

**APPLY THE PRINCIPLES AND CONCEPTS OF EMOTIONAL INTELLIGENCE  
TO THE MANAGEMENT OF SELF AND OTHERS**

**US 252031**

**NQF LEVEL: 5**

**CREDITS: 4**

**NOTIONAL HOURS: 40**

**GREENCHILD**  
project



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## **POE GUIDE**

<b>Name</b>	
<b>Contact Address</b>	
<b>Telephone (H)</b>	
<b>Telephone (W)</b>	
<b>Facsimile</b>	
<b>Cellular</b>	

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## CONTACT DETAILS

<b>Unit Standard:</b>	252031		
<b>Course:</b>	Apply the principles and concepts of emotional intelligence to the management of self and others		
<b>Assessor Details</b>			
<b>Name</b>			
<b>Branch</b>		<b>Registration No:</b>	
<b>Contact Details</b>	email:		
	Phone:		Fax: <span style="border: 1px solid black; display: inline-block; width: 100px; height: 20px; vertical-align: middle;"></span>
<b>Moderator Details</b>			
<b>Name</b>			
<b>Branch</b>			
<b>Contact Details</b>	email:		<b>Registration No:</b> <span style="border: 1px solid black; display: inline-block; width: 100px; height: 20px; vertical-align: middle;"></span>
	Phone:		Fax: <span style="border: 1px solid black; display: inline-block; width: 100px; height: 20px; vertical-align: middle;"></span>
<b>Candidate Details</b>			
<b>Surname</b>		<b>Name</b>	
<b>College</b>		<b>ID No</b>	
<b>Branch</b>			
<b>Contact Details</b>	email:		
	Phone:		Fax: <span style="border: 1px solid black; display: inline-block; width: 100px; height: 20px; vertical-align: middle;"></span>



# COMPETENCE

Congratulations on completing this 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 both 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.

