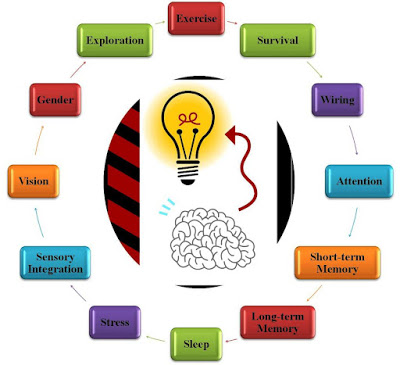
**FUNCTION IN A BUSINESS ENVIRONMENT**

**US 7785**

**NQF LEVEL:** 3

**CREDITS: 4**

**NOTIONAL HOURS: 40**



**POE GUIDE**

|  |  |
| --- | --- |
| **Name** |  |
| **Contact Address** |  |
| **Telephone (H)** |  |
| **Telephone (W)** |  |
| **Facsimile** |  |
| **Cellular** |  |

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## CONTACT DETAILS

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit Standard:** | 7785 | | | | | | | |
| **Course:** | Function in a business environment | | | | | | | |
| **Assessor Details** | | | | | | | | |
| **Name** |  | | | | | | | |
| **Branch** |  | | Registration No: | | | | |  |
| **Contact Details** | email: |  | | | | | | |
| Phone: |  | Fax: | |  | | | |
| **Moderator Details** | | | | | | | | |
| **Name** |  | | | | | | | |
| **Branch** |  | | | | | | | |
| **Contact Details** | email: |  | Registration No: | | | |  | |
| Phone: |  | Fax: | |  | | | |
| **Candidate Details** | | | | | | | | |
| **Surname** |  | | | Name | |  | | |
| **College** |  | | | ID No | |  | | |
| **Branch** |  | | | | | | | |
| **Contact Details** | email: |  | | | | | | |
| Phone: |  | | Fax: |  | | | |

## 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 Activities conducted as per the Assessment Plan

Assessment Plan agreed by candidate & completed by the assessors before the actual assessment

**CANDIDATE**

Detailed Assessor Report compiled & forwarded for Moderation

**ASSESSMENT**

Assessment Guide submitted to Training Provider as per Assessment Plan

Feedback Report Completed by Assessor & individual feedback given to candidate

Appeal form completed by the candidate in event of dispute

Record of Learning Updated

Assessment Results Moderated

Action Plan completed by Assessor

All records & evidence filed

**SETA**

Completed Assessor report/Moderator report/Record of Learning forwarded to SETA

Approval and Certification obtained from SETA

SETA to register on National Learner Database

Certificate of Competencies issued to successful candidates

## 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** | | 7785 |
| **Level** | Level 3 | | **Credits** | | 4 |
| **Purpose of Assessment** | Each person should contribute to the smooth running of the office and as such should help others wherever possible. The right attitudes will lead to more efficient operations with greater respect for others. All staff should be able to do basic maintenance and replenishment of consumables. | | | | |
| **Assessment Procedures** | 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.  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 Methods** | **Assessment Conditions** | | **Who will conduct assessment** | **Assessment results and feedback** |
| **Written assessments** (exercises; assignments; projects)  **Oral**  Observation checklist | Input based assessments | | Assessor | 2 weeks after successful submission |

## 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 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. | |  |  |  |
| **Comments or questions:** | | | | |
|  | | | | |
|  | | | | |

## 

## AGREED ASSESSMENT PLAN

|  |  |  |  |
| --- | --- | --- | --- |
| Candidate's Name: |  | | |
| Assessor's Name: |  | | |
| Unit Standard Title: | Function 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 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 | | | | |
|  |  | | | | |
|  | |  |  | | |
| **Candidate Signature** | | **Assessor Signature** | **Moderator Signature** | | |
| **Date** | | **Date** | **Date** | | |

|  |  |  |  |
| --- | --- | --- | --- |
| 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:** | | | |
| **Overall Assessment Decision** | Met requirements | Did not meet requirements | |
| Candidate’s Signature |  | **Date** |  |
| **Assessor’s Signature** |  | **Date** |  |
| Moderator’s Signature |  | **Date** |  |

## 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 |
|  |  |

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:*

### 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 7785 Function in a business environment  my own work and has been completed 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.

|  |  |
| --- | --- |
| **Learner signature** |  |
| **Date** |  |
| **Witness name** |  |
| **Witness contact details** |  |
| **Witness signature** |  |

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

|  |  |
| --- | --- |
| **Learner signature** |  |
| **Date** |  |
| **Witness name** |  |
| **Witness contact details** |  |
| **Witness signature** |  |

### 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

Function in a business environment

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 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** |
| 7785 | 3 | 4 |  | |  | |  |

