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NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

OPERATIONS MANAGEMENT

NQF Level 3

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OPERATIONS MANAGEMENT – LEVEL 3

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SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides the lecturer with guidelines to develop and implement a coherent, integrated assessment system for Operations Management in the National Certificates (Vocational). It must be read with the *National Policy Regarding Further Education and Training Programmes: Approval of the Documents, Policy for the National Certificates (Vocational) Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF)*. This assessment guideline will be used for National Qualifications Framework Levels 2-4.

This document explains the requirements for the internal and external subject assessment. The lecturer must use this document with the *Subject Guidelines: Operations Management* to prepare for and deliver Operations Management. Lecturers should use a variety of resources and apply a range of assessment skills in the setting, marking and recording of assessment tasks.

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

1 ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

Assessment in the National Certificates (Vocational) is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the student by addressing:
  - social adjustment and responsibility;
  - moral accountability and ethical work orientation;
  - economic participation; and
  - nation-building.

The principles that drive these objectives are:

- ***Integration***

To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- ***Relevance***

To be dynamic and responsive to national development needs.

- ***Credibility***

To demonstrate national and international value and recognition of the qualification and acquired competencies and skills.

- ***Coherence***

To work within a consistent framework of principles and certification.

- ***Flexibility***

To allow for creativity and resourcefulness when achieving Learning Outcomes, to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- ***Participation***

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- ***Access***

To address barriers to learning at each level to facilitate students' progress.

- ***Progression***

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- ***Portability***

To enable students to transfer credits of qualifications from one learning institution and/or employer to another institution or employer.

- ***Articulation***

To allow for vertical and horizontal mobility in the education system when accredited pre-requisites have been successfully completed.

- ***Recognition of Prior Learning***

To grant credits for a unit of learning following an assessment or if a student possesses the capabilities specified in the outcomes statement.

- ***Validity of assessments***

To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:

  - clearly stating the outcome to be assessed;
  - selecting the appropriate or suitable evidence;
  - matching the evidence with a compatible or appropriate method of assessment; and
  - selecting and constructing an instrument(s) of assessment.

- ***Reliability***

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- ***Fairness and transparency***

To verify that no assessment process or method(s) hinders or unfairly advantages any student. The following could constitute unfairness in assessment:

  - Inequality of opportunities, resources or teaching and learning approaches
  - Bias based on ethnicity, race, gender, age, disability or social class
  - Lack of clarity regarding Learning Outcome being assessed
  - Comparison of students' work with other students, based on learning styles and language

- ***Practicability and cost-effectiveness***

To integrate assessment practices within an outcomes-based education and training system and strive for cost and time-effective assessment.

2 ASSESSMENT FRAMEWORK FOR VOCATIONAL QUALIFICATIONS

The assessment structure for the National Certificates (Vocational) qualification is as follows:

2.1 Internal continuous assessment (ICASS)

Knowledge, skills values, and attitudes (SKVAs) are assessed throughout the year using assessment instruments such as projects, tests, assignments, investigations, role-play and case studies. The internal continuous assessment (ICASS) practical component is undertaken in a real workplace, a workshop or a "Structured Environment". This component is moderated internally and quality assured externally by Umalusi. All internal continuous assessment (ICASS) evidence is kept in a Portfolio of Evidence (PoE) and must be readily available for monitoring, moderation and verification purposes.

2.2 External summative assessment (ESASS)

The external summative assessment is either a single or a set of written papers set to the requirements of the Subject Learning Outcomes. The Department of Education administers the theoretical component according to relevant assessment policies.

A compulsory component of external summative assessment (ESASS) is the **integrated summative assessment task (ISAT).** This assessment task draws on the students' cumulative learning throughout the year. The task requires **integrated application of competence** and is executed under strict assessment conditions. The task should take place in a simulated or "Structured Environment". The integrated summative assessment task (ISAT) is the most significant test of students' ability to apply their acquired knowledge.

The integrated assessment approach allows students to be assessed in more than one subject with the same integrated summative assessment task (ISAT).

External summative assessments will be conducted annually between October and December, with provision made for supplementary sittings.

3 MODERATION OF ASSESSMENT

3.1 Internal moderation

Assessment must be moderated according to the internal moderation policy of the Further Education and Training (FET) college. Internal college moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of Assessment Standards and maintains these across vocational programmes.