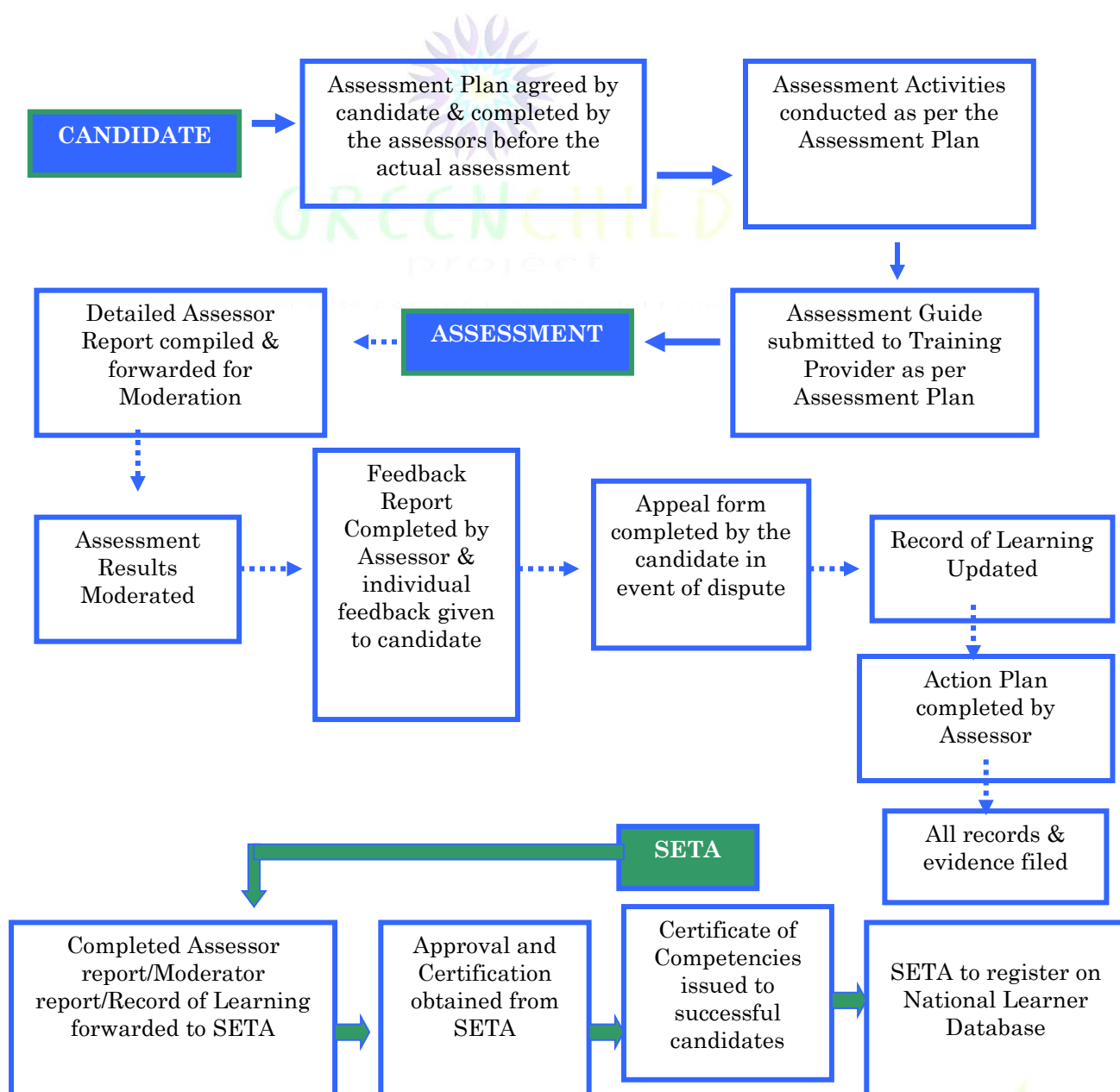
### **Appeals & Disputes**

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 Services SETA ETQA

## ASSESSMENT PROCESS FLOW



## ASSESSMENT STRATEGY

This assessment exercise will cover the outcomes required in order to achieve a competency certificate. The purpose of the assessment process is to gather enough evidence to prove all unit standard outcomes were achieved.

Competency will be assessed through class hands on tasks recorded in POE, input and performance based assessment, assignments which will require a fair amount of research and observation in essential embedded knowledge. Assessment evidence should be sufficient to prove that the candidate is competent in all require tasks set by the unit standards.

A summative assessment will be conducted at end of course to confirm assessment judgments. Principles of fairness, validity, practicability, reliability and consistency will be adhered to throughout.

Qualification		Unit Standard Codes	252031
Level	Level 5	Credits	4
Purpose of Assessment	<p>At the end of this training session you will be capable of:</p> <ul style="list-style-type: none"> <li>• Demonstrating knowledge and understanding of the principles and concepts of emotional intelligence in respect of life and work relations.</li> <li>• Analyzing the role of emotional intelligence in interpersonal and intrapersonal relationships in life and work situations.</li> <li>• Analyzing the impact of emotional intelligence on life and work interactions ping.</li> <li>• Evaluating own level of emotional intelligence in order to determine development areas.</li> </ul>		
Assessment Procedures	<p>An integrated assessment approach will be followed to allow for practical and theoretical components. This entails the assessment of a number of unit standards, outcomes and criteria together in one assessment activity.</p> <p>Candidates are not only assessed against specific outcomes, but also on critical outcomes, attitudes and values.</p> <p>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.</p> <p>Candidates take responsibility for their own assessment and should notify the assessor when they are ready for assessment.</p> <p>Candidates will receive feedback after the summative assessment, which will be discussed after all assessments have been completed.</p> <p>All assessments will be reviewed to ensure that assessment practices are valid, fair, transparent, consistent and current.</p> <p>An Internal/External moderator will moderate assessment practices. The SETA will also conduct external moderation.</p>		

Context of Assessment	Assessment Methods	Assessment Conditions	Who will conduct assessment	Assessment results and feedback
	<b>Written assessments</b> (exercises; assignments; projects) <b>Oral</b> Observation checklist	Input based assessments	Assessor	2 weeks after successful submission





