPECIFIC OUTCOME 4

Process payments

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. All relevant information is gathered for invoicing purposes.

ASSESSMENT CRITERION 2

2. Invoice is prepared according to organisational format and procedures.

ASSESSMENT CRITERION 3

3. Invoice is issued to customers.

ASSESSMENT CRITERION 4

4. Follow-up of payment is undertaken and payment is insured within terms of payment time frames.

SPECIFIC OUTCOME 5

Process banking transactions

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. All source documents are obtained to process banking transactions.



ASSESSMENT CRITERION 2

2. Source documents are reconciled and any discrepancies noted, reported and rectified.

ASSESSMENT CRITERION 3

3. Transfers, deposits and withdrawals are processed as per organisational requirements.

ASSESSMENT CRITERION 4

4. Any suspected irregularities are reported and rectified.

ASSESSMENT CRITERION 5

5. Security procedures relating to banking transactions are ensured.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

Accreditation

and

Moderation:

The services Educational Training Quality Assurance Body (ETQA) will accredit providers offering learning towards these standard and register assessors.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

- ☐ Cash-system processes and procedures
- ☐ How to identify and implement specific monitoring and control mechanisms
- ☐ Banking processes, including internet banking and manual banking
- ☐ Basic banking principles, including reconciling bank statements against cash book and credit card transactions
- ☐ Legal procedures relating to banking
- ☐ Invoicing

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO IDENTIFYING

Identify and solve problems by identifying ways of controlling petty cash, banking and dealing with out-of-line situations.

UNIT STANDARD CCFO WORKING

Work effectively with others by implementing non-threatening control measures.

UNIT STANDARD CCFO COLLECTING

Collect, analyse, organise and critically evaluate information which will highlight and identify non-conformance by individuals and/or teams.

UNIT STANDARD CCFO COMMUNICATING



Communicate effectively by gaining commitment to conformance to cash-system and banking requirements.

UNIT STANDARD CCFO CONTRIBUTING

Understand the world as a set of related systems by realising the importance of reconciling banking and petty cash transactions to the overall success of the organisation.



Formative Assessments

During your training, you were required to complete a number of activities within each Lesson in your Learner Study Guide. You need to complete these activities and attach the evidence of each in this section of your PoE.



Summative Assessment Readiness Statement

Note: **R = Ready** for summative assessment. **NYR = Not Yet Ready** for summative assessment

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	13932 Prepare and process documents for financial and banking processes		
ASSESSMENT DECISION			
Specific Outcome	R	NYR	Comments
Explain the petty cash procedures according to organisational requirements			
Process petty cash transactions			
Explain the banking procedures conducted within the organisational context			
Process payments			
Process banking transactions			

Assessor's / Facilitator's Declaration:

I hereby declare that I have assessed the learner's formative assessment and find the learner ready / not yet ready for the summative assessment

Assessor / Facilitator Name	Signature



SUMMATIVE ASSESSMENTS

Knowledge Questionnaire 13932

1. Explain the Imprest system of issuing petty cash. (4)
2. What are the source documents for petty cash? (2)
3. How is money for petty cash issued? (1)
4. Explain the layout of the petty cash book. (6)
5. Explain the following petty cash terms(5)
 - 5.1. voucher (1)
 - 5.2. balance brought forward (1)
 - 5.3. cash receipts (slip) (1)
 - 5.4. re-imburement (1)
 - 5.5. petty cash budget (1)
6. Explain the administration of petty cash. (6)
7. An organisation should have systems in place to control the receipt of money and the payment of money. Give three reasons why this is necessary. (3)
8. Give four reasons why organisations have administration procedures in place. (4)
9. What details must be entered on the deposit slip? (9)

TOTAL: 40



Practical Workplace Logbook

Attach the completed workplace logbook and workbook behind this page

Acknowledgment of Receipt

I _____

(Learner) acknowledge receipt of my Workplace assignment workbook on this the

_____ day of _____ 20_____

The process of on-the-job training has been explained to me.

Signature of Learner

Name of Facilitator/Mentor/Supervisor:

Signature of Facilitator/Mentor/Supervisor



Indirect Evidence

Indirect Evidence is evidence produced about the learner from another source. This is usually in the form of reports of third party sources, i.e. sources other than the assessor.

Indirect evidence can be used to verify the authenticity of other forms of evidence. In addition, it may be necessary to corroborate these forms of evidence.

Sources of indirect evidence include:

- ❖ Team outputs
- ❖ Work completed at an earlier stage
- ❖ Performance appraisals
- ❖ Training records
- ❖ Testimonials
- ❖ Reviews and commendations
- ❖ Certificates and qualifications
- ❖ Medals, prizes and trophies
- ❖ Customer / client ratings

Please attach any indirect evidence you may have on the required outcomes within the PoE behind this page.

Declaration Of Authenticity Of Evidence

I (Initials and Surname)	
ID No:	
<p>declare/certify that the learning activities completed in the Learner Activity Workbook in its entirety is my own original and authentic work (interpreter declaration to be completed where necessary) I acknowledge that should it come to the attention/reported to the Training Provider/ SETA or relevant authorities, and there is sufficient evidence to prove that there is an irregularity regarding the authenticity of this submission the necessary steps will be taken against me which can result in one or more of the following decisions being taken:</p>	
<ul style="list-style-type: none"> ❖ A criminal case being opened, ❖ Learner achievement certificate cancelled, withdrawn ❖ Non processing of Learner Achievement submissions to the SETA pending the outcome of an investigation ❖ De-registration as an Assessor/Moderator (where unauthorised assistance is provided by the Assessor/Facilitator) ❖ Investigation into the accreditation status of the Training Provider if there is an irregularity on the part of the Training Provider 	
<p>I know and understand the contents of this declaration: I have no objection to signing the prescribed declaration. The declaration was also explained to me by the Training Provider/Facilitator</p>	
Signature of Learner:	Date
Signature of Facilitator/Assessor:	Date



Evidence Locator & Sign-off 13932

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 13932	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO1, AC1 Petty cash procedure for issuing money is explained	Knowledge Questionnaire			
SO1, AC2 Restrictions and limitations are identified, listed and explained	Knowledge Questionnaire			
SO1, AC3 The procedure of recording petty cash transactions is explained	Knowledge Questionnaire			
SO1, AC4 Petty cash terminology is listed and explained	Knowledge Questionnaire			
SO1, AC5 The amount of the petty cash float is indicated	Knowledge Questionnaire			
SO1, AC6 The replenishment/imprest system is explained	Knowledge Questionnaire			
SO2, AC1 Money for petty cash is issued according to organisational procedures	Assignment 6			
SO2, AC2 Staff are instructed on cash-system operating procedures	Assignment 6			
SO2, AC3 The cash slip and change is reconciled with the issued petty cash voucher	Assignment 6			



Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 13932	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO2, AC4 Petty cash transactions are recorded in the prescribed format and time frame	Assignment 6			
SO2, AC5 Payments are analysed and any irregularities reported and rectified	Assignment 6			
SO2, AC6 Petty cash float is balanced according to organisational procedures	Assignment 6			
SO3, AC1 The procedures to follow are described	Assignment 7			
SO3, AC2 The reasons for having cash, banking, receipt and payment procedures in place are explained to relevant individuals	Assignment 7			
SO3, AC3 The source documents for processing banking transactions are described	Assignment 7			
SO3, AC4 Different banking processes are utilised	Assignment 7			
SO3, AC5 The legal procedures pertaining to banking are explained	Assignment 7			
SO4, AC1 All relevant information is gathered for invoicing purposes	Assignment 8			

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 13932	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO4, AC2 Invoice is prepared according to organisational format and procedures	Assignment 8			
SO4, AC3 Invoice is issued to customers	Assignment 8			
SO4, AC4 Follow-up of payment is undertaken and payment is insured within terms of payment time frames	Assignment 8			
SO5, AC1 All source documents are obtained to process banking transactions	Assignment 9			
SO5, AC2 Source documents are reconciled and any discrepancies noted, reported and rectified	Assignment 9			
SO5, AC3 Transfers, deposits and withdrawals are processed as per organisational requirements	Assignment 9			
SO5, AC4 Any suspected irregularities are reported and rectified	Assignment 9			
SO5, AC5 Security procedures relating to banking transactions are ensured	Assignment 9			

Record Of Learning

Candidate's Name:				ID No	
Assessor's Name:				Ass. Reg. No	
Moderator's Name:				Mod. Reg. No	
Date:					
UNIT STANDARD	NQF LEVEL	CREDITS	DATE OF COMPLETION	SIGNATURE OF ASSESSOR	SIGNATURE OF MODERATOR
13932	3	5			



ASSESSMENT REVIEW

NAME of LEARNER		NAME of ASSESSOR	
VENUE		DATE of REVIEW	
UNIT STANDARD	13932 Prepare and process documents for financial and banking processes		
Review Dimension	ASSESSOR	LEARNER/ CANDIDATE	ACTION
The principles/criteria for good assessment were achieved?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment related to the registered unit standard?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment was practical?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
It was time efficient and cost-effective and did not interfere with my normal responsibilities?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment instruments were fair, clear and understandable	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment judgements was made against set requirements	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The venue and equipment was functional?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
Special needs were identified and the assessment plan was adjusted	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
Feedback was constructive against the evidence required	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
An opportunity to appeal was given	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The evidence was recorded	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
LEARNER'S DECLARATION OF UNDERSTANDING			
I am aware of the moderation process and understand that the moderator could declare the assessment decision invalid			
Learner	Date	Assessor	Date
		Moderator	Date



Assessor Review

Assessors must review the assessment process by completing this document. Please attach any additional information if required.

Evaluation Criteria	YES	NO
Was the assessment preparation adequate?		
Was the learner informed of the assessment and policies?		
Design/prepare the assessment tools & - documentation according to ETQA and company QMS correct?		
Integration into work or learning: Was the assessment as unobtrusive as possible?		
Was maximum use made of naturally occurring events & readily available evidence?		
Systematic Process: Was the assessment process properly planned & structured?		
Involvement of the learner: Was the learner involved throughout the assessment process?		
Did the learners contribute to the planning of assessment & the collection of evidence?		
Open: Did the learners understand the assessment process and the criteria, which apply?		
Environment: A supportive, non-threatening environment is created for assessment.		
Was the assessment Valid?		
Was the assessment Reliable?		
Was the assessment Consistent?		
Was the assessment Authentic?		
Was the assessment Sufficient?		
Was the assessment Current?		
Was the feedback given?		
Completed the result of the assessment according to the requirements of the organization and/or employer, as well as the relevant ETQA.		
Records & assessment instruments have to be kept for quality assurance purposes, as well as possible appeals.		
What did you as assessor do well?		

What did you as assessor not do well?	
Did you identify any weaknesses in the design of the assessment? If so, suggest improvements	
Quality of the unit standard: is it fit for the purpose it was designed for? If not, please make suggestions for improvements	
Additional comments	
Assessor signature	Date



Candidate Feedback Report

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	13932 Prepare and process documents for financial and banking processes		
Assessment Decision			
Source of Evidence	C	NYC	Comments
Assessments			
Product			
Indirect Evidence			
Overall Assessment Decision			
Additional Notes			
Date			
Signature of Assessor			Signature of Candidate



Candidate Appeal Form

Candidate's Name:	ID No.	
Assessor's Name:	Reg. No.	
Unit Standard Title:	13932 Prepare and process documents for financial and banking processes	
Date:		
SECTION 1		
<p>Candidate's reason for disagreeing with the assessment decision</p>		
<p>Assessor's rationale for the assessment decision</p>		
<p>Candidate's signature</p>		



Assessor's signature	
SECTION 2	
Internal Moderator's reconsidered decision and rationale	
Internal Moderator's Signature	
Advising Assessor's Signature	
Decision and rationale of the investigatory panel	
Learner Declaration	The above decisions have been explained to me and I accept the assessment decision
Learner's Signature	
Date	



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Please send this form to: The Training Provider



Assessor's Report 13932

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	13932 Prepare and process documents for financial and banking processes		
ASSESSMENT DECISION			
Specific Outcome	C	NYC	Comments
Explain the petty cash procedures according to organisational requirements			
Process petty cash transactions			
Explain the banking procedures conducted within the organisational context			
Process payments			
Process banking transactions			
Overall Assessment Decision			
Comments			
Date			
Signature of Assessor		Signature of Candidate	



Moderator's Report 13932

Moderator's Name		Reg. No.	
Assessor's Name		Reg. No.	
Candidate's Name		ID No.	
Unit Standard Title	13932 Prepare and process documents for financial and banking processes		
MODERATION DECISION			
Specific Outcome	C	NYC	Comments
Explain the petty cash procedures according to organisational requirements			
Process petty cash transactions			
Explain the banking procedures conducted within the organisational context			
Process payments			
Process banking transactions			
Overall Moderation Decision			
Feedback to Assessor			
Action Required			
Date of Moderation			
Signature of Moderator			
Signature of Assessor			
Signature of Candidate			



Agreed Assessment Plan 13929

Candidate's Name:			
Assessor's Name:			
Unit Standard Title:	13929 Co-ordinate meetings, minor events and travel arrangements		
Special Assessment Requirements			
Event	Date, time and location	Resources required	Evidence to be generated
Attend Training		Training material, Facilitator	Attendance Register
Complete assessments		Assessments	Completed Assessments
Complete Portfolio of Evidence		Portfolio of Evidence guide	Completed Portfolio of Evidence
Submit Portfolio of Evidence to Training provider			Acknowledgement of receipt from Training provider
Assessor roles and responsibility			
Roles	<ul style="list-style-type: none"> ❖ Assessor ❖ Guide ❖ Feedback Agent ❖ Reviewer 		
Responsibilities	<ul style="list-style-type: none"> ❖ Consult candidate re assessment, assessment process and plan ❖ Agree assessment process and plan with candidate ❖ Forward documentation to candidate: plan, guide and assessment instruments ❖ Assess candidate with the use of different instruments ❖ Provide feedback on assessment findings ❖ Support candidate through assessment process ❖ Source feedback from candidate on assessment process ❖ Review assessment process and outcome ❖ Use assessment process as opportunity to transform assessment activities and outcomes 		