3.2 External moderation

External moderation is conducted by the Department of Education, Umalusi and, where relevant, an Education and Training Quality Assurance (ETQA) body according to South African Qualifications Authority (SAQA) and Umalusi standards and requirements.

The external moderator:

- monitors and evaluates the standard of all summative assessments;
- maintains standards by exercising appropriate influence and control over assessors;
- ensures proper procedures are followed;
- ensures summative integrated assessments are correctly administered;
- observes a minimum sample of ten (10) to twenty-five (25) percent of summative assessments;
- gives written feedback to the relevant quality assuror; and
- moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures for students who experience barriers to learning be customised and supported to enable these students to achieve their maximum potential.

4 PERIOD OF VALIDITY OF INTERNAL CONTINUOUS ASSESSMENT (ICASS)

The period of validity of the internal continuous assessment mark is determined by the *National Policy on the Conduct, Administration and Management of the Assessment of the National Certificates (Vocational).*

The internal continuous assessment (ICASS) must be re-submitted with each examination enrolment for which it constitutes a component.

5 ASSESSOR REQUIREMENTS

Assessors must be subject specialists and should ideally be declared competent against the standards set by the ETDP SETA. If the lecturer conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process to ensure the quality and integrity of assessments.

6 TYPES OF ASSESSMENT

Assessment benefits the student and the lecturer. It informs students about their progress and helps lecturers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

6.1 Baseline assessment

At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that students bring to the classroom. This knowledge assists lecturers in planning learning programmes and learning activities.

6.2 Diagnostic assessment

This assessment diagnoses the nature and causes of learning barriers experienced by specific students. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for students requiring specialist help.

6.3 Formative assessment

This assessment monitors and supports teaching and learning. It determines student strengths and weaknesses and provides feedback on progress. It determines if a student is ready for summative assessment.

6.4 Summative assessment

This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

7 PLANNING ASSESSMENT

An assessment plan should cover three main processes:

7.1 Collecting evidence

The assessment plan indicates which Subject Outcomes and Assessment Standards will be assessed, what assessment method or activity will be used and when this assessment will be conducted.

7.2 Recording

Recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.

7.3 Reporting

All the evidence is put together in a report to deliver a decision for the subject.

8 METHODS OF ASSESSMENT

Methods of assessment refer to who carries out the assessment and includes lecturer assessment, self-assessment, peer assessment and group assessment.

LECTURER ASSESSMENT	The lecturer assesses students' performance against given criteria in different contexts, such as individual work, group work, etc.
SELF-ASSESSMENT	Students assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
PEER ASSESSMENT	Students assess another student's or group of students' performance against given criteria in different contexts, such as individual work, group work, etc.
GROUP ASSESSMENT	Students assess the individual performance of other students within a group or the overall performance of a group of students against given criteria.

9 INSTRUMENTS AND TOOLS FOR COLLECTING EVIDENCE

All evidence collected for assessment purposes is kept or recorded in the student's Portfolio of Evidence (PoE).

The following table summarises a variety of methods and instruments for collecting evidence. A method and instrument is chosen to give students ample opportunity to demonstrate that the Subject Outcome has been attained. This will only be possible if the chosen methods and instruments are appropriate for the target group and the Specific Outcome being assessed.

	METHODS FOR COLLECTING EVIDENCE		
	Observation-based (Less structured)	**Task-based** (Structured)	**Test-based** (More structured)
Assessment instruments	• Observation • Class questions • Lecturer, student, parent discussions	• Assignments or tasks • Projects • Investigations or research • Case studies • Practical exercises • Demonstrations • Role-play • Interviews	• Examinations • Class tests • Practical examinations • Oral tests • Open-book tests
Assessment tools	• Observation sheets • Lecturer's notes • Comments	• Checklists • Rating scales • Rubrics	• Marks (e.g. %) • Rating scales (1-7)
Evidence	• Focus on individual students • Subjective evidence based on lecturer observations and impressions	**Open middle**: Students produce the same evidence but in different ways. **Open end**: Students use same process to achieve different results.	Students answer the same questions in the same way, within the same time.