# ASSESSMENT PREPARATION

## Preparing the Candidate

<b>Name of Candidate</b>		<b>Date</b>	
		<b>Time</b>	
<b>Name of Assessor</b>		<b>Venue</b>	
<b>How to prepare the candidate</b>	<b>Document Requirements</b>	<b>Agree (tick)</b>	<b>Action Required</b>
Explain to the candidate why you 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.			
<b>Comments or questions:</b>			

## AGREED ASSESSMENT PLAN

Candidate's Name:			
Assessor's Name:			
Unit Standard Title:	Apply the principles and concepts of emotional intelligence to the management of self and others		
Special Assessment Requirements			
Event	Date, time and location	Resources required	Evidence to be generated
Attend Training.		Training material, Facilitator	Attendance Register
Complete formative assessment		Formative assessment workbook	Completed portfolio of evidence
Complete summative assessment		Summative assessment workbook	Completed portfolio of evidence
Submit Portfolio of Evidence to Training Provider			Acknowledgement of receipt from Training Provider
Assessor roles and responsibility			
Roles	Assessor Guide Feedback Agent Reviewer		
Responsibilities	Consult candidate re assessment, assessment process and plan. Agree assessment process and plan with candidate. Forward documentation to candidate: plan, guide and assessment instruments. Assess candidate with the use of different instruments. Provide feedback on assessment findings. Support candidate through assessment process. Source feedback from candidate on assessment process. Review assessment process and outcome. Use assessment process as opportunity to transform assessment activities and outcomes.		
Candidate roles and responsibility			
Roles	Candidate Feedback agent Reviewer		

Responsibilities	Be available for assessment. Be actively involved in the consultative process. Learn from the assessment process. Provide feedback to the assessor in terms of the assessment as learning activity. Provide feedback to the assessor on the efficacy of the assessment process. Review own role and assessor role in the assessment process.	
Assessment Instruments	Portfolio of evidence Observation checklist Questioning	
Assessment Process		
Step		Date
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 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
	Site inspection conducted. Pre-assessment moderation conducted.	
Resources Required	Assignments POE Assessments	

<b>Candidate Signature</b>	<b>Assessor Signature</b>	<b>Moderator Signature</b>
<b>Date</b>	<b>Date</b>	<b>Date</b>

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I confirm that:

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

**Signed:** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>Overall Assessment Decision</b>	Competent	Not yet competent	
Candidate's Signature		<b>Date</b>	
<b>Assessor's Signature</b>		<b>Date</b>	
Moderator's Signature		<b>Date</b>	

## 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

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emotional intelligence support for children



## Interview (RPL Purposes)

The purpose of the interview is two-fold:

- A type of self-assessment for the candidate. It should assist the assessor in deciding the approach towards assessment in terms of making competence decisions where candidates are successful in proving their prior learning.
- To determine candidate preparedness for prior learning conducted and sensitize candidates to re-assessment.

### Questions

Have you attended any short courses / courses that amount to prior learning before the start of the learnership / qualification? *(Note that it should be relevant to the qualification against which RPL is being conducted)*


Did you attend all modules of the learnership / qualification training?


How were you prepared for assessments?


How were assessments conducted?


Did an accredited training provider conduct the course/s?


Did you attend classroom training during the course?


What work experience do you have to prove competence against a unit standard/s for RPL purposes? (State number of year's experience)


Do you have a relevant certificate from an approved institution?


Do you have samples of work or other forms of evidence that can prove your competence?


Do you have a Grade 12 (Matric) with English and Maths, or English only?


*Any evidence of competence provided during the course of the above interview must be considered during the planning phase of re-assessment and when making a judgement on candidate competence.*



## LETTER OF COMMITMENT FROM THE LEARNER

Dear learner/learner

You have requested to be assessed through our organisation. To ensure effective assessment, there needs to be a commitment from you, that you will attend training if required and submit evidence of workplace application as required by the assessor.

### **Declaration of commitment:**

I undertake to fulfill all the requirements of the assessment practices as specified by the assessor and service provider.