Candidate roles and responsibility	
Roles	<ul style="list-style-type: none"> ❖ Candidate ❖ Feedback agent ❖ Reviewer
Responsibilities	<ul style="list-style-type: none"> ❖ Be available for assessment ❖ Be actively involved in the consultative process ❖ Learn from the assessment process ❖ Provide feedback to the assessor in terms of the assessment as learning activity ❖ Provide feedback to the assessor on the efficacy of the assessment process ❖ Review own role and assessor role in the assessment process
Assessment Instruments	<ul style="list-style-type: none"> ❖ Portfolio of evidence ❖ Work sample ❖ Observation
Assessment Process	
Step	Date
<ul style="list-style-type: none"> ❖ Evaluation of POE addressing Essential Embedded Knowledge in unit standards ❖ Evaluation of Research Projects and other evidence address specific unit standards ❖ Consultation: assessment plan and assessment activities and instruments. Pre-assessment moderation and interviews conducted at this stage ❖ Observation: feedback on assessment against specific outcomes, critical outcomes and constructs in unit standards ❖ Feedback: to candidate regarding sufficiency of evidence and possible interview to gain supplementary evidence ❖ Feedback to candidate regarding assessment findings as well as review process 	
Feedback	Written feedback to be given to all stakeholders at the end of the assessment process, as well as verbal feedback to the candidate during assessment activities
Recording Process	Process and findings to be recorded and submitted for record keeping purposes as well as moderation and verification
Review Process	The review process is the responsibility of the assessor and the candidate. Joint reviewing will take place after feedback has been given to the candidate
Right to appeal	The candidate must be advised of the right to appeal

Accessibility and safety of environment	Step	Date
	<ul style="list-style-type: none"> ❖ Site inspection conducted ❖ Pre-assessment moderation conducted 	
Resources Required	<ul style="list-style-type: none"> ❖ Assignments ❖ POE ❖ Assessments 	

I confirm that:

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

Signed: _____

Date: _____

Overall Assessment Decision	Competent	Not yet competent	
Candidate's Signature		Date	
Assessor's Signature		Date	
Moderator's Signature		Date	

UNIT STANDARD 13929

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED UNIT STANDARD:

Co-ordinate meetings, minor events and travel arrangements

SAQA ID	US	UNIT STANDARD TITLE			
13929		Co-ordinate meetings, minor events and travel arrangements			
ORIGINATOR		ORIGINATING PROVIDER			
SGB Administration					
QUALITY ASSURING BODY					
-					
FIELD			SUBFIELD		
Field 03 - Business, Commerce and Management Studies			Office Administration		
ABET BAND	UNIT STANDARD TYPE	PRE-2009 LEVEL	NQF	NQF LEVEL	CREDITS
Undefined	Regular-Fundamental	Level 3		NQF Level 03	3
REGISTRATION STATUS		REGISTRATION START DATE		REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered		2012-07-01		2015-06-30	SAQA 0695/12
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT			
2016-06-30		2019-06-30			

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.

This unit standard does not replace any other unit standard and is not replaced by any other unit standard.

PURPOSE OF THE UNIT STANDARD

Learners will be learning towards obtaining a national qualification at level 3 or are working in an administrative environment, including SMME's (Small, Medium and Micro Enterprises), where the acquisition of competence against this standard will add value to the learner's job, or chances of finding employment.

Learners will be well positioned to extend their learning and practice into other areas in the business environment, or to strive towards professional standards and practice at higher levels.

The qualifying learner is capable of:



- ☐ Identifying a date, venue and time for meeting or event
- ☐ Liasing or negotiating with meeting attendees regarding availability
- ☐ Booking venues and catering
- ☐ Finalising meeting room arrangements
- ☐ Making travel, car hire and accommodation arrangements
- ☐ Notifying and confirming arrangements with attendees or stakeholders
- ☐ Processing and distributing all documentation required for the meeting or event

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

Learners accessing this unit standard will have demonstrated competence in numeracy and literacy at NQF Level 2.

UNIT STANDARD RANGE

- ☐ Working as part of an office support team includes contributing to the arrangements of meetings from lower level management to executive levels
- ☐ Principles will include data gathering, liaison and negotiation with outside parties and team members
- ☐ Details of meeting will include venue, date, reason and time of meeting

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Identify a date, venue and time for a meeting or event

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. A range of dates for meeting/event are provided to attendees.

ASSESSMENT CRITERION 2

2. Suitable dates and venues are determined based on responses to range of dates provided.

ASSESSMENT CRITERION 3

3. Meeting/event is booked and confirmed with attendees in writing.

ASSESSMENT CRITERION 4

4. All related documentation is forwarded to the attendees.

SPECIFIC OUTCOME 2

Arrange venue and catering



ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Venue is selected and booked.

ASSESSMENT CRITERION 2

2. Process of selecting venue is described.

ASSESSMENT CRITERION 3

3. Special arrangements, logistics, meeting room layout and equipment required are confirmed with the venue provider.

ASSESSMENT CRITERION 4

4. Process of selecting date, caterer and menu is described, taking into consideration religious and dietary requirements.

ASSESSMENT CRITERION 5

5. Agenda for meeting/event is forwarded to venue provider and caterers so that correct times for meals and breaks can be adhered to.

ASSESSMENT CRITERION 6

6. Venue and caterers are notified in writing and deposits paid.

SPECIFIC OUTCOME 3

Make travel, car hire and accommodation arrangements

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Travel, car hire and accommodation requirements for all attendees are determined.

ASSESSMENT CRITERION 2

2. Suitable accommodation is secured and bookings confirmed in writing.

ASSESSMENT CRITERION 3

3. Car hire facilities are identified and confirmed in writing.

ASSESSMENT CRITERION 4



4. Travel arrangements are made and all necessary documentation forwarded to the attendees.

ASSESSMENT CRITERION 5

5. Invoices relating to travel, car hire and accommodation are processed.

ASSESSMENT CRITERION 6

6. Any relevant advance disbursements for travel, car hire or accommodation are processed.

SPECIFIC OUTCOME 4

Assemble and distribute documentation for meeting or event in good/sufficient time to attendees

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Deadline date for receipt of documentation from contributors is established according to agreed time frames.

ASSESSMENT CRITERION 2

2. Deadline date is communicated to contributors.

ASSESSMENT CRITERION 3

3. Documents are assembled, copied and collated.

ASSESSMENT CRITERION 4

4. Relevant documents are timeously distributed in hard or electronic form to participants.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

Accreditation

and

Moderation:

The relevant Services Educational Training Quality Assurance Body (ETQA) will accredit providers offering learning towards these standard and register assessors.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

- ☐ Use and understanding of directories for telephone, venue and conference centers, restaurants, car rental, travel and accommodation
- ☐ Telephone techniques
- ☐ Map book
- ☐ Use of technology: photocopier, e-mail, fax machines, website for research



Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO IDENTIFYING

Identify and solve problems regarding specific meeting requirements.

UNIT STANDARD CCFO WORKING

Work effectively with others liaising and negotiating dates and venues.

UNIT STANDARD CCFO ORGANISING

Organise oneself and one`s activities to collect and collate information on venues and caterers.

UNIT STANDARD CCFO COMMUNICATING

Communicate effectively using assertive telephone techniques and negotiating skills.

UNIT STANDARD CCFO SCIENCE

Use science and technology to communicate meeting details (e-mail, fax and telephone).



Formative Assessments

During your training, you were required to complete a number of activities within each Lesson in your Learner Study Guide. You need to complete these activities and attach the evidence of each in this section of your PoE.



Summative Assessment Readiness Statement

Note: **R = Ready** for summative assessment. **NYR = Not Yet Ready** for summative assessment

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	13929 Co-ordinate meetings, minor events and travel arrangements		
ASSESSMENT DECISION			
Specific Outcome	R	NYR	Comments
Identify a date, venue and time for a meeting or event			
Arrange venue and catering			
Make travel, car hire and accommodation arrangements			
Assemble and distribute documentation for meeting or event in good/sufficient time to attendees			

Assessor's / Facilitator's Declaration:

I hereby declare that I have assessed the learner's formative assessment and find the learner ready / not yet ready for the summative assessment

Assessor / Facilitator Name	Signature



SUMMATIVE ASSESSMENTS

Knowledge Questionnaire 13929

1. Explain the following levels of listening Ignoring: (4)
 - 1.1. Pretend listening:
 - 1.2. Selective listening:
 - 1.3. Attentive Listening:
 - 1.4. Empathetic listening
2. What are the Yellow Pages used for? (1)
3. What information can you find in the White Pages? List four types of information. (4)
4. Name and explain five aspects of telephone etiquette. (10)
5. What details must be included in the invitation that is sent to attendees of an event? (4)

TOTAL: 24



Practical Workplace Logbook

Attach the completed workplace logbook and workbook behind this page

Acknowledgment of Receipt

I _____

(Learner) acknowledge receipt of my Workplace assignment workbook on this the

_____ day of _____ 20_____

The process of on-the-job training has been explained to me.

Signature of Learner

Name of Facilitator/Mentor/Supervisor:

Signature of Facilitator/Mentor/Supervisor



Indirect Evidence

Indirect Evidence is evidence produced about the learner from another source. This is usually in the form of reports of third party sources, i.e. sources other than the assessor.

Indirect evidence can be used to verify the authenticity of other forms of evidence. In addition, it may be necessary to corroborate these forms of evidence.

Sources of indirect evidence include:

- ❖ Team outputs
- ❖ Work completed at an earlier stage
- ❖ Performance appraisals
- ❖ Training records
- ❖ Testimonials
- ❖ Reviews and commendations
- ❖ Certificates and qualifications
- ❖ Medals, prizes and trophies
- ❖ Customer / client ratings

Please attach any indirect evidence you may have on the required outcomes within the PoE behind this page.

Declaration Of Authenticity Of Evidence

I (Initials and Surname)	
ID No:	
<p>declare/certify that the learning activities completed in the Learner Activity Workbook in its entirety is my own original and authentic work (interpreter declaration to be completed where necessary) I acknowledge that should it come to the attention/reported to the Training Provider/ SETA or relevant authorities, and there is sufficient evidence to prove that there is an irregularity regarding the authenticity of this submission the necessary steps will be taken against me which can result in one or more of the following decisions being taken:</p>	
<ul style="list-style-type: none"> ❖ A criminal case being opened, ❖ Learner achievement certificate cancelled, withdrawn ❖ Non processing of Learner Achievement submissions to the SETA pending the outcome of an investigation ❖ De-registration as an Assessor/Moderator (where unauthorised assistance is provided by the Assessor/Facilitator) ❖ Investigation into the accreditation status of the Training Provider if there is an irregularity on the part of the Training Provider 	
<p>I know and understand the contents of this declaration: I have no objection to signing the prescribed declaration. The declaration was also explained to me by the Training Provider/Facilitator</p>	
Signature of Learner:	Date
Signature of Facilitator/Assessor:	Date



Evidence Locator & Sign-off 13929

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 13929	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO1, AC1 A range of dates for meeting/event are provided to attendees	Knowledge Questionnaire Assignment 10			
SO1, AC2 Suitable dates and venues are determined based on responses to range of dates provided	Knowledge Questionnaire Assignment 10			
SO1, AC3 Meeting/event is booked and confirmed with attendees in writing	Knowledge Questionnaire Assignment 10			
SO1, AC4 All related documentation is forwarded to the attendees	Knowledge Questionnaire Assignment 10			
SO2, AC1 Venue is selected and booked	Knowledge Questionnaire Assignment 11			
SO2, AC2 Process of selecting venue is described	Knowledge Questionnaire Assignment 11			
SO2, AC3 Special arrangements, logistics, meeting room layout and equipment required are confirmed with the venue provider	Knowledge Questionnaire Assignment 11			
SO2, AC4 Process of selecting date, caterer and menu is described, taking into consideration religious and dietary requirements	Knowledge Questionnaire Assignment 11			



Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 13929	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO2, AC5 Agenda for meeting/event is forwarded to venue provider and caterers so that correct times for meals and breaks can be adhered to	Knowledge Questionnaire Assignment 11			
SO2, AC6 Venue and caterers are notified in writing and deposits paid	Knowledge Questionnaire Assignment 11			
SO3, AC1 Travel, car hire and accommodation requirements for all attendees are determined	Knowledge Questionnaire Assignment 12			
SO3, AC2 Suitable accommodation is secured and bookings confirmed in writing	Knowledge Questionnaire Assignment 12			
SO3, AC3 Car hire facilities are identified and confirmed in writing	Knowledge Questionnaire Assignment 12			
SO3, AC4 Travel arrangements are made and all necessary documentation forwarded to the attendees	Knowledge Questionnaire Assignment 12			
SO3, AC5 Invoices relating to travel, car hire and accommodation are processed	Knowledge Questionnaire Assignment 12			
SO3, AC6 Any relevant advance disbursements for travel, car hire or accommodation are processed	Knowledge Questionnaire Assignment 12			

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 13929	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO4, AC1 Deadline date for receipt of documentation from contributors is established according to agreed time frames	Knowledge Questionnaire Assignment 13			
SO4, AC2 Deadline date is communicated to contributors	Knowledge Questionnaire Assignment 13			
SO4, AC3 Documents are assembled, copied and collated	Knowledge Questionnaire Assignment 13			
SO4, AC4 Relevant documents are timeously distributed in hard or electronic form to participants	Knowledge Questionnaire Assignment 13			

Record Of Learning

Candidate's Name:				ID No	
Assessor's Name:				Ass. Reg. No	
Moderator's Name:				Mod. Reg. No	
Date:					
UNIT STANDARD	NQF LEVEL	CREDITS	DATE OF COMPLETION	SIGNATURE OF ASSESSOR	SIGNATURE OF MODERATOR
13929	3	3			



ASSESSMENT REVIEW

NAME of LEARNER		NAME of ASSESSOR	
VENUE		DATE of REVIEW	
UNIT STANDARD	13929 Co-ordinate meetings, minor events and travel arrangements		
Review Dimension	ASSESSOR	LEARNER/ CANDIDATE	ACTION
The principles/criteria for good assessment were achieved?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment related to the registered unit standard?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment was practical?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
It was time efficient and cost-effective and did not interfere with my normal responsibilities?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment instruments were fair, clear and understandable	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment judgements was made against set requirements	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The venue and equipment was functional?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
Special needs were identified and the assessment plan was adjusted	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
Feedback was constructive against the evidence required	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
An opportunity to appeal was given	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The evidence was recorded	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
LEARNER'S DECLARATION OF UNDERSTANDING			
I am aware of the moderation process and understand that the moderator could declare the assessment decision invalid			
Learner	Date	Assessor	Date
			Moderator
			Date



Assessor Review

Assessors must review the assessment process by completing this document. Please attach any additional information if required.