**ASSESSMENT DECISION & EVIDENCE EVALUATION RECORD**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Candidate's Name |  | | | | ID No. |  | |
| Assessor's Name |  | | | | Reg. No. |  | |
| Unit Standard Title | Function in a business environment | | | | | | |
| ASSESSMENT DECISION | | | | | | | |
| Specific Outcome | | ACs | Met requirements | Did not meet requirements | | | Comments |
| Develop a strategy for maintaining office equipment in accordance with organisational requirements | | AC 1 |  |  | | |  |
| AC 2 |  |  | | |  |
| AC 3 |  |  | | |  |
| AC 4 |  |  | | |  |
| AC 5 |  |  | | |  |
| AC 6 |  |  | | |  |
| Complete the work for which you are responsible in accordance with organisational procedures, requirements and priorities. | | AC 1 |  |  | | |  |
| AC 2 |  |  | | |  |
| AC 3 |  |  | | |  |
| AC 4 |  |  | | |  |
| AC 5 |  |  | | |  |
| AC 6 |  |  | | |  |
| AC 7 |  |  | | |  |
| Overall Assessment Decision. | | | | | | | |

|  |  |  |
| --- | --- | --- |
| Comments | | |
| Date | |  |
|  |  | |
| Signature of Assessor | Signature of Candidate | |

## 

## Assessor’s feedback report to candidate

|  |  |  |  |
| --- | --- | --- | --- |
| **Unit Standard** | **7785** |  |  |
| **Title** | Function in a business environment |  |  |
| **Candidate's Name** |  | **ID No.** |  |
| **Assessor's Name** |  | **Reg. No.** |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **ASSESSMENT DECISION** | | | |
| ***Source of Evidence*** | Met requirements | Did not meet requirements | ***Candidates Comments*** |
| Summative assessment |  |  |  |
| Formative assessment |  |  |  |
| 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. | | | |
| Overall Assessment Decision | | |  |
| Additional Notes | | |  |
| Assessor Signature:  Date: | | | Candidate Signature:  Date: |

## Moderator's Report

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Moderator's Name |  | | | | Reg. No. | |  |
| Assessor's Name |  | | | | Reg. No. | |  |
| Candidate's Name |  | | | | ID No. | |  |
| Unit Standard Title | Function in a business environment | | | | | | |
| MODERATION DECISION | | | | | | | |
| Specific Outcome | | | ACs | Met requirements | | Did not meet requirements | Comments |
| Develop a strategy for maintaining office equipment in accordance with organisational requirements. | | | AC 1 |  | |  |  |
| AC 2 |  | |  |  |
| AC 3 |  | |  |  |
| AC 4 |  | |  |  |
| AC 5 |  | |  |  |
| AC 6 |  | |  |  |
| Complete the work for which you are responsible in accordance with organisational procedures, requirements and priorities. | | | AC 1 |  | |  |  |
| AC 2 |  | |  |  |
| AC 3 |  | |  |  |
| AC 4 |  | |  |  |
| AC 5 |  | |  |  |
| AC 6 |  | |  |  |
| AC 7 |  | |  |  |
| 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 | Function in a business environment | | | | |
| Review Dimension | | ASSESSOR | | LEARNER/  CANDIDATE | ACTION |
| The principles/criteria for good assessment were achieved. | | Agree  Disagree | | Agree  Disagree |  |
| The assessment related to the registered unit standard. | | Agree  Disagree | | Agree  Disagree |  |
| The assessment was practical. | | Agree  Disagree | | Agree  Disagree |  |
| It was time efficient and cost-effective and did not interfere with my normal responsibilities. | | Agree  Disagree | | Agree  Disagree |  |
| The assessment instruments were fair, clear and understandable. | | Agree  Disagree | | Agree  Disagree |  |
| The assessment judgment was made against set requirements. | | Agree  Disagree | | Agree  Disagree |  |
| The venue and equipment was functional. | | Agree  Disagree | | Agree  Disagree |  |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Special needs were identified and the assessment plan was adjusted. | | | Agree  Disagree | Agree  Disagree | | |  | |
| Feedback was constructive against the evidence required. | | | Agree  Disagree | Agree  Disagree | | |  | |
| An opportunity to appeal was given. | | | Agree  Disagree | Agree  Disagree | | |  | |
| The evidence was recorded. | | | Agree  Disagree | Agree  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: Function in a business environment | | | |
| Date: | |  | |
| SECTION 1 | |  | |
| Candidate's reason for disagreeing with the assessment decision. |  | | |
| Assessor's rationale for the assessment decision. |  | | |
| Candidate's signature. |  | | |
| Assessor's signature. |  | | |

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| --- | --- |
| SECTION 2 |  |
| Moderator's decision. |  |
| Moderator's signature. |  |

