



NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

OFFICE PRACTICE NQF Level 3

September 2007

OFFICE PRACTICE– 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 Office Practice 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: Office Practice* to prepare for and deliver Office Practice. 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 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 assessor; 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 individual 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 performance on specific assessment tasks. However, marks should be awarded against rubrics and should 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 in order 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 OFFICE PRACTICE

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 Office Practice 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

Office Practice, 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.

ASSESSMENT OF OFFICE PRACTICE

LEVEL 3

3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN OFFICE PRACTICE - LEVEL 3

Topic 1: Plan, monitor and control an information system

SUBJECT OUTCOME	
1.1 Plan a storage and retrieval system	
ASSESSMENT STANDARD	LEARNING OUTCOME
Storage and retrieval system is planned effectively	- Identify structural and operational needs. - Determine procedures for the storage and retrieval of manual and computerised records according to organisational policies and procedures. - Maintain methodologies and quality control procedures for checking, tracking, and securing. - Determine the storage and retrieval system. - Identify archiving processes and procedures for archive storage. - Determine classification methodologies
ASSESSMENT TASKS OR ACTIVITIES	
- Practical - Demonstration - SIM	

SUBJECT OUTCOME	
1.2 Monitor the implementation of the filing and retrieval system	
ASSESSMENT STANDARD	LEARNING OUTCOME
The implementation of the filing and retrieval system is monitored effectively	- Monitor that quality control for sorting, filing and retrieval of documentation is carried out according to organisational requirements. - Follow organisational policy for transfer, archive and disposal. - Follow procedures for securing manual and computerised records. - Explain the importance of maintaining up-to-date and accurate records of paper-based documentation.
ASSESSMENT TASKS OR ACTIVITIES	
- SIM - Practical	

SUBJECT OUTCOME	
1.3 Control the implementation of a filing and retrieval system	
ASSESSMENT STANDARD	LEARNING OUTCOME
The implementation of a filing and retrieval system is controlled effectively	- Accurately file documents in the required format, location and time frame. - Identify incorrectly filed documents and file correctly. - Communicate areas for improvement to the staff member responsible. - Plan and update the procedures for improving storage and retrieval systems on an ongoing basis.
ASSESSMENT TASKS OR ACTIVITIES	
- Assignment - SIM	

Topic 2: Monitor and control office supplies

SUBJECT OUTCOME	
2.1 Monitor and control the distribution of office supplies	
ASSESSMENT STANDARD	LEARNING OUTCOME
The distribution of office supplies are efficiently monitored and controlled	- Identify and record office supplies levels. - Ascertain and compare office supplies levels to required levels. - Check records for compliance with organisational requirements. - Take remedial action to rectify office supply levels.
ASSESSMENT TASKS OR ACTIVITIES	
- Practical exercises - SIM	

SUBJECT OUTCOMES	
2.2 Maintain office supplies processes and procedures	
ASSESSMENT STANDARD	LEARNING OUTCOME
Office supply processes and procedures are effectively maintained	- Monitor and evaluate office supply processes and procedures. - Identify and highlight out-of-line situations. - Take remedial action to correct office supply processes and procedures. - Identify and recommend areas for improvement to the authorised individuals.
ASSESSMENT TASKS OR ACTIVITIES	
- Practical - SIM	

Topic: 3 Handling of Petty Cash

SUBJECT OUTCOMES	
3.1 Disburse money for Petty Cash transactions.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Money for Petty Cash transactions is disbursed correctly	- Identify source documents correctly. - Receive request for Petty Cash, validated and authorised according to company policy. - Issue authorised cash as per request. - Receive and reconcile cash slip and change accurately. - Complete Petty Cash voucher and see that till slip is attached in accordance with purchases made.
ASSESSMENT TASKS OR ACTIVITIES	
- Tasks - Practical exercise - SIM, E-learning	

SUBJECT OUTCOMES	
3.2 Record Petty Cash transactions.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Petty Cash transactions are recorded correctly	- Number the Petty Cash records in sequence according to company policy. - Record Petty Cash vouchers correctly in the Petty Cash Book or Petty Cash Journal. - Total Petty Cash analysis columns accurately. - File Petty Cash vouchers correctly according to company policy.
ASSESSMENT TASKS OR ACTIVITIES	
- Practical - SIM	

SUBJECT OUTCOMES	
3.3 Restore impress amount.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Impress amount is correctly restored	- Indicate the amount of the Petty Cash float as required by company. - Correctly calculate the required amount to restore balance. - Reconcile money in cash box with Petty Cash Book. - Request coins and notes according to the required amount. - Count coins and notes received and place in cash box.
ASSESSMENT TASKS OR ACTIVITIES	
- Practical - SIM	