Evaluation Criteria	YES	NO
Was the assessment preparation adequate?		
Was the learner informed of the assessment and policies?		
Design/prepare the assessment tools & - documentation according to ETQA and company QMS correct?		
Integration into work or learning: Was the assessment as unobtrusive as possible?		
Was maximum use made of naturally occurring events & readily available evidence?		
Systematic Process: Was the assessment process properly planned & structured?		
Involvement of the learner: Was the learner involved throughout the assessment process?		
Did the learners contribute to the planning of assessment & the collection of evidence?		
Open: Did the learners understand the assessment process and the criteria, which apply?		
Environment: A supportive, non-threatening environment is created for assessment.		
Was the assessment Valid?		
Was the assessment Reliable?		
Was the assessment Consistent?		
Was the assessment Authentic?		
Was the assessment Sufficient?		
Was the assessment Current?		
Was the feedback given?		
Completed the result of the assessment according to the requirements of the organization and/or employer, as well as the relevant ETQA.		
Records & assessment instruments have to be kept for quality assurance purposes, as well as possible appeals.		
What did you as assessor do well?		

What did you as assessor not do well?	
Did you identify any weaknesses in the design of the assessment? If so, suggest improvements	
Quality of the unit standard: is it fit for the purpose it was designed for? If not, please make suggestions for improvements	
Additional comments	
Assessor signature	Date



Candidate Feedback Report

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	13929 Co-ordinate meetings, minor events and travel arrangements		
Assessment Decision			
Source of Evidence	C	NYC	Comments
Assessments			
Product			
Indirect Evidence			
Overall Assessment Decision			
Additional Notes			
Date			
Signature of Assessor			Signature of Candidate



Candidate Appeal Form

Candidate's Name:	ID No.	
Assessor's Name:	Reg. No.	
Unit Standard Title:	13929 Co-ordinate meetings, minor events and travel arrangements	
Date:		
SECTION 1		
<p>Candidate's reason for disagreeing with the assessment decision</p>		
<p>Assessor's rationale for the assessment decision</p>		
<p>Candidate's signature</p>		



Assessor's signature	
SECTION 2	
Internal Moderator's reconsidered decision and rationale	
Internal Moderator's Signature	
Advising Assessor's Signature	
Decision and rationale of the investigatory panel	
Learner Declaration	The above decisions have been explained to me and I accept the assessment decision
Learner's Signature	
Date	



--	--

Please send this form to: The Training Provider



Assessor's Report 13929

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	13929 Co-ordinate meetings, minor events and travel arrangements		
ASSESSMENT DECISION			
Specific Outcome	C	NYC	Comments
Identify a date, venue and time for a meeting or event			
Arrange venue and catering			
Make travel, car hire and accommodation arrangements			
Assemble and distribute documentation for meeting or event in good/sufficient time to attendees			
Overall Assessment Decision			
Comments			
Date			
Signature of Assessor		Signature of Candidate	



Moderator's Report 13929

Moderator's Name		Reg. No.	
Assessor's Name		Reg. No.	
Candidate's Name		ID No.	
Unit Standard Title	13929 Co-ordinate meetings, minor events and travel arrangements		
MODERATION DECISION			
Specific Outcome	C	NYC	Comments
Identify a date, venue and time for a meeting or event			
Arrange venue and catering			
Make travel, car hire and accommodation arrangements			
Assemble and distribute documentation for meeting or event in good/sufficient time to attendees			
Overall Moderation Decision			
Feedback to Assessor			
Action Required			
Date of Moderation			
Signature of Moderator			
Signature of Assessor			
Signature of Candidate			



Agreed Assessment Plan 13930

Candidate's Name:			
Assessor's Name:			
Unit Standard Title:	13930 Monitor and control the receiving and satisfaction of visitors		
Special Assessment Requirements			
Event	Date, time and location	Resources required	Evidence to be generated
Attend Training		Training material, Facilitator	Attendance Register
Complete assessments		Assessments	Completed Assessments
Complete Portfolio of Evidence		Portfolio of Evidence guide	Completed Portfolio of Evidence
Submit Portfolio of Evidence to Training provider			Acknowledgement of receipt from Training provider
Assessor roles and responsibility			
Roles	<ul style="list-style-type: none"> ❖ Assessor ❖ Guide ❖ Feedback Agent ❖ Reviewer 		
Responsibilities	<ul style="list-style-type: none"> ❖ Consult candidate re assessment, assessment process and plan ❖ Agree assessment process and plan with candidate ❖ Forward documentation to candidate: plan, guide and assessment instruments ❖ Assess candidate with the use of different instruments ❖ Provide feedback on assessment findings ❖ Support candidate through assessment process ❖ Source feedback from candidate on assessment process ❖ Review assessment process and outcome ❖ Use assessment process as opportunity to transform assessment activities and outcomes 		



Candidate roles and responsibility	
Roles	<ul style="list-style-type: none"> ❖ Candidate ❖ Feedback agent ❖ Reviewer
Responsibilities	<ul style="list-style-type: none"> ❖ Be available for assessment ❖ Be actively involved in the consultative process ❖ Learn from the assessment process ❖ Provide feedback to the assessor in terms of the assessment as learning activity ❖ Provide feedback to the assessor on the efficacy of the assessment process ❖ Review own role and assessor role in the assessment process
Assessment Instruments	<ul style="list-style-type: none"> ❖ Portfolio of evidence ❖ Work sample ❖ Observation
Assessment Process	
Step	Date
<ul style="list-style-type: none"> ❖ Evaluation of POE addressing Essential Embedded Knowledge in unit standards ❖ Evaluation of Research Projects and other evidence address specific unit standards ❖ Consultation: assessment plan and assessment activities and instruments. Pre-assessment moderation and interviews conducted at this stage ❖ Observation: feedback on assessment against specific outcomes, critical outcomes and constructs in unit standards ❖ Feedback: to candidate regarding sufficiency of evidence and possible interview to gain supplementary evidence ❖ Feedback to candidate regarding assessment findings as well as review process 	
Feedback	Written feedback to be given to all stakeholders at the end of the assessment process, as well as verbal feedback to the candidate during assessment activities
Recording Process	Process and findings to be recorded and submitted for record keeping purposes as well as moderation and verification
Review Process	The review process is the responsibility of the assessor and the candidate. Joint reviewing will take place after feedback has been given to the candidate
Right to appeal	The candidate must be advised of the right to appeal

Accessibility and safety of environment	Step	Date
	<ul style="list-style-type: none"> ❖ Site inspection conducted ❖ Pre-assessment moderation conducted 	
Resources Required	<ul style="list-style-type: none"> ❖ Assignments ❖ POE ❖ Assessments 	

I confirm that:

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

Signed: _____

Date: _____

Overall Assessment Decision	Competent	Not yet competent	
Candidate's Signature		Date	
Assessor's Signature		Date	
Moderator's Signature		Date	

UNIT STANDARD 13930

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED UNIT STANDARD:

Monitor and control the receiving and satisfaction of visitors

SAQA ID	US	UNIT STANDARD TITLE			
13930		Monitor and control the receiving and satisfaction of visitors			
ORIGINATOR		ORIGINATING PROVIDER			
SGB Administration					
QUALITY ASSURING BODY					
-					
FIELD				SUBFIELD	
Field 03 - Business, Commerce and Management Studies				Office Administration	
ABET BAND	UNIT STANDARD TYPE	PRE-2009 LEVEL	NQF	NQF LEVEL	CREDITS
Undefined	Regular-Fundamental	Level 3		NQF Level 03	4
REGISTRATION STATUS		REGISTRATION START DATE		REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered		2012-07-01		2015-06-30	SAQA 0695/12
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT			
2016-06-30		2019-06-30			

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.

This unit standard does not replace any other unit standard and is not replaced by any other unit standard.

PURPOSE OF THE UNIT STANDARD

Learners will be learning towards obtaining a national qualification at level 3 or are working in an administrative environment, including SMME's (Small, Medium and Micro Enterprises), where the acquisition of competence against this standard will add value to the learner's job, or chances of finding employment.

Learners will be well positioned to extend their learning and practice into other areas in the business environment, or to strive towards professional standards and improved performance.



The qualifying learner is capable of:

- ☐ Overseeing the reception of visitors
- ☐ Ensuring that visitors are consulted according to organisational requirements
- ☐ Monitoring visitors` satisfaction

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

Learners will have demonstrated competence in communication at NQF Level 2.

UNIT STANDARD RANGE

- ☐ Visitors will include external company employees, clients, general public, delivery/courier services, hawkers, family members, service providers and representatives.
- ☐ Documents/deliveries will include faxes, e-mails, letters, memos, parcels, gifts, flowers etc.

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Oversee the reception of visitors

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Visitors are received according to the organisational standards.

ASSESSMENT CRITERION 2

2. All documents/deliveries are processed according to organisational standards.

ASSESSMENT CRITERION 3

3. Areas of non-conformance are identified, noted and recorded for possible remedial action.

ASSESSMENT CRITERION 4

4. Areas of improvement are communicated to encumbants.

SPECIFIC OUTCOME 2

Ensure that visitors are consulted according to organisational requirements

ASSESSMENT CRITERIA



ASSESSMENT CRITERION 1

1. Visitors are consulted as per company policy.

ASSESSMENT CRITERION 2

2. Areas of non-compliance are identified, noted and recorded for remedial action.

ASSESSMENT CRITERION 3

3. Remedial actions are identified and presented for implementation.

SPECIFIC OUTCOME 3

Monitor visitors' satisfaction

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Visitors' satisfaction is monitored at pre-determined intervals.

ASSESSMENT CRITERION 2

2. Feedback is obtained from visitors on their satisfaction.

ASSESSMENT CRITERION 3

3. Feedback is evaluated and analysed to determine satisfaction levels.

ASSESSMENT CRITERION 4

4. The necessary steps are taken to improve the level of satisfaction.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

Accreditation

and

Moderation:

The Services Educational Training Quality Assurance Body (ETQA) will accredit providers offering learning towards these standard and register assessors.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

- ☐ Methods and techniques for monitoring and controlling personnel and operations
- ☐ Effective communication skills
- ☐ Coaching skills required for remedial action in relation to performance problems

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO IDENTIFYING



Identify and solve problems in the reception area.

UNIT STANDARD CCFO WORKING

Work effectively with others so that visitors` satisfaction is maintained and enhanced.

UNIT STANDARD CCFO ORGANISING

Organise oneself and one`s activities which allow for opportunities for the overseeing of reception operations.

UNIT STANDARD CCFO COLLECTING

Collect, analyse, organise and critically evaluate information in order to draw accurate conclusions.

UNIT STANDARD CCFO COMMUNICATING

Communicate effectively with personnel and visitors to obtain information on visitors` satisfaction.



Formative Assessments

During your training, you were required to complete a number of activities within each Lesson in your Learner Study Guide. You need to complete these activities and attach the evidence of each in this section of your PoE.



Summative Assessment Readiness Statement

Note: **R = Ready** for summative assessment. **NYR = Not Yet Ready** for summative assessment

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	13930 Monitor and control the receiving and satisfaction of visitors		
ASSESSMENT DECISION			
Specific Outcome	R	NYR	Comments
Oversee the reception of visitors			
Ensure that visitors are consulted according to organisational requirements			
Monitor visitors` satisfaction			

Assessor's / Facilitator's Declaration:

I hereby declare that I have assessed the learner's formative assessment and find the learner ready / not yet ready for the summative assessment

Assessor / Facilitator Name	Signature



SUMMATIVE ASSESSMENTS

Knowledge Questionnaire 13930

1. Explain how your emotional state reflected in the way that you speak. (4)
2. What should you do to extract the main idea from listener's verbal communication? (5)
3. What should you note in order to record accurate file notes? (8)
4. Name 2 possible areas of non-conformance in reception (2)
5. Describe a standard procedure for receiving visitors. (6)

TOTAL: 20



Practical Workplace Logbook

Attach the completed workplace logbook and workbook behind this page

Acknowledgment of Receipt

I _____

(Learner) acknowledge receipt of my Workplace assignment workbook on this the

_____ day of _____ 20_____

The process of on-the-job training has been explained to me.

Signature of Learner

Name of Facilitator/Mentor/Supervisor:

Signature of Facilitator/Mentor/Supervisor



Indirect Evidence

Indirect Evidence is evidence produced about the learner from another source. This is usually in the form of reports of third party sources, i.e. sources other than the assessor.

Indirect evidence can be used to verify the authenticity of other forms of evidence. In addition, it may be necessary to corroborate these forms of evidence.

Sources of indirect evidence include:

- ❖ Team outputs
- ❖ Work completed at an earlier stage
- ❖ Performance appraisals
- ❖ Training records
- ❖ Testimonials
- ❖ Reviews and commendations
- ❖ Certificates and qualifications
- ❖ Medals, prizes and trophies
- ❖ Customer / client ratings

Please attach any indirect evidence you may have on the required outcomes within the PoE behind this page.