## Assessor’s Contingency Plan

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

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| **Unforeseen Event** | **Corrective Action To Be Taken** |
| **Candidate:** | |
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| **Equipment:** | |
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| **Role Players:** | |
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| **Environment:** | |
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| **Assessment Process:** | |
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Signature of Assessor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

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| **SOUTH AFRICAN QUALIFICATIONS AUTHORITY** |

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| **REGISTERED UNIT STANDARD:** |

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| --- |
| **Function in a business environment** |

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| --- | --- | --- | --- | --- |
| **SAQA US ID** | **UNIT STANDARD TITLE** | | | |
| 7785 | Function in a business environment | | | |
| **ORIGINATOR** | | **ORIGINATING PROVIDER** | | |
| SGB Hospitality,Tourism,Travel, Leisure and Gaming | |  | | |
| **QUALITY ASSURING BODY** | | | | |
| - | | | | |
| **FIELD** | | | **SUBFIELD** | |
| Field 11 - Services | | | Hospitality, Tourism, Travel, Gaming and Leisure | |
| **ABET BAND** | **UNIT STANDARD TYPE** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **CREDITS** |
| Undefined | Regular | 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 | | |

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

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

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| **PURPOSE OF THE UNIT STANDARD** |

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| Each person should contribute to the smooth running of the office and as such should help others wherever possible. The right attitudes will lead to more efficient operations with greater respect for others. All staff should be able to do basic maintenance and replenishment of consumables. |

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

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| None. |

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| **UNIT STANDARD RANGE** |

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| Range statements are included with specific outcomes as necessary. |

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| **Specific Outcomes and Assessment Criteria:** |

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| **SPECIFIC OUTCOME 1** |

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| Develop a strategy for maintaining office equipment in accordance with organisational requirements. |

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| **ASSESSMENT CRITERIA** |

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| **ASSESSMENT CRITERION 1** |

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| Safety principles for the general operation of electrical equipment are described. |

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| **ASSESSMENT CRITERION 2** |

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| The importance of all personnel understanding the function and the use of office equipment are explained. |

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| **ASSESSMENT CRITERION 3** |

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| The range of consumables which may be replenished are listed and the reason therefore explained. |

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| **ASSESSMENT CRITERION 4** |

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| Arrangements to repair equipment that is not in good working order are made. |

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| **ASSESSMENT CRITERION 5** |

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| Ways of learning how to operate technology are given. |

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| **ASSESSMENT CRITERION 6** |

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| Office equipment is operated efficiently. |

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| **ASSESSMENT CRITERION RANGE** |

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| The range of office equipment is: Fax, Photocopier and Switchboard. |

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| **SPECIFIC OUTCOME 2** |

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| Complete the work for which you are responsible in accordance with organisational procedures, requirements and priorities. |

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| **ASSESSMENT CRITERIA** |

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| **ASSESSMENT CRITERION 1** |

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| The importance of being sensitive to other people's needs and cultures is explained and ways on how to contribute to the overall effectiveness of the team are given. |

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| **ASSESSMENT CRITERION 2** |

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| Issues requiring confidentiality are described. |

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| **ASSESSMENT CRITERION 3** |

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| The extent of one's own responsibility in the office is described. |

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| **ASSESSMENT CRITERION 4** |

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| Work is being prioritised and the reasons for making this decision are described. |

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| **ASSESSMENT CRITERION 5** |

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| The various filing systems are described and documents are filed by using a recognised filing system. |

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| **ASSESSMENT CRITERION RANGE** |

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| The range of filing systems is: Index and alphanumeric. |

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| **ASSESSMENT CRITERION 6** |

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| Business information is analysed and distributed, ensuring that individual needs are met. |

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| **ASSESSMENT CRITERION RANGE** |

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| The range is: Faxes and messages. |

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| **ASSESSMENT CRITERION 7** |

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| Examples of situations where it is acceptable to deviate from organisational procedures are given. |

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| **UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS** |

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| 1. Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA.   2. Any institution offering learning that will enable achievement of this unit standard must be registered with the FE/HE Registrar.   3. Any institution wishing to receive skill development grants must be accredited with the relevant ETQA. Such an institution will also be registered with the relevant SETA.   4. Moderation of assessment will be done by the relevant ETQA at its discretion. |

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| **UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE** |

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| Essential embedded knowledge is dealt with under the specific outcomes section where "demonstrated knowledge and understanding" is required. |

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

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| **UNIT STANDARD CCFO WORKING** |

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| Work effectively with others:     Given a particular team of people, decide how one can contribute to the overall effectiveness of the team.    Site examples of situations where it is acceptable to deviate from establishment procedures and give reasons why.    Analyse and distribute business information, ensuring that individual needs are met. |