10 TOOLS FOR ASSESSING STUDENT PERFORMANCE

Rating scales are marking systems where a symbol (such as 1 to 7) or a mark (such as 5/10 or 50%) is defined in detail. The detail is as important as the coded score. Traditional marking, assessment and evaluation mostly used rating scales without details such as what was right or wrong, weak or strong, etc.

Task lists and **checklists** show the student what needs to be done. These consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the student has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

Rubrics are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. Using rubrics is a different way of assessing and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly two types of rubrics, namely holistic and analytical, are used.

11 SELECTING AND/OR DESIGNING RECORDING AND REPORTING SYSTEMS

The selection or design of recording and reporting systems depends on the purpose of recording and reporting student achievement. **Why** particular information is recorded and **how** it is recorded determine which instrument will be used.

Computer-based systems, for example spreadsheets, are cost and time effective. The recording system should be user-friendly and information should be easily accessed and retrieved.

12 COMPETENCE DESCRIPTIONS

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not be simply a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) that a student must demonstrate to achieve each level of the rating scale.

When lecturers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a Subject Outcome. The relevant Assessment Standard must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

13 STRATEGIES FOR COLLECTING EVIDENCE

A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

13.1 Record sheets

The lecturer observes students working in a group. These observations are recorded in a summary table at the end of each project. The lecturer can design a record sheet to observe students' interactive and problem-solving skills, attitudes towards group work and involvement in a group activity.

13.2 Checklists

Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against what criteria they are evaluated. Space for comments is essential.

SECTION C: ASSESSMENT IN OPERATIONS MANAGEMENT

1 SCHEDULE OF ASSESSMENT

At NQF levels 2, 3 and 4, lecturers will conduct assessments as well as develop a schedule of formal assessments that will be undertaken in the year. All three levels also have an external examination that accounts for 50 percent of the total mark. The marks allocated to assessment tasks completed during the year, kept or recorded in a Portfolio of Evidence (PoE), account for the other 50 percent.

The Portfolio of Evidence (PoE) and the external assessment include practical and written components. The practical assessment in Operations Management must, where necessary, be subjected to external moderation by Umalusi or an appropriate Education and Training Quality Assurance (ETQA) body, appointed by the Umalusi Council in terms of Section 28(2) of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001).*

2 RECORDING AND REPORTING

Operations Management, as is the case for all the other Vocational subjects, is assessed according to five levels of competence. The level descriptions are explained in the following table.

Scale of Achievement for the Vocational component

RATING CODE	RATING	MARKS %
5	Outstanding	**80-100**
4	Highly competent	70-79
3	Competent	50-69
2	Not yet competent	40-49
1	Not achieved	0-39

The programme of assessment should be recorded in the Lecturer's Portfolio of Assessment for each subject. The following at least should be included in the Lecturer's Assessment Portfolio:

- A contents page
- The formal schedule of assessment
- The requirements for each assessment task
- The tools used for each assessment task
- Recording instrument(s) for each assessment task
- A mark sheet and report for each assessment task

The college must standardise these documents.

The student's Portfolio of Evidence (PoE) must include at least:

- A contents page
- The assessment tasks according to the assessment schedule

- The assessment tools or instruments for the task
- A record of the marks (and comments) achieved for each task

Where a task cannot be contained as evidence in the Portfolio of Evidence (PoE), its exact location must be recorded and it must be readily available for moderation purposes.

The following units guide internal assessment in Operations Management:

NUMBER OF UNITS	ASSESSMENT	COVERAGE
2	Formal written tests	2 or more completed topics **Assessment Task 6.1** **Class test:** Based on one or more case studies Case study to address QA systems and principles Same assessment task as above (6.1) for Learning Outcome 2. **Class test:** Case studies Case study should address non-compliance examples and issues, and how the operations dealt with these.
1	Internal written exam	All completed topics
	Practical assessments: The assessment activities referred to in the 'coverage' column are elaborated in the Assessment and Activities column in the table to follow.	**Assessment Task 1.1: Research: PoE Task** A selected business is observed with permission to obtain information as listed in the Assessment Guideline Table on: Customer services and Stakeholder evaluations **Assessment Task 1.2: Project : PoE Task** Student's stakeholder services evaluated via an approved instrument such as customer services satisfaction questionnaire (within a structured business environment) **Assessment Task 2.1: PoE Task** Case study OR Simulated Environment OR Investigation research in a company Coverage: Inter-linkages between business systems, and failure impacts **Assessment Task 3.1: Project / Assignment PoE** **Purpose of this task:** Monthly operational plan to be drafted for implementation in assistance to a manager Section 1 to 6 to form the PoE for this Assessment Task. **Assessment Task 4.1: PoE Task** (to link as a continuation of Assessment Task 3.1) **Section 10:** Resources plan for monthly operational plan Sections 7 to 10 to be compiled as the PoE. **Assessment Task 5.1: PoE Task:** (continuation of Task 3.1) Identifying hazards, managing hazards and preventing hazards. Includes sections 11 to 14 **Assessment Task 6.2: Application Task for POE** Quality techniques and practical evaluation **Assessment Task 6.2: Investigation:** Quality needs analysis, and motivation for the address of these identified needs.

ASSESSMENT OF OPERATIONS MANAGEMENT

LEVEL 3

3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN OPERATIONS MANAGEMENT - LEVEL 3

Topic 1: Stakeholder satisfaction

SUBJECT OUTCOME	
1.1 Implement techniques to ensure stakeholder satisfaction	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
Organisational stakeholder/customer service policy is obtained and analysed with the purpose of evaluating current practices	• Obtain an organisational stakeholder/customer service policy and analyse it with the purpose of evaluating current business practices • Investigate local customer/stakeholder service trends and document the findings for the purpose of evaluating own practices. • Evaluate current practices with respect to stakeholder services of a particular business, against the analysis of policy and investigation of local trends, and document the findings.
Local customer/stakeholder service trends are investigated and documented.	• Document the shortcomings of a particular business in terms of stakeholder practices, keeping the findings of the investigations and evaluations in mind. • Explain techniques for building and maintaining stakeholder relationships within a particular business sector and business. • Discuss ways in which a favourable stakeholder response can be obtained in various contexts of case studies and examples from real business scenarios.
Techniques for building, maintaining and retaining stakeholder relationships are explained.	Demonstrate the ability to fulfil obligations promised to stakeholders with the purpose of gaining and retaining stakeholder support, by performing stakeholder services.
ASSESSMENT TASKS OR ACTIVITIES	
• **Assessment Task 1.1: PoE Research**: A selected business is observed with permission to obtain the following: ▪ Customer service policy ▪ Local customer service trends in same industry or field ▪ Current practices in terms of service levels ▪ Results of a stakeholder evaluation that was done ▪ Make recommendations on analysis of the above mentioned results Case study that will cover the outcomes – facilitator to guide accordingly • **Assessment Task 1.2: Project : PoE Task** Students' support services evaluated via an approved tool such as a customer services satisfaction questionnaire. (within a structured business environment)	

Topic 2 Linkages between business systems

SUBJECT OUTCOMES	
2.1 Describe the information flow between business linkages related to the functioning of an organisation	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
The linkages between business systems are described in relation to the functioning of a business.	Describe the linkages between business systems in relation to the functioning of a business with reference to a particular case study.
The way in which information is exchanged between the business systems is Illustrated.	Investigate and document by using a flow chart, the way in which information is exchanged between the business systems so that their interdependence is highlighted.
The disruptive impact of breakdown of linkages is explained to illustrate the inter-relatedness of business systems.	Explain the disruptive impact of breakdown of linkages to illustrate the inter-relatedness of business systems, with reference to a particular case study.

ASSESSMENT TASKS OR ACTIVITIES
Assessment Task 2.1: PoE Task Case study OR Simulated Environment OR Investigation research in a company PoE to include: • Flow chart: should be based on the given case study, researched company or simulated environment. • Explanation based on an example from the chosen environment.