Declaration Of Authenticity Of Evidence

I (Initials and Surname)	
ID No:	
<p>declare/certify that the learning activities completed in the Learner Activity Workbook in its entirety is my own original and authentic work (interpreter declaration to be completed where necessary) I acknowledge that should it come to the attention/reported to the Training Provider/ SETA or relevant authorities, and there is sufficient evidence to prove that there is an irregularity regarding the authenticity of this submission the necessary steps will be taken against me which can result in one or more of the following decisions being taken:</p>	
<ul style="list-style-type: none"> ❖ A criminal case being opened, ❖ Learner achievement certificate cancelled, withdrawn ❖ Non processing of Learner Achievement submissions to the SETA pending the outcome of an investigation ❖ De-registration as an Assessor/Moderator (where unauthorised assistance is provided by the Assessor/Facilitator) ❖ Investigation into the accreditation status of the Training Provider if there is an irregularity on the part of the Training Provider 	
<p>I know and understand the contents of this declaration: I have no objection to signing the prescribed declaration. The declaration was also explained to me by the Training Provider/Facilitator</p>	
Signature of Learner:	Date
Signature of Facilitator/Assessor:	Date



Evidence Locator & Sign-off 13930

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 13930	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO1, AC1 Visitors are received according to the organisational standards	Knowledge Questionnaire Assignment 14			
SO1, AC2 All documents/deliveries are processed according to organisational standards	Knowledge Questionnaire Assignment 14			
SO1, AC3 Areas of non-conformance are identified, noted and recorded for possible remedial action	Knowledge Questionnaire Assignment 14			
SO1, AC4 Areas of improvement are communicated to incumbents	Knowledge Questionnaire Assignment 14			
SO2, AC1 Visitors are consulted as per company policy	Knowledge Questionnaire Assignment 15			
SO2, AC2 Areas of non-compliance are identified, noted and recorded for remedial action	Knowledge Questionnaire Assignment 15			
SO2, AC3 Remedial actions are identified and presented for implementation	Knowledge Questionnaire Assignment 15			
SO3, AC1 Visitors' satisfaction is monitored at pre-determined intervals	Knowledge Questionnaire Assignment 16			



Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 13930	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO3, AC2 Feedback is obtained from visitors on their satisfaction	Knowledge Questionnaire Assignment 16			
SO3, AC3 Feedback is evaluated and analysed to determine satisfaction levels	Knowledge Questionnaire Assignment 16			
SO3, AC4 The necessary steps are taken to improve the level of satisfaction	Knowledge Questionnaire Assignment 16			

Record Of Learning

Candidate's Name:				ID No	
Assessor's Name:				Ass. Reg. No	
Moderator's Name:				Mod. Reg. No	
Date:					
UNIT STANDARD	NQF LEVEL	CREDITS	DATE OF COMPLETION	SIGNATURE OF ASSESSOR	SIGNATURE OF MODERATOR
13930	3	4			



ASSESSMENT REVIEW

NAME of LEARNER		NAME of ASSESSOR	
VENUE		DATE of REVIEW	
UNIT STANDARD	13930 Monitor and control the receiving and satisfaction of visitors		
Review Dimension	ASSESSOR	LEARNER/ CANDIDATE	ACTION
The principles/criteria for good assessment were achieved?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment related to the registered unit standard?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment was practical?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
It was time efficient and cost-effective and did not interfere with my normal responsibilities?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment instruments were fair, clear and understandable	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment judgements was made against set requirements	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The venue and equipment was functional?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
Special needs were identified and the assessment plan was adjusted	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
Feedback was constructive against the evidence required	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
An opportunity to appeal was given	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The evidence was recorded	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
LEARNER'S DECLARATION OF UNDERSTANDING			
I am aware of the moderation process and understand that the moderator could declare the assessment decision invalid			
Learner	Date	Assessor	Date
		Moderator	Date



Assessor Review

Assessors must review the assessment process by completing this document. Please attach any additional information if required.

Evaluation Criteria	YES	NO
Was the assessment preparation adequate?		
Was the learner informed of the assessment and policies?		
Design/prepare the assessment tools & - documentation according to ETQA and company QMS correct?		
Integration into work or learning: Was the assessment as unobtrusive as possible?		
Was maximum use made of naturally occurring events & readily available evidence?		
Systematic Process: Was the assessment process properly planned & structured?		
Involvement of the learner: Was the learner involved throughout the assessment process?		
Did the learners contribute to the planning of assessment & the collection of evidence?		
Open: Did the learners understand the assessment process and the criteria, which apply?		
Environment: A supportive, non-threatening environment is created for assessment.		
Was the assessment Valid?		
Was the assessment Reliable?		
Was the assessment Consistent?		
Was the assessment Authentic?		
Was the assessment Sufficient?		
Was the assessment Current?		
Was the feedback given?		
Completed the result of the assessment according to the requirements of the organization and/or employer, as well as the relevant ETQA.		
Records & assessment instruments have to be kept for quality assurance purposes, as well as possible appeals.		
What did you as assessor do well?		



What did you as assessor not do well?	
Did you identify any weaknesses in the design of the assessment? If so, suggest improvements	
Quality of the unit standard: is it fit for the purpose it was designed for? If not, please make suggestions for improvements	
Additional comments	
Assessor signature	Date



Candidate Feedback Report

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	13930 Monitor and control the receiving and satisfaction of visitors		
Assessment Decision			
Source of Evidence	C	NYC	Comments
Assessments			
Product			
Indirect Evidence			
Overall Assessment Decision			
Additional Notes			
Date			
Signature of Assessor			Signature of Candidate



Candidate Appeal Form

Candidate's Name:	ID No.	
Assessor's Name:	Reg. No.	
Unit Standard Title:	13930 Monitor and control the receiving and satisfaction of visitors	
Date:		
SECTION 1		
<p>Candidate's reason for disagreeing with the assessment decision</p>		
<p>Assessor's rationale for the assessment decision</p>		
Candidate's signature		
Assessor's signature		



SECTION 2	
Internal Moderator's reconsidered decision and rationale	
Internal Moderator's Signature	
Advising Assessor's Signature	
Decision and rationale of the investigatory panel	
Learner Declaration	The above decisions have been explained to me and I accept the assessment decision
Learner's Signature	
Date	

Please send this form to: The Training Provider



Assessor's Report 13930

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	13930 Monitor and control the receiving and satisfaction of visitors		
ASSESSMENT DECISION			
Specific Outcome	C	NYC	Comments
Oversee the reception of visitors			
Ensure that visitors are consulted according to organisational requirements			
Monitor visitors` satisfaction			
Overall Assessment Decision			
Comments			
Date			
Signature of Assessor		Signature of Candidate	



Moderator's Report 13930

Moderator's Name		Reg. No.	
Assessor's Name		Reg. No.	
Candidate's Name		ID No.	
Unit Standard Title	13930 Monitor and control the receiving and satisfaction of visitors		
MODERATION DECISION			
Specific Outcome	C	NYC	Comments
Oversee the reception of visitors			
Ensure that visitors are consulted according to organisational requirements			
Monitor visitors` satisfaction			
Overall Moderation Decision			
Feedback to Assessor			
Action Required			
Date of Moderation			
Signature of Moderator			
Signature of Assessor			
Signature of Candidate			



Agreed Assessment Plan 114959

Candidate's Name:			
Assessor's Name:			
Unit Standard Title:	114959 Behave in a professional manner in a business environment		
Special Assessment Requirements			
Event	Date, time and location	Resources required	Evidence to be generated
Attend Training		Training material, Facilitator	Attendance Register
Complete assessments		Assessments	Completed Assessments
Complete Portfolio of Evidence		Portfolio of Evidence guide	Completed Portfolio of Evidence
Submit Portfolio of Evidence to Training provider			Acknowledgement of receipt from Training provider
Assessor roles and responsibility			
Roles	<ul style="list-style-type: none"> ❖ Assessor ❖ Guide ❖ Feedback Agent ❖ Reviewer 		
Responsibilities	<ul style="list-style-type: none"> ❖ Consult candidate re assessment, assessment process and plan ❖ Agree assessment process and plan with candidate ❖ Forward documentation to candidate: plan, guide and assessment instruments ❖ Assess candidate with the use of different instruments ❖ Provide feedback on assessment findings ❖ Support candidate through assessment process ❖ Source feedback from candidate on assessment process ❖ Review assessment process and outcome ❖ Use assessment process as opportunity to transform assessment activities and outcomes 		



Candidate roles and responsibility	
Roles	<ul style="list-style-type: none"> ❖ Candidate ❖ Feedback agent ❖ Reviewer
Responsibilities	<ul style="list-style-type: none"> ❖ Be available for assessment ❖ Be actively involved in the consultative process ❖ Learn from the assessment process ❖ Provide feedback to the assessor in terms of the assessment as learning activity ❖ Provide feedback to the assessor on the efficacy of the assessment process ❖ Review own role and assessor role in the assessment process
Assessment Instruments	<ul style="list-style-type: none"> ❖ Portfolio of evidence ❖ Work sample ❖ Observation
Assessment Process	
Step	Date
<ul style="list-style-type: none"> ❖ Evaluation of POE addressing Essential Embedded Knowledge in unit standards ❖ Evaluation of Research Projects and other evidence address specific unit standards ❖ Consultation: assessment plan and assessment activities and instruments. Pre-assessment moderation and interviews conducted at this stage ❖ Observation: feedback on assessment against specific outcomes, critical outcomes and constructs in unit standards ❖ Feedback: to candidate regarding sufficiency of evidence and possible interview to gain supplementary evidence ❖ Feedback to candidate regarding assessment findings as well as review process 	
Feedback	Written feedback to be given to all stakeholders at the end of the assessment process, as well as verbal feedback to the candidate during assessment activities
Recording Process	Process and findings to be recorded and submitted for record keeping purposes as well as moderation and verification
Review Process	The review process is the responsibility of the assessor and the candidate. Joint reviewing will take place after feedback has been given to the candidate
Right to appeal	The candidate must be advised of the right to appeal



Accessibility and safety of environment	Step	Date
	<ul style="list-style-type: none"> ❖ Site inspection conducted ❖ Pre-assessment moderation conducted 	
Resources Required	<ul style="list-style-type: none"> ❖ Assignments ❖ POE ❖ Assessments 	

I confirm that:

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

Signed: _____

Date: _____

Overall Assessment Decision	Competent	Not yet competent	
Candidate's Signature		Date	
Assessor's Signature		Date	
Moderator's Signature		Date	

UNIT STANDARD 114959

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED UNIT STANDARD:

Behave in a professional manner in a business environment

SAQA US ID	UNIT STANDARD TITLE				
114959	Behave in a professional manner in a business environment				
ORIGINATOR		ORIGINATING PROVIDER			
SGB Insurance and Investment					
QUALITY ASSURING BODY					
-					
FIELD			SUBFIELD		
Field 03 - Business, Commerce and Management Studies			Finance, Economics and Accounting		
ABET BAND	UNIT STANDARD TYPE	PRE-2009 LEVEL	NQF	NQF LEVEL	CREDITS
Undefined	Regular	Level 2		NQF Level 02	4
REGISTRATION STATUS		REGISTRATION START DATE		REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered		2012-07-01		2015-06-30	SAQA 0695/12
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT			
2016-06-30		2019-06-30			

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.

This unit standard replaces:

US ID	Unit Standard Title	Pre-2009 NQF Level	NQF Level	Credits	Replacement Status
8096	Behave in a professional manner in a business environment such as an insurance workplace	Level 2	NQF Level 02	5	Complete

PURPOSE OF THE UNIT STANDARD

This Unit Standard provides a broad introduction to a work environment. It is the starting point for a learner in financial services or other business environments. The



focus is knowledge, skills, values and attitudes in relation to the learner's own work context and experience of the world of work.

The qualifying learner is capable of:

- ☐ Knowing how to behave in a business environment.
- ☐ Interpreting body language in a business context.
- ☐ Interacting with people in a business setting.
- ☐ Assessing own professional behaviour in a business setting.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

Learners should:

- ☐ Hold a GETC or equivalent qualification; or
- ☐ Be competent in Communication and Mathematical Literacy at NQF Level 1.

UNIT STANDARD RANGE

- ☐ The typical scope of this Unit Standard is ethics and professional behaviour of people in business organisations in their interaction with internal and external customers.
- ☐ Parameters of behaviour include, but are not limited to, honouring one's working hours, the importance of a positive attitude, keeping colleagues informed about work activities such as work in progress, absence from work or workstation, leave, confidentiality, accountability and responsibility.

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Know how to behave in a business environment.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The dress code of an organisation is described and an indication is given of what is regarded as acceptable and unacceptable dress in a particular work environment.

ASSESSMENT CRITERION 2

The behaviour of three peers in a business workplace is observed and assessed against the recognised parameters of appropriate behaviour in a specific professional environment.

ASSESSMENT CRITERION 3

Positive listening skills are demonstrated and an indication is given of the potential consequences of displaying negative listening skills.

ASSESSMENT CRITERION 4



Regulations regarding smoking in the workplace are explained with reference to both legal requirements and established policy.

ASSESSMENT CRITERION 5

A Company Code of Good Conduct is understood and explained and an indication is given of the consequences of non-compliance.

ASSESSMENT CRITERION 6

The concept of a work ethic is explained with reference to the responsibility and accountability of the individual.

SPECIFIC OUTCOME 2

Interpret body language in a business context.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Non-verbal communication signals are interpreted and an indication is given of how body language can reinforce or contradict a verbal message.

ASSESSMENT CRITERION 2

The role of posture and eye contact in communication are explained with examples from a business context.

ASSESSMENT CRITERION 3

The use of a handshake as a greeting in a business setting is demonstrated and the meanings of different handshakes used in South Africa are compared with examples of when it is appropriate to use each handshake.

ASSESSMENT CRITERION 4

The concept of personal space is explained and indication is given of the consequences if one ignores commonly accepted business behaviour.

ASSESSMENT CRITERION 5

Behaviour that could be considered as sexual harassment in the workplace is described and an indication is given of how to deal with instances of sexual harassment.

SPECIFIC OUTCOME 3

Interact with people in a business setting.



ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The importance of first impressions in a business environment is explained and an indication is given of how first impressions can determine subsequent behaviour.

ASSESSMENT CRITERION 2

Visitors are greeted in keeping with established organisational culture.

ASSESSMENT CRITERION 3

People are introduced to each other in a business like manner.

ASSESSMENT CRITERION 4

Ways of closing an interaction with a visitor or customer are demonstrated for three different scenarios.

ASSESSMENT CRITERION 5

The importance of delivering on promises or making alternative arrangements is explained with reference to good customer service.

ASSESSMENT CRITERION 6

Ways of behaving professionally when provoked or in difficult circumstances are demonstrated for three different scenarios.

ASSESSMENT CRITERION 7

The importance of confidentiality in interpersonal relationships is explained with reference to company policy.

SPECIFIC OUTCOME 4

Assess own professional behaviour in a business setting.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Personal behaviour is analysed in three different situations in a business environment.

ASSESSMENT CRITERION 2

Personal behaviour is measured against own performance agreement or company standards.



ASSESSMENT CRITERION 3

Self development needs are identified and a plan is drawn up to address those needs.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

This Unit Standard will be internally assessed by the provider and moderated by a moderator registered by a relevant accredited ETQA or an ETQA that has a Memorandum of Understanding with the relevant accredited ETQA.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

N/A

UNIT STANDARD DEVELOPMENTAL OUTCOME

N/A

UNIT STANDARD LINKAGES

N/A

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO IDENTIFYING

Learners are able to identify and solve problems in which responses show that responsible decisions using critical and creative thinking have been made in demonstrating ways of behaving professionally when provoked or in difficult circumstances.

UNIT STANDARD CCFO WORKING

Learners can work effectively with others as a member of a team by understanding and applying commonly accepted business behaviour in their interactions with colleagues and customers.

UNIT STANDARD CCFO ORGANISING

Learners can organise and manage their own activities responsibly and effectively in behaving professionally in a work environment.

UNIT STANDARD CCFO COLLECTING

Learners can collect, organise and critically evaluate information in assessing the behaviour of peers in the workplace.