Organisation \_\_\_\_\_

Full names of learner \_\_\_\_\_

Signature \_\_\_\_\_ Date: \_\_\_\_\_





## **Learner ID**

*Insert a certified copy of your Identify Document here:*

## **Learner CV**

*Insert a copy of your full CV (Curriculum Vitae) here:*

## **Learner Qualifications**

*Insert certified copies of relevant qualifications here:*



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CHILDREN'S EMOTIONAL SUPPORT INITIATIVE



## Declaration of Authenticity

I \_\_\_\_\_ (*full name*), declare that the evidence presented in this portfolio of evidence represents workplace and training evidence against the unit standard 252031 Apply the principles and concepts of emotional intelligence to the management of self and others is my own work and has been completed by me, with the exception of:

(*Detail any work that was not completed by yourself, i.e. group work, etc.*)


In signing this, I declare that all the evidence presented in this Portfolio of Evidence is true, valid and my own work.

<b>Learner signature</b>	
<b>Date</b>	
<b>Witness name</b>	
<b>Witness contact details</b>	
<b>Witness signature</b>	

In signing this, I declare that all the evidence presented in this Portfolio of Evidence is true, valid and my own work.

<b>Learner signature</b>	
<b>Date</b>	
<b>Witness name</b>	
<b>Witness contact details</b>	
<b>Witness signature</b>	

## 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 of 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.

## Completed Assessment Activities

*Insert your completed assessment activities and evidence here:*



## RECORD OF LEARNING

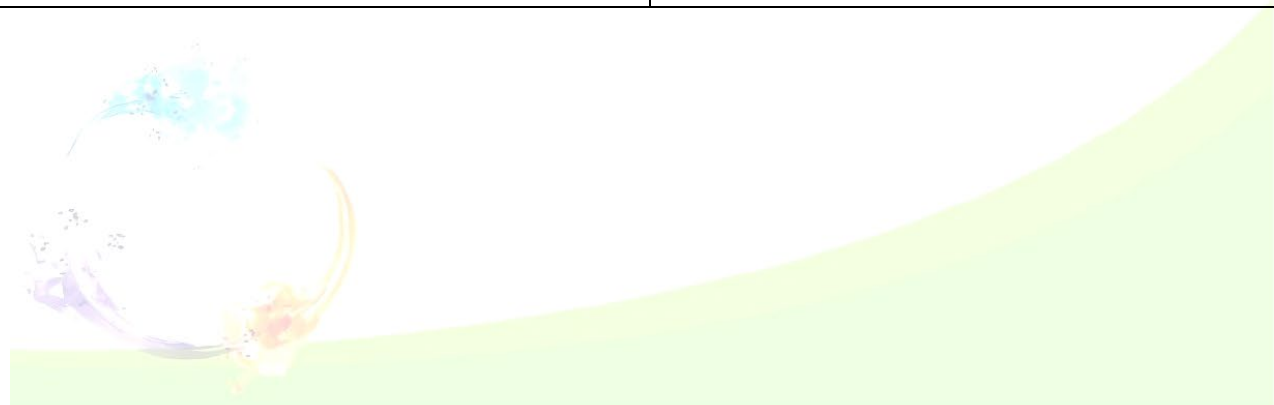
**Apply the principles and concepts of emotional intelligence to the management of self and others**

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
252031	5	4			



## ASSESSMENT DECISION & EVIDENCE EVALUATION RECORD

Candidate's Name			ID No.	
Assessor's Name			Reg. No.	
Unit Standard Title	Apply the principles and concepts of emotional intelligence to the management of self and others			
<b>ASSESSMENT DECISION</b>				
Specific Outcome	ACs	C	NYC	Comments
Demonstrate knowledge and understanding of the principles and concepts of emotional intelligence in respect of life and work relations.	AC 1			
	AC2			
Analyse the role of emotional intelligence in interpersonal and intrapersonal relationships in life and work situations.	AC 1			
	AC 2			
Analyse the impact of emotional intelligence on life and work interactions.	AC 1			
	AC 2			
Evaluate own level of emotional intelligence in order to determine development areas.	AC 1			
	AC 2			
	AC 3			
Overall Assessment Decision.				
Comments				
Date				
Signature of Assessor		Signature of Candidate		