Topic 3: Planning and implementation of operational plans

SUBJECT OUTCOMES	
3.1 Participate in the planning and implementation of an operational plan.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
The implementation plan of a **monthly** maintenance and housekeeping program in a structured business environment is developed *Range: Plan must include but is not restricted to goals, objectives, activities, timeframes, responsible persons and possible costs against various resources.*	• Define the concept of planning in terms of the impact that it has on the successful execution of operational plans. • Assist in the development of an implementation plan for a monthly **maintenance and housekeeping program** in a structured business environment. *Range: Plan must include but is not restricted to goals, objectives, activities, timeframes, responsible persons and possible costs against various resources.*
Roles and responsibilities pertaining to action plan are explained and assigned in order to execute activities according to company policies and procedures	• Explain own roles and activities in the execution of the monthly action plan. Roles could be management roles, operational roles and human relation roles. • Assign written roles and activities according to organisational policies and procedures to individuals who will be participating in the execution of the operational plan. • Explain assigned roles to staff members participating in the operational plan, communicating in a professional and motivating manner, to ensure clarity of all activities and roles.
ASSESSMENT TASKS OR ACTIVITIES	
• **Group work:** 2 students per group to work on definition and feedback for the purpose of a class discussion **Assessment Task 3.1 PoE** **Purpose of this task:** Monthly operational plan to be drafted for implementation in assistance to a manager Implement the operational plan, on completion of ALL planning and preparation activities across all topics. The environment could be: ▪ a real business or ▪ a simulated business with a mentor company for the purpose of consultation and observation Include own roles clearly in the operational plan • **Section 2: Verbal Presentation:** to staff members involved in the implementation of the monthly operational plan (printout as evidence) • **Section 3: Written Task:** Explanation of individual roles	

SUBJECT OUTCOMES	
3.2 Manage own time productively	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
Own work schedule for the monthly maintenance and housekeeping programme is designed	• Describe the purpose of a work schedule before activating organisational work activities. • Design own work schedule including timeframes, activities, role players for the monthly maintenance and housekeeping programme
Own performance within a drafted operational plan is evaluated and documented via company Quality Evaluation Instrument.	• Evaluate own performance within a drafted operational plan via a company Quality Evaluation Instrument. • Record all findings of self-evaluation in a report according to company requirements.
ASSESSMENT TASKS OR ACTIVITIES	
• **Section 4: Own work schedule** to be part of the monthly operational plan • **Section 5**: **Evaluation task** to be attached to the project plan and operational plan as part of the project. (Could be an evaluation of the implemented monthly operational plan or an alternate plan that learner was involved in) • **Section 6: Written report** as part of the project: ▪ Monthly operational plan OR ▪ Report based on the alternate plan that was participated in.	

Topic 4: Mobilisation of resources for an operational plan

SUBJECT OUTCOMES	
4.1 Participate in the mobilisation of resources for the implementation of an operational plan for an organisation *Resources could include motor vehicles, computers, technicians, telecommunication instruments, consumables, contractors, lawyers, accountants*	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
Available resources for the implementation of an action plan are identified and documented.	Identify and document available resources for the implementation of an action plan for a monthly maintenance and housekeeping programme within a particular business sector.
The cost of the usage of the available resources and the cost of obtaining new resources that might be needed for the implementation of an operational plan are determined and documented.	Determine and document according to company requirements, the cost of the usage of the available resources and the cost of obtaining new resources that might be needed for the implementation of the identified monthly operational plan.
Resources are evaluated in terms of their suitable contribution to effective business performance of the operational plan to be implemented.	Evaluate resources in terms of their suitable contribution to effective business performance of the identified monthly operational plan to be implemented.
Identified resources are utilised according to the plan to perform own documented tasks in the operational plan	• Seek, record and use advice regarding resources to ensure that these are identified and used effectively. Advice could be sought from subcontractors, by outsourcing, it could be professional advice or informal advice. • Accommodate possible interruptions and defaults in resource supplies in the schedule to ensure that productivity levels remain high at all times. • Utilise identified resources according to the plan to perform own documented tasks in the operational plan

ASSESSMENT TASKS OR ACTIVITIES
Assessment Task 4.1 PoE Task (to link as a continuation of Assessment Task 3.1) • **Section 7:** Produce resources plan for monthly operational plan • **Section 8:** Produce costing plan for the required resources, (both old and new) for the operational plan • **Section 9:** ▪ Evaluation of resources in terms of their suitable contribution to the business operations for the monthly operational plan to be implemented ▪ Advice that was sought to be documented • **Section 10:** Declaration of Store – SIM Manager to declare that resources that were part of the resource plan were utilised appropriately.