UNIT STANDARD CCFO COMMUNICATING



Learners are able to communicate effectively through the use of positive listening skills and appropriate non-verbal communication and by displaying cultural sensitivity and understanding across a range of social contexts.

UNIT STANDARD CCFO DEMONSTRATING

Learners can demonstrate an understanding of the world as a set of related systems by understanding the consequences of not adhering to a Company Code of Conduct.



Formative Assessments

During your training, you were required to complete a number of activities within each Lesson in your Learner Study Guide. You need to complete these activities and attach the evidence of each in this section of your PoE.



Summative Assessment Readiness Statement

Note: **R = Ready** for summative assessment. **NYR = Not Yet Ready** for summative assessment

Candidate's Name			ID No.	
Assessor's Name			Reg. No.	
Unit Standard Title	114959 Behave in a professional manner in a business environment			
ASSESSMENT DECISION				
Specific Outcome	R	NYR	Comments	
Know how to behave in a business environment				
Interpret body language in a business context				
Interact with people in a business setting				
Assess own professional behaviour in a business setting				

Assessor's / Facilitator's Declaration:

I hereby declare that I have assessed the learner's formative assessment and find the learner ready / not yet ready for the summative assessment

Assessor / Facilitator Name	Signature



SUMMATIVE ASSESSMENTS

Knowledge Questionnaire 114959

1. Give one example where a non-verbal communication signal contradicts a verbal message. (1)
2. Give one example where a non-verbal communication signal reinforces a verbal message. (1)
3. What would direct eye contact and a friendly expression indicate to customers and other people? (2)
4. What impression would other people get if you avoid eye contact? (1)
5. Why should you not turn your back on other people while they are talking? (1)
6. What impression will other people get if you slouch against a wall while talking to them? (1)
7. What impression do you create when you are walking up and down while communicating with someone else? (1)
8. What is meant by personal space? (1)
9. Why should you not intrude on other people's personal space? (1)
10. Explain why it is important to make sure that you deliver on promises you make to customers. (2)
11. Give one example of each type of confidential information found in your organisation: (3)
 - 11.1. Confidential employee information
 - 11.2. Confidential information about the organisation
 - 11.3. Confidential information about customers

TOTAL: 15



Practical Workplace Logbook

Attach the completed workplace logbook and workbook behind this page

Acknowledgment of Receipt

I _____

(Learner) acknowledge receipt of my Workplace assignment workbook on this the

_____ day of _____ 20_____

The process of on-the-job training has been explained to me.

Signature of Learner

Name of Facilitator/Mentor/Supervisor:

Signature of Facilitator/Mentor/Supervisor



Indirect Evidence

Indirect Evidence is evidence produced about the learner from another source. This is usually in the form of reports of third party sources, i.e. sources other than the assessor.

Indirect evidence can be used to verify the authenticity of other forms of evidence. In addition, it may be necessary to corroborate these forms of evidence.

Sources of indirect evidence include:

- ❖ Team outputs
- ❖ Work completed at an earlier stage
- ❖ Performance appraisals
- ❖ Training records
- ❖ Testimonials
- ❖ Reviews and commendations
- ❖ Certificates and qualifications
- ❖ Medals, prizes and trophies
- ❖ Customer / client ratings

Please attach any indirect evidence you may have on the required outcomes within the PoE behind this page.

Declaration Of Authenticity Of Evidence

I (Initials and Surname)	
ID No:	
<p>declare/certify that the learning activities completed in the Learner Activity Workbook in its entirety is my own original and authentic work (interpreter declaration to be completed where necessary) I acknowledge that should it come to the attention/reported to the Training Provider/ SETA or relevant authorities, and there is sufficient evidence to prove that there is an irregularity regarding the authenticity of this submission the necessary steps will be taken against me which can result in one or more of the following decisions being taken:</p>	
<ul style="list-style-type: none"> ❖ A criminal case being opened, ❖ Learner achievement certificate cancelled, withdrawn ❖ Non processing of Learner Achievement submissions to the SETA pending the outcome of an investigation ❖ De-registration as an Assessor/Moderator (where unauthorised assistance is provided by the Assessor/Facilitator) ❖ Investigation into the accreditation status of the Training Provider if there is an irregularity on the part of the Training Provider 	
<p>I know and understand the contents of this declaration: I have no objection to signing the prescribed declaration. The declaration was also explained to me by the Training Provider/Facilitator</p>	
Signature of Learner:	Date
Signature of Facilitator/Assessor:	Date



Evidence Locator & Sign-off 114959

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 114959	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO1, AC1 The dress code of an organisation is described and an indication is given of what is regarded as acceptable and unacceptable dress in a particular work environment	Knowledge Questionnaire Assignment 17			
SO1, AC2 The behaviour of three peers in a business workplace is observed and assessed against the recognised parameters of appropriate behaviour in a specific professional environment	Knowledge Questionnaire Assignment 17			
SO1, AC3 Positive listening skills are demonstrated and an indication is given of the potential consequences of displaying negative listening skills	Knowledge Questionnaire Assignment 17			
SO1, AC4 Regulations regarding smoking in the workplace are explained with reference to both legal requirements and established policy	Knowledge Questionnaire Assignment 17			
SO1, AC5 A Company Code of Good Conduct is understood and explained and an indication is given of the consequences of non-compliance	Knowledge Questionnaire Assignment 17			

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 114959	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO1, AC6 The concept of a work ethic is explained with reference to the responsibility and accountability of the individual	Knowledge Questionnaire Assignment 17			
SO2, AC1 Non-verbal communication signals are interpreted and an indication is given of how body language can reinforce or contradict a verbal message	Knowledge Questionnaire Assignment 18			
SO2, AC2 The role of posture and eye contact in communication are explained with examples from a business context	Knowledge Questionnaire Assignment 18			
SO2, AC3 The use of a handshake as a greeting in a business setting is demonstrated and the meanings of different handshakes used in South Africa are compared with examples of when it is appropriate to use each handshake	Knowledge Questionnaire Assignment 18			
SO2, AC4 The concept of personal space is explained and indication is given of the consequences if one ignores commonly accepted business behaviour	Knowledge Questionnaire Assignment 18			

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 114959	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO2, AC5 Behaviour that could be considered as sexual harassment in the workplace is described and an indication is given of how to deal with instances of sexual harassment	Knowledge Questionnaire Assignment 18			
SO3, AC1 The importance of first impressions in a business environment is explained and an indication is given of how first impressions can determine subsequent behaviour	Knowledge Questionnaire Assignment 19			
SO3, AC2 Visitors are greeted in keeping with established organisational culture	Knowledge Questionnaire Assignment 19			
SO3, AC3 People are introduced to each other in a business-like manner	Knowledge Questionnaire Assignment 19			
SO3, AC4 Ways of closing an interaction with a visitor or customer are demonstrated for three different scenarios	Knowledge Questionnaire Assignment 19			
SO3, AC5 The importance of delivering on promises or making alternative arrangements is explained with reference to good customer service	Knowledge Questionnaire Assignment 19			

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 114959	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO3, AC6 Ways of behaving professionally when provoked or in difficult circumstances are demonstrated for three different scenarios	Knowledge Questionnaire Assignment 19			
SO3, AC7 The importance of confidentiality in interpersonal relationships is explained with reference to company policy	Knowledge Questionnaire Assignment 19			
SO4, AC1 Personal behaviour is analysed in three different situations in a business environment	Knowledge Questionnaire Assignment 20			
SO4, AC2 Personal behaviour is measured against own performance agreement or company standards	Knowledge Questionnaire Assignment 20			
SO4, AC3 Self-development needs are identified and a plan is drawn up to address those needs	Knowledge Questionnaire Assignment 20			

Record Of Learning

Candidate's Name:				ID No	
Assessor's Name:				Ass. Reg. No	
Moderator's Name:				Mod. Reg. No	
Date:					
UNIT STANDARD	NQF LEVEL	CREDITS	DATE OF COMPLETION	SIGNATURE OF ASSESSOR	SIGNATURE OF MODERATOR
114959	2	4			



ASSESSMENT REVIEW

NAME of LEARNER		NAME of ASSESSOR	
VENUE		DATE of REVIEW	
UNIT STANDARD	114959 Behave in a professional manner in a business environment		
Review Dimension	ASSESSOR	LEARNER/ CANDIDATE	ACTION
The principles/criteria for good assessment were achieved?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment related to the registered unit standard?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment was practical?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
It was time efficient and cost-effective and did not interfere with my normal responsibilities?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment instruments were fair, clear and understandable	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment judgements was made against set requirements	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The venue and equipment was functional?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
Special needs were identified and the assessment plan was adjusted	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
Feedback was constructive against the evidence required	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
An opportunity to appeal was given	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The evidence was recorded	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
LEARNER'S DECLARATION OF UNDERSTANDING			
I am aware of the moderation process and understand that the moderator could declare the assessment decision invalid			
Learner	Date	Assessor	Date
		Moderator	Date



Assessor Review

Assessors must review the assessment process by completing this document. Please attach any additional information if required.

Evaluation Criteria	YES	NO
Was the assessment preparation adequate?		
Was the learner informed of the assessment and policies?		
Design/prepare the assessment tools & - documentation according to ETQA and company QMS correct?		
Integration into work or learning: Was the assessment as unobtrusive as possible?		
Was maximum use made of naturally occurring events & readily available evidence?		
Systematic Process: Was the assessment process properly planned & structured?		
Involvement of the learner: Was the learner involved throughout the assessment process?		
Did the learners contribute to the planning of assessment & the collection of evidence?		
Open: Did the learners understand the assessment process and the criteria, which apply?		
Environment: A supportive, non-threatening environment is created for assessment.		
Was the assessment Valid?		
Was the assessment Reliable?		
Was the assessment Consistent?		
Was the assessment Authentic?		
Was the assessment Sufficient?		
Was the assessment Current?		
Was the feedback given?		
Completed the result of the assessment according to the requirements of the organization and/or employer, as well as the relevant ETQA.		
Records & assessment instruments have to be kept for quality assurance purposes, as well as possible appeals.		
What did you as assessor do well?		



What did you as assessor not do well?	
Did you identify any weaknesses in the design of the assessment? If so, suggest improvements	
Quality of the unit standard: is it fit for the purpose it was designed for? If not, please make suggestions for improvements	
Additional comments	
Assessor signature	Date



Candidate Feedback Report

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	114959 Behave in a professional manner in a business environment		
Assessment Decision			
Source of Evidence	C	NYC	Comments
Assessments			
Product			
Indirect Evidence			
Overall Assessment Decision			
Additional Notes			
Date			
Signature of Assessor			Signature of Candidate



Candidate Appeal Form

Candidate's Name:	ID No.	
Assessor's Name:	Reg. No.	
Unit Standard Title:	114959 Behave in a professional manner in a business environment	
Date:		
SECTION 1		
<p>Candidate's reason for disagreeing with the assessment decision</p>		
<p>Assessor's rationale for the assessment decision</p>		
<p>Candidate's signature</p>		



Assessor's signature	
SECTION 2	
Internal Moderator's reconsidered decision and rationale	
Internal Moderator's Signature	
Advising Assessor's Signature	
Decision and rationale of the investigatory panel	
Learner Declaration	The above decisions have been explained to me and I accept the assessment decision
Learner's Signature	
Date	



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Please send this form to: The Training Provider



Assessor's Report 114959

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	114959 Behave in a professional manner in a business environment		
ASSESSMENT DECISION			
Specific Outcome	C	NYC	Comments
Know how to behave in a business environment			
Interpret body language in a business context			
Interact with people in a business setting			
Assess own professional behaviour in a business setting			
Overall Assessment Decision			
Comments			
Date			
Signature of Assessor		Signature of Candidate	



Moderator's Report 114959

Moderator's Name		Reg. No.	
Assessor's Name		Reg. No.	
Candidate's Name		ID No.	
Unit Standard Title	114959 Behave in a professional manner in a business environment		
MODERATION DECISION			
Specific Outcome	C	NYC	Comments
Know how to behave in a business environment			
Interpret body language in a business context			
Interact with people in a business setting			
Assess own professional behaviour in a business setting			
Overall Moderation Decision			
Feedback to Assessor			
Action Required			
Date of Moderation			
Signature of Moderator			
Signature of Assessor			
Signature of Candidate			



Agreed Assessment Plan 113924

Candidate's Name:			
Assessor's Name:			
Unit Standard Title:	113924 Apply basic business ethics in a work environment		
Special Assessment Requirements			
Event	Date, time and location	Resources required	Evidence to be generated
Attend Training		Training material, Facilitator	Attendance Register
Complete assessments		Assessments	Completed Assessments
Complete Portfolio of Evidence		Portfolio of Evidence guide	Completed Portfolio of Evidence
Submit Portfolio of Evidence to Training provider			Acknowledgement of receipt from Training provider
Assessor roles and responsibility			
Roles	<ul style="list-style-type: none"> ❖ Assessor ❖ Guide ❖ Feedback Agent ❖ Reviewer 		
Responsibilities	<ul style="list-style-type: none"> ❖ Consult candidate re assessment, assessment process and plan ❖ Agree assessment process and plan with candidate ❖ Forward documentation to candidate: plan, guide and assessment instruments ❖ Assess candidate with the use of different instruments ❖ Provide feedback on assessment findings ❖ Support candidate through assessment process ❖ Source feedback from candidate on assessment process ❖ Review assessment process and outcome ❖ Use assessment process as opportunity to transform assessment activities and outcomes 		



Candidate roles and responsibility	
Roles	<ul style="list-style-type: none"> ❖ Candidate ❖ Feedback agent ❖ Reviewer
Responsibilities	<ul style="list-style-type: none"> ❖ Be available for assessment ❖ Be actively involved in the consultative process ❖ Learn from the assessment process ❖ Provide feedback to the assessor in terms of the assessment as learning activity ❖ Provide feedback to the assessor on the efficacy of the assessment process ❖ Review own role and assessor role in the assessment process
Assessment Instruments	<ul style="list-style-type: none"> ❖ Portfolio of evidence ❖ Work sample ❖ Observation
Assessment Process	
Step	Date
<ul style="list-style-type: none"> ❖ Evaluation of POE addressing Essential Embedded Knowledge in unit standards ❖ Evaluation of Research Projects and other evidence address specific unit standards ❖ Consultation: assessment plan and assessment activities and instruments. Pre-assessment moderation and interviews conducted at this stage ❖ Observation: feedback on assessment against specific outcomes, critical outcomes and constructs in unit standards ❖ Feedback: to candidate regarding sufficiency of evidence and possible interview to gain supplementary evidence ❖ Feedback to candidate regarding assessment findings as well as review process 	
Feedback	Written feedback to be given to all stakeholders at the end of the assessment process, as well as verbal feedback to the candidate during assessment activities
Recording Process	Process and findings to be recorded and submitted for record keeping purposes as well as moderation and verification
Review Process	The review process is the responsibility of the assessor and the candidate. Joint reviewing will take place after feedback has been given to the candidate
Right to appeal	The candidate must be advised of the right to appeal



Accessibility and safety of environment	Step	Date
	<ul style="list-style-type: none"> ❖ Site inspection conducted ❖ Pre-assessment moderation conducted 	
Resources Required	<ul style="list-style-type: none"> ❖ Assignments ❖ POE ❖ Assessments 	

I confirm that:

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

Signed: _____

Date: _____

Overall Assessment Decision	Competent	Not yet competent	
Candidate's Signature		Date	
Assessor's Signature		Date	
Moderator's Signature		Date	



UNIT STANDARD 113924

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

REGISTERED UNIT STANDARD:

Apply basic business ethics in a work environment

SAQA US ID	UNIT STANDARD TITLE			
113924	Apply basic business ethics in a work environment			
ORIGINATOR		ORIGINATING PROVIDER		
SGB Insurance and Investment				
QUALITY ASSURING BODY				
-				
FIELD			SUBFIELD	
Field 03 - Business, Commerce and Management Studies			Finance, Economics and Accounting	
ABET BAND	UNIT STANDARD TYPE	PRE-2009 LEVEL	NQF NQF LEVEL	CREDITS
Undefined	Regular	Level 2	NQF Level 02	2
REGISTRATION STATUS		REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered		2012-07-01	2015-06-30	SAQA 0695/12
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2016-06-30		2019-06-30		

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.