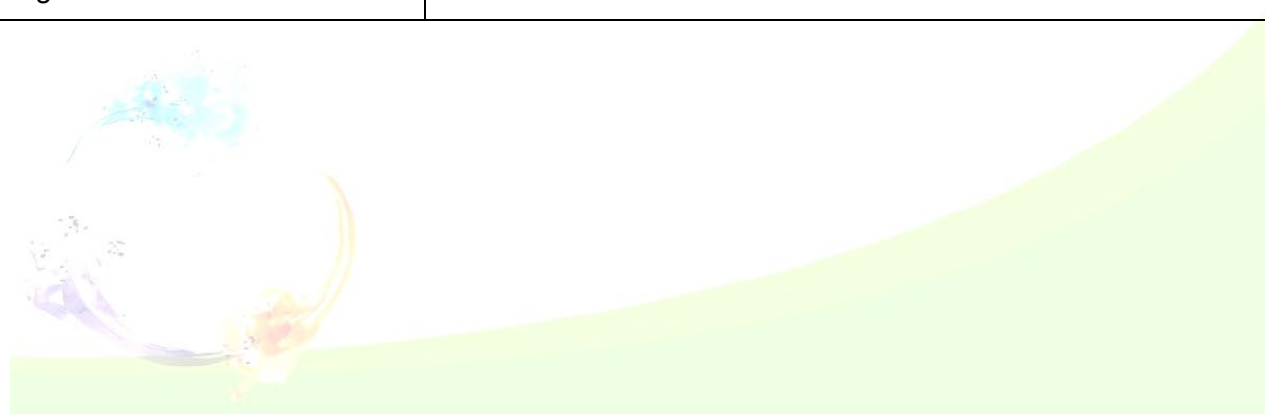
## Assessor's feedback report to candidate

<b>Unit Standard</b>	<b>252031</b>		
<b>Title</b>	Apply the principles and concepts of emotional intelligence to the management of self and others		
<b>Candidate's Name</b>		<b>ID No.</b>	
<b>Assessor's Name</b>		<b>Reg. No.</b>	

ASSESSMENT DECISION			
<i><b>Source of Evidence</b></i>	C	NYC	<i><b>Candidates Comments</b></i>
Summative assessment			
Formative assessment			
<p>I hereby confirm that I have been given feedback by the assessor on all the aspects of my assessment. I have been given the opportunity to ask questions and the above feedback was given by me in respect of my assessment. I am aware of the assessment process and the appeal procedure. I AGREE / DISAGREE with the assessment decision.</p>			
Overall Assessment Decision			
Additional Notes			
Assessor Signature:		Candidate Signature:	
Date:		Date:	

## Moderator's Report

Moderator's Name		Reg. No.	
Assessor's Name		Reg. No.	
Candidate's Name		ID No.	
Unit Standard Title	Apply the principles and concepts of emotional intelligence to the management of self and others		
<b>MODERATION DECISION</b>			
Specific Outcome	ACs	C	NYC
Demonstrate knowledge and understanding of the principles and concepts of emotional intelligence in respect of life and work relations.	AC 1		
	AC2		
Analyse the role of emotional intelligence in interpersonal and intrapersonal relationships in life and work situations.	AC 1		
	AC 2		
Analyse the impact of emotional intelligence on life and work interactions.	AC 1		
	AC 2		
Evaluate own level of emotional intelligence in order to determine development areas.	AC 1		
	AC 2		
	AC 3		
Overall Moderation Decision			
Feedback to Assessor			
Action Required			
Date of Moderation			
Signature of Moderator			
Signature of Assessor			
Signature of Candidate			





## ASSESSMENT REVIEW

NAME of LEARNER		NAME of ASSESSOR	
VENUE		DATE of REVIEW	
UNIT STANDARD	Apply the principles and concepts of emotional intelligence to the management of self and others		
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 judgment 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



## Candidate Appeal Form

Candidate's Name:	ID No.	
Assessor's Name:	Reg. No.	
Unit Standard Title: Apply the principles and concepts of emotional intelligence to the management of self and others		
Date:		
<b>SECTION 1</b>		
Candidate's reason for disagreeing with the assessment decision.		
Assessor's rationale for the assessment decision.		
Candidate's signature.		
Assessor's signature.		
<b>SECTION 2</b>		
Moderator's decision.		
Moderator's signature.		