Topic 5: Implement risk management

SUBJECT OUTCOME	
5.1 Implement risk management	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
Hazards are identified in terms of the designed action plan.	Identify environmental and other hazards that can affect the successful outcome of activities and plans within an operational plan for a company. Hazards could include but are not limited to environmental risks, operational risks, technology risks, credit and legal compliance.
Hazards are discussed in terms of their effect and potential impact on the smooth execution of the operational plan.	• Identify hazards in terms of the designed monthly action plan • Discuss hazards in terms of their effect and potential impact on the smooth execution of the monthly operational plan.
Actions to manage the identified hazards are documented and implemented during the execution of the operational plan.	• Document actions to manage the identified hazards during the implementation of the monthly operational plan. • Discuss the impact that the identified hazards had on the smooth flow of activities within the monthly operational plan.
ASSESSMENT TASKS OR ACTIVITIES	
Assessment Task 5.1: PoE Task (continuation of Task 3.1) • **Section 11: Listed** hazards for the monthly operational plan. • **Section 12:** Documented discussion • **Section 13:** Action plan to manage the identified hazards • **Section 14: Documented Discussion** on impact of hazards on smooth flow of operational plan.	

Topic 6: Implementation of the Total Quality Management system

SUBJECT OUTCOME	
6.1 Explain quality concepts, systems and principles.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
Quality concepts, systems and principles are explained with examples from given case studies as well as real business scenarios.	Explain quality concepts, systems and principles with examples from given case studies as well as real business scenarios.
The consequences and risks associated with non-compliance to quality procedures are explained with examples from given case studies.	Explain the consequences and risks associated with non-compliance to quality procedures with examples from given case studies.
The various techniques and tools of TQM are applied in various contexts through case studies to ensure the awareness of continues improvement.	• Apply the various techniques and tools of Total Quality Management (TQM) in various contexts through case studies and actual examples to ensure the awareness of continuous improvement. • Evaluate and record the findings of the monthly operational plan for TQM via an approved Quality Management tool
ASSESSMENT TASKS OR ACTIVITIES	
• **Assessment Task 6.1: Class tests:** Based on case studies that address QA systems and principles, non-compliance examples and issues and how the operation dealt with these. • **Assessment Task 6.2: Application task for PoE** ▪ QA instruments are used to determine quality delivery within the implementation of the operational plan (Topics 3 and 4) ▪ Quality Evaluation on the implemented monthly operational plan recorded in an agreed format	

SUBJECT OUTCOME	
6.2 Identify actions necessary to meet the quality needs of a business	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
An analysis of the quality needs of an organisation is conducted and the needs are documented.	Conduct an analysis of the quality needs of an organisation and document the needs in terms of the enhancement of quality processes.
Motivations are given why the particular quality needs were identified and what benefit they would hold for the company.	Supply written motivations as to why the particular quality needs were identified and what benefit they would hold for the company.
ASSESSMENT TASKS OR ACTIVITIES	
• **Assessment Task 6.2: Investigation** ▪ A selected Business environment is analysed for quality needs ▪ A **written motivation** is attached to the quality needs that are identified.	

4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN OPERATIONS MANAGEMENT - LEVEL 3

4.1 Integrated Summative Assessment Task (ISAT):

A compulsory component of ESASS is the **Integrated Summative Assessment Task (ISAT),** which is a major task that draws on the students' cumulative learning achieved throughout the full year. The task requires integrated application of competence and is executed and record in compliance with assessment conditions.

Two possible approaches to the ISAT may be as follows:

- The students could be assigned a task at the beginning of the year which they will have to complete in various phases during the year to obtain part assessment. The final assessment is made at the end of the year upon completion of the task.

OR

- The other option is that learners will have achieved the competencies during the year but the competencies will be assessed cumulatively in a single assessment / exam session at the end of the year.

The ISAT will be set by the externally appointed examiner and be conveyed to colleges within the first quarter of each year.

The integrated assessment approach allows for the learner to be assessed in more than one subject within the same ISAT.

4.2 National Examination

A national examination is conducted annually in October or November by means of a paper set externally and marked and moderated externally. The following distribution of cognitive application is suggested:

LEVEL 3	**KNOWLEDGE AND COMPREHENSION**	**APPLICATION**	**ANALYSIS, SYNTHESIS AND EVALUATION**
	30%	50%	20%