This unit standard does not replace any other unit standard and is not replaced by any other unit standard.

PURPOSE OF THE UNIT STANDARD

This Unit Standard provides a basic introduction to ethics in a business environment and focuses on ethics and the learner.

The qualifying learner is capable of:

- ☐ Reflecting on own values and belief systems and how they influence own behaviour.
- ☐ Discussing how an individual's ethics impact on the people around him/her.
- ☐ Explaining how an individual can behave ethically in a business context.



- ☐ Demonstrate techniques for dealing with situations where own values and ethics conflict with work practice.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

There is open access to this Unit Standard. Learners should

- ☐ Hold a GETC or equivalent qualification, or
- ☐ Be competent in Communication and Mathematical Literacy at NQF level 1.

UNIT STANDARD RANGE

- ☐ The typical scope of this Unit Standard is ethics and professional behaviour of people in non-management positions in their interaction with internal and external customers.
- ☐ Ethical behaviour includes, but is not limited to, honouring one`s working hours, absence from work, bribes, gifts, disclosing a second job, conflict of interest, disclosures of a client, confidential information and how they relate to ethical business practice.
- ☐ Access to information required by the Employment Equity Act (EE) includes, but is not limited to the EE policy, EE report and numerical goals of the organisation.

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Reflect on own values and belief systems and how they influence own behaviour.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. The concepts of values, belief systems and ethics are explained with examples.

ASSESSMENT CRITERION 2

2. The source(s) of values and belief systems are identified and an indication is given of how an individual`s ethics and values affect behaviour.

ASSESSMENT CRITERION 3

3. Ways in which an individual may change his/her belief or value system are identified with examples.

SPECIFIC OUTCOME 2

Discuss how an individual`s ethics impact on the people around him/her.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1



1. Ways in which an individual's ethics impact on behaviour and interpersonal relationships are indicated with examples.

ASSESSMENT CRITERION 2

2. The impact of personal ethics on the use of language is explained with examples.

ASSESSMENT CRITERION 3

3. The importance of respecting confidentiality is explained in own context.

ASSESSMENT CRITERION 4

4. Ways in which an individual can influence the behaviour of others are identified and an indication is given of how this can impact on ethical conduct.

SPECIFIC OUTCOME 3

Explain how an individual can behave ethically in a business environment.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. The concept of ethical business practice is explained with examples.

ASSESSMENT CRITERION 2

2. Adherence to company policy and confidentiality are discussed in terms of ethical conduct.

ASSESSMENT CRITERION 3

3. Ethical ways of receiving and giving gifts and favours in a business context are discussed with reference to an organisation's code of conduct.

ASSESSMENT CRITERION 4

4. The importance of honesty in business dealings is explained with examples.

ASSESSMENT CRITERION 5

5. The deliverables in own work situation are identified and an indication is given of the importance of productivity, accountability, attendance and delivery of work on time.

SPECIFIC OUTCOME 4

Demonstrate techniques for dealing with situations where own ethics and values conflict with work.



OUTCOME NOTES

Demonstrate techniques for dealing with situations where own ethics and values conflict with work practice.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Methods for dealing with unethical behaviour are demonstrated for three different situations.

ASSESSMENT CRITERION 2

2. Methods of dealing with unethical business conduct are demonstrated for three scenarios.

ASSESSMENT CRITERION 3

3. Own values and beliefs are compared to company practice and an indication is given of how an employee can deal with a situation where there is a conflict of an ethical nature.

ASSESSMENT CRITERION 4

4. Ways of dealing with instances where an employee's rights are undermined are demonstrated for three case studies.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

Accreditation for this Unit Standard shall be obtained from the relevant Education and Training Quality Assurance Body, through summative and formative assessment by a registered assessor.

- ☐ Assessors must be registered as an Assessor with the relevant ETQA
- ☐ Moderators must be registered as assessors with the relevant ETQA, or with an ETQA that has a Memorandum of Agreement with the relevant ETQA.
- ☐ Training providers must be accredited by the relevant ETQA.

Moderation should include both internal and external moderation where applicable.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

N/A

UNIT STANDARD DEVELOPMENTAL OUTCOME

N/A

UNIT STANDARD LINKAGES

N/A



Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO IDENTIFYING

Learners are able to identify and solve problems in which responses show that responsible decisions in using critical and creative thinking have been made in demonstrating ways of dealing with instances where an employee's rights are undermined and indicating how an employee can deal with situations where there is conflict.

UNIT STANDARD CCFO WORKING

Learners can work effectively with others as a member of a team in understanding how an individual's ethics impact on behaviour and interpersonal relationships.

UNIT STANDARD CCFO ORGANISING

Learners can organise and manage their own activities responsibly and effectively in behaving professionally in a work environment.

UNIT STANDARD CCFO COLLECTING

Learners can collect, organise and critically evaluate information in identifying the deliverables in own work situation.

UNIT STANDARD CCFO COMMUNICATING

Learners are able to communicate effectively in demonstrating methods of dealing with unethical behaviour, unethical business conduct and instances where an employee's rights are undermined.

UNIT STANDARD CCFO DEMONSTRATING

Learners can demonstrate an understanding of the world as a set of related systems by understanding the relationship between ethics and behaviour.



Formative Assessments

During your training, you were required to complete a number of activities within each Lesson in your Learner Study Guide. You need to complete these activities and attach the evidence of each in this section of your PoE.



Summative Assessment Readiness Statement

Note: **R = Ready** for summative assessment. **NYR = Not Yet Ready** for summative assessment

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	113924 Apply basic business ethics in a work environment		
ASSESSMENT DECISION			
Specific Outcome	R	NYR	Comments
Reflect on own values and belief systems and how they influence own behaviour			
Discuss how an individual`s ethics impact on the people around him/her			
Explain how an individual can behave ethically in a business environment.			
Demonstrate techniques for dealing with situations where own ethics and values conflict with work			

Assessor's / Facilitator's Declaration:

I hereby declare that I have assessed the learner's formative assessment and find the learner ready / not yet ready for the summative assessment

Assessor / Facilitator Name	Signature



SUMMATIVE ASSESSMENTS

Knowledge Questionnaire 113924

1. Explain the following: values: (1)
2. Belief systems; (1)
3. Ethics: (1)
4. A colleague leaves five minutes early every day in order to catch an earlier bus home. What should you do? (3)
5. What is your company's policy regarding receiving gifts from customers? (2)
6. What is your company's policy regarding giving gifts to customers? (2)
7. You have overheard two employees discussing the HIV/AIDS status of a third employee. Which rights of the third employee have been undermined? What action should you take? (4)
8. Personal ethics can also affect the use of language: the use of swear words or the use of derogatory terms such as calling a woman a bitch, or giving people of other races derogatory names, etc. Give an example of when someone else's personal ethics caused them to use derogatory language against you or someone else. (1)

TOTAL: 15



Practical Workplace Logbook

Attach the completed workplace logbook and workbook behind this page

Acknowledgment of Receipt

I _____

(Learner) acknowledge receipt of my Workplace assignment workbook on this the

_____ day of _____ 20_____

The process of on-the-job training has been explained to me.

Signature of Learner

Name of Facilitator/Mentor/Supervisor:

Signature of Facilitator/Mentor/Supervisor



Indirect Evidence

Indirect Evidence is evidence produced about the learner from another source. This is usually in the form of reports of third party sources, i.e. sources other than the assessor.

Indirect evidence can be used to verify the authenticity of other forms of evidence. In addition, it may be necessary to corroborate these forms of evidence.

Sources of indirect evidence include:

- ❖ Team outputs
- ❖ Work completed at an earlier stage
- ❖ Performance appraisals
- ❖ Training records
- ❖ Testimonials
- ❖ Reviews and commendations
- ❖ Certificates and qualifications
- ❖ Medals, prizes and trophies
- ❖ Customer / client ratings

Please attach any indirect evidence you may have on the required outcomes within the PoE behind this page.

Declaration Of Authenticity Of Evidence

I (Initials and Surname)	
ID No:	
<p>declare/certify that the learning activities completed in the Learner Activity Workbook in its entirety is my own original and authentic work (interpreter declaration to be completed where necessary) I acknowledge that should it come to the attention/reported to the Training Provider/ SETA or relevant authorities, and there is sufficient evidence to prove that there is an irregularity regarding the authenticity of this submission the necessary steps will be taken against me which can result in one or more of the following decisions being taken:</p>	
<ul style="list-style-type: none"> ❖ A criminal case being opened, ❖ Learner achievement certificate cancelled, withdrawn ❖ Non processing of Learner Achievement submissions to the SETA pending the outcome of an investigation ❖ De-registration as an Assessor/Moderator (where unauthorised assistance is provided by the Assessor/Facilitator) ❖ Investigation into the accreditation status of the Training Provider if there is an irregularity on the part of the Training Provider 	
<p>I know and understand the contents of this declaration: I have no objection to signing the prescribed declaration. The declaration was also explained to me by the Training Provider/Facilitator</p>	
Signature of Learner:	Date
Signature of Facilitator/Assessor:	Date



Evidence Locator & Sign-off 113924

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 113924	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO1, AC1 The concepts of values, belief systems and ethics are explained with examples	Knowledge Questionnaire Assignment 21			
SO1, AC2 The source(s) of values and belief systems are identified and an indication is given of how an individual's ethics and values affect behaviour	Knowledge Questionnaire Assignment 21			
SO1, AC3 Ways in which an individual may change his/her belief or value system are identified with examples	Knowledge Questionnaire Assignment 21			
SO2, AC1 Ways in which an individual's ethics impact on behaviour and interpersonal relationships are indicated with examples	Knowledge Questionnaire Assignment 22			
SO2, AC2 The impact of personal ethics on the use of language is explained with examples	Knowledge Questionnaire Assignment 22			
SO2, AC3 The impact of personal ethics on the use of language is explained with examples	Knowledge Questionnaire Assignment 22			



Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 113924	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO2, AC4 Ways in which an individual can influence the behaviour of others are identified and an indication is given of how this can impact on ethical conduct	Knowledge Questionnaire Assignment 22			
SO3, AC1 The concept of ethical business practice is explained with examples	Knowledge Questionnaire Assignment 23			
SO3, AC2 Adherence to company policy and confidentiality are discussed in terms of ethical conduct	Knowledge Questionnaire Assignment 23			
SO3, AC3 Ethical ways of receiving and giving gifts and favours in a business context are discussed with reference to an organisation's code of conduct	Knowledge Questionnaire Assignment 23			
SO3, AC4 The importance of honesty in business dealings is explained with examples	Knowledge Questionnaire Assignment 23			
SO3, AC5 The deliverables in own work situation are identified and an indication is given of the importance of productivity, accountability, attendance and delivery of work on time	Knowledge Questionnaire Assignment 23			
SO4, AC1 Methods for dealing with unethical behaviour are demonstrated for three different situations	Knowledge Questionnaire Assignment 24			

Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 113924	Sources of evidence (where/how the assessor can find the evidence)			Assessor's comments in support of judgement (where required)
		✓	X	
SO4, AC2 Methods of dealing with unethical business conduct are demonstrated for three scenarios	Knowledge Questionnaire Assignment 24			
SO4, AC3 Own values and beliefs are compared to company practice and an indication is given of how an employee can deal with a situation where there is a conflict of an ethical nature	Knowledge Questionnaire Assignment 24			
SO4, AC4 Ways of dealing with instances where an employee's rights are undermined are demonstrated for three case studies	Knowledge Questionnaire Assignment 24			

Record Of Learning

Candidate's Name:				ID No	
Assessor's Name:				Ass. Reg. No	
Moderator's Name:				Mod. Reg. No	
Date:					
UNIT STANDARD	NQF LEVEL	CREDITS	DATE OF COMPLETION	SIGNATURE OF ASSESSOR	SIGNATURE OF MODERATOR
113924	2	2			



ASSESSMENT REVIEW

NAME of LEARNER		NAME of ASSESSOR	
VENUE		DATE of REVIEW	
UNIT STANDARD	113924 Apply basic business ethics in a work environment		
Review Dimension	ASSESSOR	LEARNER/ CANDIDATE	ACTION
The principles/criteria for good assessment were achieved?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment related to the registered unit standard?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment was practical?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
It was time efficient and cost-effective and did not interfere with my normal responsibilities?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment instruments were fair, clear and understandable	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment judgements was made against set requirements	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The venue and equipment was functional?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
Special needs were identified and the assessment plan was adjusted	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
Feedback was constructive against the evidence required	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
An opportunity to appeal was given	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The evidence was recorded	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
LEARNER'S DECLARATION OF UNDERSTANDING			
I am aware of the moderation process and understand that the moderator could declare the assessment decision invalid			
Learner	Date	Assessor	Date
		Moderator	Date



Assessor Review

Assessors must review the assessment process by completing this document. Please attach any additional information if required.