## Assessor's Contingency Plan

Name of Assessor: \_\_\_\_\_



Unforeseen Event	Corrective Action To Be Taken
<b>Candidate:</b>	
<b>Equipment:</b>	
<b>Role Players:</b>	
<b>Environment:</b>	
<b>Assessment Process:</b>	

Signature of Assessor: \_\_\_\_\_

Signature of Moderator: \_\_\_\_\_

**Date:** \_\_\_\_\_



## Learner Registration and SAQA Coding Form

No	Field	Description	Information
<b>Personal Details</b>			
1	<b>Learner Surname</b>	<i>As per your ID document</i>	
2	<b>Full Names</b>	<i>As per your ID document</i>	
3	<b>Learner Title</b>	<i>Mr, Ms, Mrs, Dr, Prof.</i>	
4	<b>ID Number</b>	<i>RSA ID. If not, Complete next line</i>	
5	<b>Alternative ID</b>	<i>Only complete if no RSA ID available. Indicate type of alternative ID</i>	
6	<b>Date of Birth</b>	<i>Insert date of birth</i>	
7	<b>Gender</b>	<i>Male – M, Female – F, Other – O</i>	
8	<b>Equity</b>	<i>Black African – BA, Black Indian Asian – BI, Black Coloured – BC, White – W, Other – O (specify)</i>	
9	<b>Socio Economic Status</b>	<i>Employed, unemployed, student</i>	
10	<b>Disability Status</b>	<i>None, hearing / sight / speech / movement, other (specify)</i>	
11	<b>Geographic Area</b>	<i>List geographic area that you live in, i.e. Gauteng, Kwa Zulu Natal, Eastern Cape, Western Cape, Northern Cape, Limpopo, Polokwane, Free State, North West, Mpumalanga, Northern Province, Outside SA</i>	
<b>Contact Details</b>			
12	<b>Physical Address</b>	<i>State physical address</i>	
13	<b>Postal Address</b>	<i>State PO Box, or address where mail is received</i>	Postal Code:
14	<b>Home Phone Number</b>	<i>One of the following contact details (number 12 – 16 is mandatory to complete)</i>	

US **252031** Apply the principles and concepts of emotional intelligence to the management of self and others



No	Field	Description	Information
15	Business Phone Number		
16	Cell Phone Number		
17	Fax Number		
18	Email		
<b>Educational Details</b>			
19	Highest Education	<i>Overview of qualifications completed</i>	
20	Current Occupation	<i>State current or last occupation, if unemployed.</i>	
21	Experience	<i>Overview of experience in years and fields / areas</i>	
22	Years in Occupation	<i>State years in last occupation</i>	
<b>Programme Details</b>			
23	Name of Learning Programme	<i>Full name of programme, i.e. National Certificate in ...</i>	Insert Qualification Title
24	Registration Number of Programme	<i>NLRD number</i>	Insert NLRD Number
25	NQF Level of programme	<i>State NQF Level</i>	Insert Level, e.g. 4
26	Type of learning programme	<i>Qualification, learnership, skills programme, learning programme</i>	Qualification
<b>Unit Standard Details</b>			
27	Unit Standards	<i>List NLRD numbers and names of unit standards in programme.</i>	See attached list of unit standard

Alternative ID type	Equity code	Nationality code		Citizen/residence status
521 SAQA member ID 527 Passport No 529 Driver's licence 531 Temporary ID no 533 None 535 Unknown	BA Black: African BC Black : Coloured BI Black : Indian / Asian U Unknown WH White	U Unspecified SA South African SDC SADC except SA (i.e. Nam to ZAI) NAM Namibia BOT Botswana	SEY Seychelles ZAI Zaire ROA rest of Africa EUR European countries AIS Asian countries NOR North American	U Unknown SA South Africa O Other D Dual (SA plus other)