Evaluation Criteria	YES	NO
Was the assessment preparation adequate?		
Was the learner informed of the assessment and policies?		
Design/prepare the assessment tools & - documentation according to ETQA and company QMS correct?		
Integration into work or learning: Was the assessment as unobtrusive as possible?		
Was maximum use made of naturally occurring events & readily available evidence?		
Systematic Process: Was the assessment process properly planned & structured?		
Involvement of the learner: Was the learner involved throughout the assessment process?		
Did the learners contribute to the planning of assessment & the collection of evidence?		
Open: Did the learners understand the assessment process and the criteria, which apply?		
Environment: A supportive, non-threatening environment is created for assessment.		
Was the assessment Valid?		
Was the assessment Reliable?		
Was the assessment Consistent?		
Was the assessment Authentic?		
Was the assessment Sufficient?		
Was the assessment Current?		
Was the feedback given?		
Completed the result of the assessment according to the requirements of the organization and/or employer, as well as the relevant ETQA.		
Records & assessment instruments have to be kept for quality assurance purposes, as well as possible appeals.		
What did you as assessor do well?		



What did you as assessor not do well?	
Did you identify any weaknesses in the design of the assessment? If so, suggest improvements	
Quality of the unit standard: is it fit for the purpose it was designed for? If not, please make suggestions for improvements	
Additional comments	
Assessor signature	Date



Candidate Feedback Report

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	113924 Apply basic business ethics in a work environment		
Assessment Decision			
Source of Evidence	C	NYC	Comments
Assessments			
Product			
Indirect Evidence			
Overall Assessment Decision			
Additional Notes			
Date			
Signature of Assessor			Signature of Candidate



Candidate Appeal Form

Candidate's Name:	ID No.	
Assessor's Name:	Reg. No.	
Unit Standard Title:	113924 Apply basic business ethics in a work environment	
Date:		
SECTION 1		
<p>Candidate's reason for disagreeing with the assessment decision</p>		
<p>Assessor's rationale for the assessment decision</p>		
Candidate's signature		
Assessor's signature		



SECTION 2	
Internal Moderator's reconsidered decision and rationale	
Internal Moderator's Signature	
Advising Assessor's Signature	
Decision and rationale of the investigatory panel	
Learner Declaration	The above decisions have been explained to me and I accept the assessment decision
Learner's Signature	
Date	

Please send this form to: The Training Provider



Assessor's Report 113924

Candidate's Name		ID No.	
Assessor's Name		Reg. No.	
Unit Standard Title	113924 Apply basic business ethics in a work environment		
ASSESSMENT DECISION			
Specific Outcome	C	NYC	Comments
Reflect on own values and belief systems and how they influence own behaviour			
Discuss how an individual's ethics impact on the people around him/her			
Explain how an individual can behave ethically in a business environment.			
Demonstrate techniques for dealing with situations where own ethics and values conflict with work			
Overall Assessment Decision			
Comments			
Date			
Signature of Assessor		Signature of Candidate	



Moderator's Report 113924

Moderator's Name		Reg. No.	
Assessor's Name		Reg. No.	
Candidate's Name		ID No.	
Unit Standard Title	113924 Apply basic business ethics in a work environment		
MODERATION DECISION			
Specific Outcome	C	NYC	Comments
Reflect on own values and belief systems and how they influence own behaviour			
Discuss how an individual`s ethics impact on the people around him/her			
Explain how an individual can behave ethically in a business environment.			
Demonstrate techniques for dealing with situations where own ethics and values conflict with work			
Overall Moderation Decision			
Feedback to Assessor			
Action Required			
Date of Moderation			
Signature of Moderator			
Signature of Assessor			
Signature of Candidate			



MODERATION

Moderation Of Assessments Must Be Planned In Order To:

- ❖ Identify the outcomes as per unit standards
- ❖ Identify the evidence to be collected
- ❖ Identify steps of a logical process
- ❖ Design an appropriate assessment (criteria and tool)
- ❖ Review success or adjustments to be made to the assessments
- ❖ Provide appropriate feedback and set targets and action plans

Pre-Assessment Moderation

This occurs prior to assessment taking place and includes moderation of:

- ❖ Assessor suitability/qualifications
- ❖ Assessment guidelines which are explained to all assessors in bi-weekly meetings
- ❖ Standardised assessment tools which are reviewed in assessor meetings
- ❖ Guidelines for organising evidence (see Portfolio of Evidence guidelines)
- ❖ Assessor/candidate appeals process
- ❖ The assessor must consult with the moderator to ensure that the assessment instrument is valid, reliable and practicable. The moderation model will be the assessor moderator comparison, so as to ensure that the assessment instrument is fit for purpose and that the assessment plan is adequate in order to achieve the outcomes of the assessment process.

Post Assessment Moderation

Post-assessment moderation must take place at the end of the assessment process, once feedback has been given to the candidate.

Post-assessment moderation must check specifically that the evidence on which the decision of competence is based is valid, authentic, current and sufficient. Until post-assessment moderation has taken place, the assessment process is incomplete, as there is a chance that the moderator may disagree with the assessor regarding the decision reached in terms of competence.

Even so, the candidate needs to be cautioned that external moderation/verification needs to take place prior to candidate achievement being confirmed and recorded on the National Candidate Record Database.

The focus in post-assessment moderation is also to address continuous improvement of assessment activities and tools. The moderator needs to critically evaluate the review process and ensure that candidate consultation in the review process was both meaningful and constructive i.e. avoid simplistic yes/no questions which give little qualitative data.

25% of all assessment sampling across the board is moderated. The samples are representative of assessments conducted by each assessor and for each project



WORKPLACE ASSIGNMENT WORKBOOK

NAME	
CONTACT ADDRESS	
Code	
Telephone (H)	
Telephone (W)	
Cellular	
Learner Number	
Identity Number	

EMPLOYER	
EMPLOYER CONTACT ADDRESS	
Code	
Supervisor Name	
Supervisor Contact Address	
Code	
Telephone (H)	
Telephone (W)	
Cellular	



Introduction to the Practical Workplace Logbook

Congratulations completing the program. As part of your training you are required to keep a logbook of all practical on the job training and exposure you receive during the learning process.

You will now be assigned to a mentor who will oversee your off-site training, usually referred to as on-the-job training.

The mentor will assist and advise you on the practical aspects of the job, how to fit into the company, what is expected of you as an employee and as a future supervisor.

This Practical Workplace Logbook must be used as a guide to enable learners to achieve the specific outcomes, including the critical cross-field outcomes of the unit standard for this Learning Programme.

The purpose of the Logbook is to indicate to learners and their workplace coaches / mentors / assessors the practical skills to be developed and to be demonstrated by them in the workplace in order for them to meet the requirements of the specific outcomes and critical cross-field outcomes listed in the unit standard.

Learners must be able to prove their competence at the prescribed skills by being given the opportunity to participate in and perform the tasks / responsibilities that will expose them to the specific outcomes and critical cross-field outcomes and associated skills.

Workplace coaches / mentors / assessors must assess competence in the workplace by looking for evidence in a learner to perform the different tasks in a manner that meets the requirements of the unit standard.

Workplace coaches / mentors / assessor must also ensure that the workplace:

- ❖ Is conducive to fair and objective assessments
- ❖ Enables the learner to apply and demonstrate skill and knowledge
- ❖ Allows the learners to feel comfortable to learn and to be assessed

Organisation Name	
Programme Coordinator	
Coordinator Contact Details	
Training Provider	
Provider Role: <ul style="list-style-type: none">• Manage delivery• Manage assessment• Manage full provision	
Programme Nature and Name <ul style="list-style-type: none">• Qualification• Learnership• Learning Programme• Skills Programme	



Programme Duration (Notional Hours)	
Workplace Component (Notional Hours)	

- ❖ Is supportive of the learning interventions

Criteria	Met	Not Yet Met
The learner is familiar with all required workplace exposure for this learning programme, and has access to the logbook requirements		
The employer / organisation is familiar with all required workplace exposure for this learning programme and has access to the logbook requirements		
All required assessment instruments and resources are available in advance to the employer to carry out workplace assessments		

Responsibilities

Responsibilities of the learner

include:

- ❖ One hundred percent commitment to the learning process. Learners are encouraged to study any additional source of information relevant to this learning process.
- ❖ Doing all assignments contained in this logbook as well any tasks and assignments received from your mentor or supervisor to whom you have been assigned.
- ❖ Although the mentor is responsible to sign off all sections completed, it is the learner's responsibility to ensure that all paperwork is completed and handed in for filing on his/her record of learning. It should be clearly stated to learners that a 100% complete record of learning, as prescribed by this logbook, is their sole responsibility. Any document missing from the record may result in your not being declared competent.
- ❖ Discuss any problems that you may have with your mentor.

Mentor

Congratulations on your appointment as a mentor to the learner. This is a very responsible assignment because you have been tasked with the responsibility of rounding off the learner's practical exposure.

You must ensure that you are familiar with all aspects of the work covered in this logbook because you must keep a daily account of the learner's performance.

You are also required to report to the skills development facilitator, or as agreed between yourself, the coordinator and the learner regarding the learner's progress. Your responsibilities as mentor are as follows:

- ❖ Attend the mentoring course
- ❖ Study the logbook and acquaint yourself with its content and format
- ❖ Remember this logbook is the learner's full record of learning and workplace exposure. All activities which the learner participates in must be recorded, and all documents produced in relation to this learnership must form part of the record of learning
- ❖ Get all the learners together and explain its purpose to them and also what is required of them
- ❖ Remember the mentor is the creator of learning and exposure opportunities. You should therefore not confine the learner's exposure to this logbook alone
- ❖ Continuously guide them in doing the assignments and arranging the planned exposure with the relevant departments
- ❖ File all duplicate records of learning on a file for each learner
- ❖ Send all original records to the training provider at the end of end of each month. The Seta also requires that copies be held at the companies
- ❖ This logbook need not be followed chronologically, but please note that the learner is required to work through the entire logbook by the end of the learning period



Responsibilities of the Employer

- ❖ Creating an atmosphere conducive to learning
- ❖ Giving learners ample access to the working environment. Remember that learners should be productive employees to get practical exposure to all aspects of the transport operation as required by the learnership
- ❖ Ensure that learners, mentors and assessors attend all training required and arrange and pay travelling and accommodation costs
- ❖ Ensure availability of sufficient mentors and workplace assessors

Training Provider Responsibility

- ❖ Provide all practical learning material in electronic and/or hard copy, depending on the circumstances
- ❖ Provide training for mentors and workplace assessors if required and provide the learning material
- ❖ Visit employers to monitor progress and provide guidance and feedback.
- ❖ Provide an online and telephonic support system to all mentors and learners

SUMMATIVE WORKPLACE ASSESSMENTS

Workplace Assignments 119668

Assignment 1: Implement Action Plans

Activity 1.1

Set the goals and objectives for the business you would like to start

Activity 1.2

Compile an action plan to manage business operations. Include the business concept identified in the business plan. Assign roles and responsibilities to the relevant people. Include task lists. Include legal issues, safety regulations and risk factors that apply to your business idea.

Activity 3

Implement the action plan in your own business and write a report about the implementation of the plan during the first 3 months.

OR

Visit an existing business, view how the action plan is implemented and write a report about the process, problems experienced, and corrective action taken.



Assignment 2: Mobilise Resources

Activity 2.1

Identify the resources that you will require for your business. Make a list of these resources, contact them and get a quote of their costs.

Activity 2.2

Prioritise the resources

Assignment 3: Manage Own Time Productively

Activity 3.1

Draw up a list of priorities for managing your own time. Make sure that you schedule your activities with time frames. Account for interruptions and build these into your schedule. Monitor your schedule daily and present to your facilitator as proof. Also make sure that private and business time is balanced to ensure overall personal productivity



Assignment 4: Monitor Productivity in a Business Venture

Do the following for your own business, or visit another business and note their productivity activities:

Activity 4.1

1. What would the inputs and outputs be for your business?

Activity 4.2

1. How do you measure productivity in your business?
2. Which factors influence productivity negatively?
3. Which factors have a positive influence on productivity?

Activity 4.3

1. Describe the actions you take to improve productivity for your business?

2. Describe how and when you monitor productivity in your business? Attach copies of reports, etc. as proof.

Activity 4.4

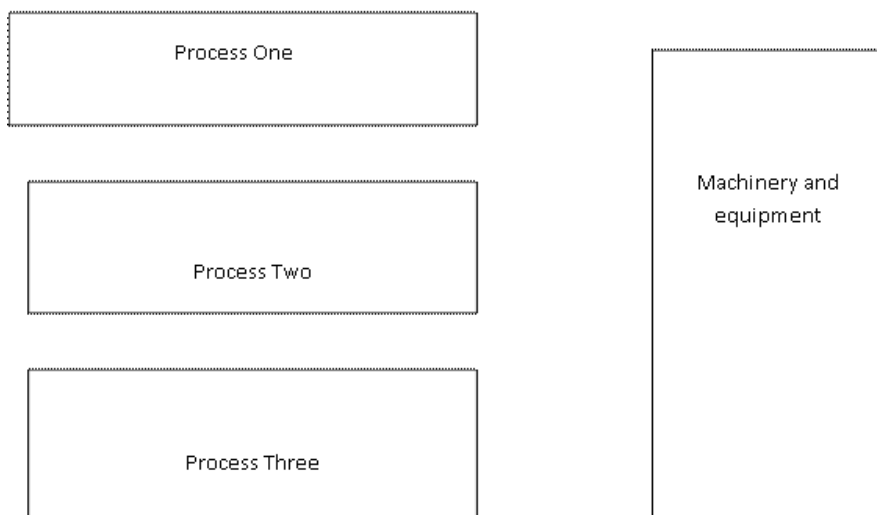
What measures are taken to continuously improve productivity in your business?



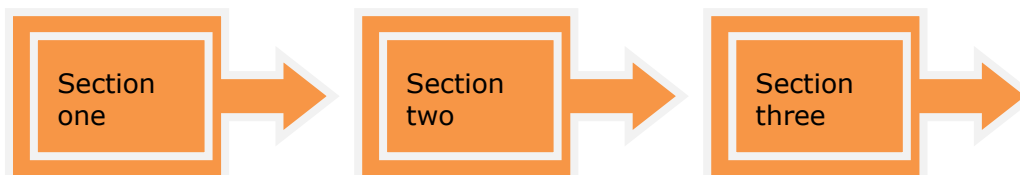
Activity 4.5

Draw a workflow or production process layout of the business.

e.g.