US **252031** Apply the principles and concepts of emotional intelligence to the management of self and others



537 Student no 538 Work permit no 539 Employee no 540 Birth certificate no 541 Human Sciences Research Council register no 561 ETQA record no		ZIM Zimbabwe ANG Angola MOZ Mozambique LES Lesotho SWA Swaziland MAL Malawi ZAM Zambia MAU Mauritius TAN Tanzania	countries SOU Central & South American countries AUS Australia & New Zealand OOC Other and rest of Oceania NOT N/A: Institution	Gender Code  M Male F Female
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Home language code	Province code	Disability status	Socioeconomic Status
ENG English AFR Afrikaans OTH Other SEP sePedi SES seSotho SET seTswana SWA siSwati TSH tshiVenda U Unknown XHO isiXhosa XIT xiTsonga ZUL isiZulu NDE siNdebele	0 Undefined 1 Western Cape 2 Eastern Cape 3 Northern Cape 4 Free State 5 Kwazulu-Natal 6 North West 7 Gauteng 8 Mpumalanga 9 Limpopo	N None 01 Sight (even with glasses) 02 Hearing (even with hearing aid) 03 Communication (talking, listening) 04 Physical (moving, standing, grasping) 05 Intellectual (difficulties in learning); retardation 06 Emotional (behavioural or psychological) 07 Multiple 09 Disabled but unspecified U Unknown	U Unspecified 01 Employed 02 Unemployed 03 Not working – not looking for work 04 Not working – housewife/homemaker 06 Not working – scholar/full time student 07 Not working – pensioner/retired person 08 Not working – disabled person 09 Not working – not wishing to work 10 Not working – none of the above 97 N/A : Aged < 15 98 N/A : Institution



*All qualifications and part qualifications registered on the National Qualifications Framework are public property. Thus the content quoted, the South African Qualifications Authority (SAQA) should be acknowledged as the source.*



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### REGISTERED UNIT STANDARD:

**Apply the principles and concepts of emotional intelligence to the management of self and others**

SAQA US ID	UNIT STANDARD TITLE			
252031	Apply the principles and concepts of emotional intelligence to the management of self and others			
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 NQF LEVEL	NQF LEVEL	CREDITS
Undefined	Regular	Level 5	Level TBA: Pre-2009 was L5	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

This Unit Standard is intended for managers in all economic sectors. These managers would typically be second level managers such as heads of department, section heads or divisional heads, who may have more than one team reporting to them.

The qualifying learner is capable of:

- ☐ Demonstrating knowledge and understanding of the principles and concepts of emotional intelligence in respect of life and work relations.
- ☐ Analysing the role of emotional intelligence in interpersonal and intrapersonal relationships in life and work situations.
- ☐ Analysing the impact of emotional intelligence on life and work interactions.
- ☐ Evaluating own level of emotional intelligence in order to determine development areas.



## LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

It is assumed that learners are competent in:

- ☐ Communication at NQF Level 4.
- ☐ Mathematical Literacy at NQF Level 4.
- ☐ Computer Literacy at NQF Level 4.

## UNIT STANDARD RANGE

- ☐ The learner is required to apply the learning in respect of this/her own area of responsibility.
- ☐ Unit refers to the division, department or business unit in which the learner is responsible for managing and leading staff.
- ☐ Entity includes, but is not limited to, a company, business unit, public institution, small business, Non-Profit Organisation or Non-Governmental Organisation.

## Specific Outcomes and Assessment Criteria:

### SPECIFIC OUTCOME 1

Demonstrate knowledge and understanding of the principles and concepts of emotional intelligence in respect of life and work relations.

### ASSESSMENT CRITERIA

#### ASSESSMENT CRITERION 1

The principles of emotional intelligence are explained with reference to examples from life and work situations.

#### ASSESSMENT CRITERION 2

The concepts of emotional intelligence are described with reference to examples.

#### ASSESSMENT CRITERION RANGE

The concepts of emotional intelligence include, but are not limited to, self-confidence, self-awareness, self-esteem and locus of control.