OR



Assignment 5: Implement and Manage a Basic Quality System in a New Venture

Activity 5.1

Identify the quality requirements for your business

Activity 5.2

Write a quality control procedure for your business idea. Explain how you will control, monitor and evaluate the quality control procedure.

Activity 5.3

Manage the quality process for your business. Attach copies of inspections and quality reports as proof.

OR

Visit a business to view how they manage quality. Write a report about this business. Attach copies of inspections and quality reports as proof.



Workplace Assignments 13932

Assignment 6: Process Petty Cash Transactions

Activity 6.1

Record the transactions in the petty cash journal. Use the blank form in the assessment handout.

Transactions for March:

01 Drew a cash cheque for R200 – cheque 21

PETTY CASH VOUCHER			No: 01
Date	3 March 200...	Amount	R12.60
For	Postage on a parcel		
Signature			

05 paid R21 to Paper & Co for stationery – petty cash voucher 02

11 Bought stamps from the Post Office – R24

13 Paid a worker R30 for cleaning the windows

17 Paid R20 to Quick Transport to deliver goods to a debtor, A.J. Nel.

23 Paid R35,40 to PG Glass for replacing a window pane

28 Donated R15 to the local old age home

30 Drew a cash cheque for R150 to pay into the petty cash – cheque 34

Activity 6.2

Volunteer your services to a community project, a business of someone you know, or take on a part-time job.

Process petty cash for the business. Attach copies of the petty cash book to prove that you did process petty cash. The copies have to be signed by your employer as proof.



Assignment 7: Explain the Banking Procedures Conducted Within the Organisational Context

Activity 7.1

Describe procedures for receiving money.

Activity 7.2

Describe procedures for making payments. (6)

Activity 7.3

1. List the source documents for banking.
2. Explain why the following is important: Date stamp.
3. Account name and number
4. Amount of the deposit
5. Explain cheques that are crossed "Not Transferable"
6. List the information you will need to issue an invoice. (6)

Assignment 8: Process Payments

Activity 8.1

XYZ Trading sold the following goods on credit on 14 April:

To Mrs C.A. Terer 5 table cloths at R25.00 each (cost of sales R16.5); and 50 white dinner plates at R8.00 each (cost of sales R5.60 each). Next invoice number 325.

Payment terms 30 days from invoice

To P. Khoza 12 serving dishes and cutlery combo sets at R112 each (cost of sales R79). Next invoice number 326. Payment terms 30 days from statement.

Draw up the invoices.

INVOICE (1) XYZ Traders 321 Church Street, Timbuktu, 12458					No 325 (1)	
To: (1) Mrs C.A. Terer Timbuktu 12458					Date: 14 April 200...	
Quantity	Description	Price			Amount Due	
5 (1)	Table cloths(1)	(1) 25	R	00	(1) 125	R 00
50(1)	White dinner plates(1)	(1) 8	R	00	(1) R400	00
Total					(1) R525	00
Terms 30 days from date of invoice (1)						

INVOICE XYZ Traders 321 Church Street, Timbuktu, 12458					No 326	
To: Mr P. Khoza Timbuktu 12458					Date: 14 April 200...	



Quantity	Description	Price		Amount Due	
12	Serving dish and cutlery combo sets	112	R 00	1344	R 00
Total				R1344	00
Terms 30 days from date of statement					

Activity 8.2

For your job or business, collect the information needed to issue an invoice and issue 2 invoices. Attach copies of the invoices as proof

Assignment 9: Process Banking Transactions

Activity 9.1

In the assessment handout you will find the following documents:

- ❖ Deposit slips
- ❖ Cheques
- ❖ Bank statement

Do the following:

1. Make out a deposit slip to deposit the following into your bank account:
 - ❖ A cheque for R700 issued by P. Polokwane for transport for the following two months ahead for children.
 - ❖ And cash of R13500.
 2. Write out the following cheques.
 - You need to buy new seats for one of your buses so that it meets the standards required by the tender contract you are planning to win. You speak to an old friend of yours who works in the seat-manufacturing industry and he decides to help you out. His company, "Sit-rite", is willing to sell you 100 seats for only R3000 – 00.
 - While you are out collecting the seats, your secretary phones you and tells you that your printer has broken. You need to be able to print itineraries for your passengers and must buy a new one. You stop in at "Walter's Compu-warehouse" where you buy a printer for R1449 – 00. You have enough food for the week that you will be away. You stop in at "Pick 'n Pay" to buy the groceries that you will need. They cost you R897 –90 altogether.
 - It is the end of the month and your secretary needs to be paid her salary. You usually do an electronic payment into her account but this month she has asked for a cash cheque rather. You write a cheque out for her salary of R1500-00.
- ❖ Calculate how much money you have left in the bank.
 - ❖ Reconcile the bank statement

Activity 9.2

1. Process banking transactions for your business or at your job. Attach copies to prove that you did process banking transactions.
2. Explain safety procedures regarding the handling of money in your organisation
3. Who do you report irregularities to?



Workplace Assignments 13929

Assignment 10: Identify A Date, Venue and Time for A Meeting or Event

Activity 10.1

1. Arrange an event for your employer or for your business.
2. Send out a notice to advise attendees of the event
3. Attach a copies of quotes you received from the venues



Assignment 11: Arrange Venue and Catering

Activity 11.1

Make a list of equipment that will be needed

Activity 11.2

Write a fax to the venue to confirm the booking

Activity 11.3

Include a layout of the tables and seating arrangements.

Activity 11.4

Select a three course menu for the event in consultation with the caterers at the venue.

Activity 11.5

Draw up an agenda for the event

Activity 11.6

Make arrangements to pay the deposit. Attach a copy of your fax as proof

Assignment 12: Make Travel, Car Hire and Accommodation Arrangements

Activity 12.1

Make the necessary car hire arrangements. Attach copies of the bookings and payment as proof.

Activity 12.2

Make travel arrangements for people who are arriving by air, train or bus. Attach copies of the bookings and payment as proof.

Activity 12.2

Make accommodation arrangements for attendees who have to sleep over. Attach copies of the bookings and payment as proof.

Assignment 13: Assemble and Distribute Documentation for Meeting or Event in Good/Sufficient Time to Attendees

Activity 13.1

Develop a list of attendees. Attach a copy of the list.

Activity 13.2

Develop an invitation form to send to the attendees of the event

Activity 13.3

Develop a final agenda for the event

How many copies do you have to make?

Attach copies of the invitation and agenda to your assignment.



Workplace Assignments 13930

Assignment 14: Oversee the Reception of Visitors

Activity 14.1

Describe the procedure for receiving visitors in your organisation

Activity 14.2

Spend 3 to 4 days at reception to assist the receptionist. Get written confirmation from the receptionist and your supervisor that you were able to:

- Receive visitors according to the standards in your organisation.
- Process deliveries to the organisation

Activity 14.3

Explain the procedure for processing incoming faxes in your organisation

Activity 14.4

Discuss an incident where deliveries or documents were received but not delivered to the correct person on time. What were the consequences of this non-conformance?

Activity 14.5

How was the system improved to ensure that this does not happen again?

Assignment 15: Ensure That Visitors Are Consulted According to Organisational Requirements

Activity 15.1

What is the procedure in your organisation when visitors have to wait for the person they have come to see?

Activity 15.2

What is the procedure when reception is very busy and the receptionist cannot attend to all the customers?

Activity 15.3

What procedure must be followed if the visitor requests information that the receptionist cannot answer? Who must the query be escalated to?

Activity 15.4

Get written confirmation from the receptionist and your supervisor that you were able to ensure that visitors are consulted according to organisation requirements.

Assignment 16: Monitor Visitors' Satisfaction

Activity 16.1

Draw up a questionnaire of six questions to monitor customers' satisfaction. Obtain permission from management to place these questionnaires at reception. Attach a copy of the questionnaire to your assessment

Activity 16.2

After a period of one to two weeks, collect the completed questionnaires from reception and evaluate the feedback received from customers. Attach a copy of your evaluation to the assessment

Activity 16.3

Identify areas of improvement based on the customers' feedback. Write a memo to your supervisor to make suggestions for improvement. Attach the memo to your assessment.

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Assignment 17: Know How to Behave in a Business Environment

Activity 17.1

Describe the dress code of your organisation: what dress is acceptable and what is unacceptable? Give two examples of each as they relate to men and women

Activity 17.2

During your pre-training assessment you were requested to analyse a fellow worker in your department and compare his/her behaviour to the code of conduct. Note your conclusions.

Activity 17.3

Analyse a fellow worker from a different department and compare his/her behaviour to the code of conduct. Note your conclusions.

Activity 17.4

Study the company policy regarding smoking and summarise the policy in connection with the following:

1. In which areas are employees allowed to smoke?
2. How often are they allowed to take time off during working hours to smoke?
3. What are the consequences of these policies are not adhered to?
4. What does your company Code of Good Conduct say about addressing customers?

Activity 17.5

In your own words, explain work ethic regarding your responsibilities at work.

1. How you should do your work?
2. What you should do if you make a mistake?
3. When you arrive late at work due to unforeseen circumstances?
4. Starting time of work after lunch?



Assignment 18: Interpret Body Language in a Business Context

Activity 18.1

Witness an interaction between a colleague and a customer. Note their body language. Describe what their body language indicated while they were talking to each other.

Activity 18.2

Describe a conflict between two colleagues. Note their body language. Describe what their body language indicated while they were talking to each other.

Activity 18.3

Study your organisation's code of conduct about sexual harassment. What is regarded as sexual harassment? If it is not stated directly in the code of conduct, discuss the matter with the HR department.

Activity 18.4

What handshake is commonly used in your organisation?



Assignment 19: Interact With People in a Business Setting

In a previous assignment you had to spend time at reception. Do the following activities as they related to your time at reception.

Activity 19.1

Explain your organisation's policy regarding greeting visitors

Activity 19.2

Explain how people are introduced to each other in your organisation

Activity 19.3

Describe an interaction you had with a customer:

1. Give the date as well as the customer and the names of witnesses
2. Did you greet the customer according to the procedures of the organisation?
3. Were you able to satisfy the customer's needs?
4. Did you deliver on the promise you made to the customer?
5. Did you keep your composure with the customer?
6. How did you close the interaction?

At least one witness and your supervisor must sign your report to confirm that the content is true and your own work. Assignment 20: Assess Own Professional Behaviour in a Business Setting



Assignment 20: Assess Own Professional Behaviour in a Business Setting

Activity 20.1

List at least three aspects of your non-verbal behaviour that you want to change

Activity 20.2

Analyse your communication with fellow employees and identify at least three areas where you want to improve

Activity 20.3

Analyse your communication with customers and identify at least three areas where you want to improve

Activity 20.4

Compare your communication behaviour and style of dressing with the code of conduct of the organisation and identify at least three areas of improvement

Activity 20.5

Draw up an action plan to improve the areas listed above. Attach the plan to your assessment.

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Assignment 21: Reflect On Own Values and Belief Systems and How They Influence Own Behaviour

Activity 21.1

1. Give an example of your own values
2. Give an example of your belief system
3. Give an example of your personal ethics

Activity 21.2

What do you think is the source of your values, belief systems and ethics?

Activity 21.3

How do your values, belief systems and ethics affect your behaviour towards management?

Activity 21.4

How do your values, belief systems and ethics affect your behaviour towards people of the opposite sex?

Activity 21.5

Identify two examples of your own values, belief systems or ethics that you want to change. Explain how you will go about changing them



Assignment 22: Discuss How an Individual's Ethics Impact on the People around Him/Her

Activity 22.1

Explain how your manager or supervisor can influence your behaviour if s/he wants to do a deal with a customer that includes a bribe and wants to cut you in on the deal

Activity 22.2

How do your ethics impact on personal relationships with members of the opposite sex?

Activity 22.3

How do your parents' ethics impact on you?

Activity 22.4

How do your friends' ethics impact on you?



Assignment 23: The Concept of Ethical Business Practice Is Explained with Examples

Activity 23.1

Explain what the consequences could be to you in terms of your job if you accepted a bribe from a customer and are found out.

Activity 23.2

List at least three deliverables of your job and explain why it is important that you finish your work in time.

Activity 23.3

What would happen if you were off work for four days? Explain how this would affect the work of other employees in your section and the targets of the section.

Activity 23.4

Do you think employees should be held accountable for mistakes made while working? Motivate your answer



Assignment 24: Demonstrate Techniques for Dealing with Situations Where Own Ethics and Values Conflict with Work Practice

Activity 24.1

Identify one unethical business practice, either in your organisation or in the industry. Demonstrate to your supervisor how you will deal with this situation. Write a report about the demonstration. The supervisor must sign the report.

Repeat the demonstration for the facilitator.

Activity 24.2

Identify one area of unethical behaviour in yourself or a colleague. Demonstrate to your supervisor how you will deal with this situation. Write a report about the demonstration. The supervisor must sign the report.

Repeat the demonstration for the facilitator

Activity 24.3

Identify one area in your job or your organisation that conflicts with your personal values and beliefs. Explain how you can deal with this situation. Discuss this with your supervisor. Write a report about the demonstration. The supervisor must sign the report.

Repeat the demonstration for the facilitator

Activity 24.4

Identify an instance where employees' rights are undermined. This can be at the organisation, or the industry. Discuss the situation and your suggestions with the supervisor or manager. Write a report about the discussion. The supervisor must sign the report.

Repeat the discussion with the facilitator

Logbook 119668

Date	Assignment No	Start	Finish	Total Hours
e.g. 12/9/2014	1	10:00	14:00	4
Date	Learner Signature	Date	Mentor/Supervisor Signature	



Logbook 13932				
Date	Assignment No	Start	Finish	Total Hours
e.g. 12/9/2014	1	10:00	14:00	4
Date	Learner Signature	Date	Mentor/Supervisor Signature	

Logbook 13929				
Date	Assignment No	Start	Finish	Total Hours
e.g. 12/9/2014	1	10:00	14:00	4
Date	Learner Signature	Date	Mentor/Supervisor Signature	

Logbook 13930				
Date	Assignment No	Start	Finish	Total Hours
e.g. 12/9/2014	1	10:00	14:00	4
Date	Learner Signature	Date	Mentor/Supervisor Signature	

Logbook 114959				
Date	Assignment No	Start	Finish	Total Hours
e.g. 12/9/2014	1	10:00	14:00	4
Date	Learner Signature	Date	Mentor/Supervisor Signature	

Logbook 113924				
Date	Assignment No	Start	Finish	Total Hours
e.g. 12/9/2014	1	10:00	14:00	4
Date	Learner Signature	Date	Mentor/Supervisor Signature	