### SPECIFIC OUTCOME 2

Analyse the role of emotional intelligence in interpersonal and intrapersonal relationships in life and work situations.

### ASSESSMENT CRITERIA

#### ASSESSMENT CRITERION 1

The importance of personal and interpersonal competencies is explained in relation to interactions in life and work situations.

#### ASSESSMENT CRITERION 2

Techniques for giving and receiving feedback are analysed to identify practices reflecting emotional intelligence.

### SPECIFIC OUTCOME 3

Analyse the impact of emotional intelligence on life and work interactions.

### ASSESSMENT CRITERIA

#### ASSESSMENT CRITERION 1

The positive and negative impact of emotional intelligence is motivated through examples on intrapersonal and interpersonal level.

#### **ASSESSMENT CRITERION 2**

The consequences of applying emotional intelligence are explained with reference to examples from life and work situations.

#### **ASSESSMENT CRITERION RANGE**

Examples could include, but are not limited to self-esteem, motivation, interpersonal conflict, positive work environment, managing stress and improved productivity.

#### **SPECIFIC OUTCOME 4**

Evaluate own level of emotional intelligence in order to determine development areas.

#### **ASSESSMENT CRITERIA**

##### **ASSESSMENT CRITERION 1**

Own responses to life and work situations are analysed in terms of the principles and concepts of emotional intelligence.

##### **ASSESSMENT CRITERION 2**

Strengths and weaknesses are analysed with reference to the concepts and principles of emotional intelligence in order to identify development areas.

##### **ASSESSMENT CRITERION 3**

Techniques for improving own emotional intelligence are described in relation to development areas identified.

#### **UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS**

- ☐ Anyone assessing a candidate 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 must be accredited as a provider through the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- ☐ Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines and the agreed ETQA procedures.

#### **UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE**

The knowledge underpinning the above specific outcomes is:

- ☐ The principles and concepts of emotional intelligence.
- ☐ Giving and receiving feedback in an emotionally intelligent manner.
- ☐ Behavioural skills in the context of self-awareness and emotional intelligence.
- ☐ Techniques for improving levels of emotional intelligence.

#### **UNIT STANDARD DEVELOPMENTAL OUTCOME**

N/A

#### **UNIT STANDARD LINKAGES**

N/A

## **Critical Cross-field Outcomes (CCFO):**

### **UNIT STANDARD CCFO IDENTIFYING**

The learner is able to identify and solve problems in which responses show that responsible decisions using critical and creative thinking have been made in relation to the multi-dimensional complexities of emotional intelligence.

### **UNIT STANDARD CCFO WORKING**

The learner is able to work as a member of a team in improving the emotional intelligence in life and work situations.

### **UNIT STANDARD CCFO ORGANISING**

The learner is able to organise and manage him/herself and his/her activities responsibly and effectively applying the principles of emotional intelligence in life and work situations.

### **UNIT STANDARD CCFO COLLECTING**

The learner is able to collect, organise and critically evaluate information in applying this information in relation to emotional intelligence in life and work situations.

### **UNIT STANDARD CCFO COMMUNICATING**

The learner is able to communicate effectively using visual, mathematics and language skills in the modes of oral and/or written presentations in relation to emotional intelligence.

### **UNIT STANDARD CCFO DEMONSTRATING**

The learner is able to demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation in applying knowledge of and insight into emotional intelligence to self and others.

### **QUALIFICATIONS UTILISING THIS UNIT STANDARD:**

	ID	QUALIFICATION TITLE	PRE-2009 NQF LEVEL	NQF LEVEL	STATUS	END DATE	QUALITY ASSURING BODY
Elective	<a href="#">59201</a>	National Certificate: Generic Management	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2015-06-30	As per Learning Programmes recorded against this Qual
Elective	<a href="#">59258</a>	National Certificate: Polygraphy	Level 5	Level TBA: Pre-2009 was L5	Reregistered	2015-06-30	SAS SETA
Elective	<a href="#">63369</a>	National Diploma: Trade Union Practice	Level 5	NQF Level 05	Reregistered	2015-06-30	ETDP SETA