SUBJECT OUTCOME	
3.4 Adhere to control procedures for Petty Cash.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Control procedures for Petty Cash are correctly adhered to.	- Secure Petty Cash float according to company policy. - Reconcile the Petty Cash float with Petty Cash Book. - Investigate discrepancies and correct within a reasonable period of time. - Resolve and refer discrepancies arising from the reconciliation of Petty Cash to the appropriate person.
ASSESSMENT TASKS OR ACTIVITIES	
- Case study - SIM	

Topic 4: Manage a diary for self and others

SUBJECT OUTCOME	
4.1 Demonstrate the ability to manage a diary	
ASSESSMENT STANDARD	LEARNING OUTCOME
The ability to manage a diary is demonstrated effectively	• Explain the importance and need for accurate diary information. • Complete diary neatly and legibly. • Demonstrate evidence that the diary is referred to on a daily basis.
ASSESSMENT TASKS OR ACTIVITIES	
• Practical exercises • SIM	

SUBJECT OUTCOME	
4.2 Organise appointments according to organisational standards.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Appointments are organized effectively according to organisational standards	• Prioritise appointments according to requirements. • Enter appointments correctly and prioritise according to requirements. • Process cancelled or postponed appointments according to requirements. • Update diary on an ongoing basis.
ASSESSMENT TASKS OR ACTIVITIES	
SIM	

SUBJECT OUTCOME	
4.3 Communicate relevant diary information	
ASSESSMENT STANDARD	LEARNING OUTCOME
Relevant diary information is effectively communicated	• Explain the importance of accurately communicating relevant diary information. • Communicate diary information to all stakeholders within agreed time frames. • Confirm appointments with all stakeholders within agreed time frames. • Communicate alterations to the diary to all stakeholders within agreed time frames.
ASSESSMENT TASKS OR ACTIVITIES	
• Practical • SIM	

Topic 5: Coordinate meetings, minor events and travel arrangements

SUBJECT OUTCOME	
5.1 Identify a date, venue and time for a meeting or event	
ASSESSMENT STANDARD	LEARNING OUTCOME
Dates, venues and time for meetings or events are correctly identified	• Provide a range of dates and venues for meeting/event to attendants. • Provide suitable dates and venues based on responses to ranges • Book and confirm meeting/event with attendants in writing. • Forward all related documentation to the attendants.
ASSESSMENT TASKS OR ACTIVITIES	
• Project • Practical exercise • SIM	

SUBJECT OUTCOME	
5.2 Arrange venue and catering	
ASSESSMENT STANDARD	LEARNING OUTCOME
Venue and catering are correctly arranged	• Select and book venue. • Describe the process of selecting a venue. • Confirm special arrangements, logistics, meeting room layout and equipment required with the venue provider. • Describe the processes of selecting a date, caterer and menu, taking into consideration religious and dietary requirements. • Forward agenda for meeting/event to venue provider and caterers so that correct times for meals and breaks can be adhered to. • Notify venue and caterers in writing and pay deposits.
ASSESSMENT TASKS OR ACTIVITIES	
• Project • SIM	

SUBJECT OUTCOME	
5.3 Make travel, car hire and accommodation arrangements	
ASSESSMENT STANDARD	LEARNING OUTCOME
Travel, car hire and accommodation arrangements are made correctly	• Determine travel, car hire and accommodation requirements for all. • Confirm that suitable accommodation is secured and confirm booking in writing • Identify and confirm car hire facilities in writing. • Forward travel arrangements and all necessary documentation to the attendants. • Process Invoices relating to travel, car hire and accommodation. • Process any relevant advance disbursements for travel, car hire or accommodation.
ASSESSMENT TASKS OR ACTIVITIES	
• Project • SIM	

SUBJECT OUTCOME	
5.4 Assemble and distribute documentation for meeting or event in good/sufficient time to attendants	
ASSESSMENT STANDARD	LEARNING OUTCOME
Documentation for meeting or event is assembled and distributed effectively in good/sufficient time to attendants	- Establish deadline date for receipt of documentation from contributors according to agreed time frames. - Communicate deadline date to contributors. - Assemble, copy and collate documents. - Timeously distribute relevant documents in hard or electronic form to participants
ASSESSMENT TASKS OR ACTIVITIES	
- Practical - Project - SIM	

Topic 6: Monitor and control the receiving and satisfaction of visitors

SUBJECT OUTCOME	
6.1 Oversee the reception of visitors.	
ASSESSMENT STANDARD	LEARNING OUTCOME
The reception of visitors is efficiently overseen	- Receive visitors according to the organisational standards. - Process all documents/deliveries according to organisational standards. - Identify, note and record areas of non-conformance for possible remedial action. - Identify areas of improvements.
ASSESSMENT TASKS OR ACTIVITIES	
- Practical exercises - SIM	

SUBJECT OUTCOME	
6.2 Ensure that visitors are consulted according to organisational requirements.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Visitors are consulted according to organisational requirements.	- Consult visitors as per company policy. - Identify, note and record areas of non-compliance for remedial action. - Identify remedial actions and present for implementation.
ASSESSMENT TASKS OR ACTIVITIES	
- Practical - SIM	

SUBJECT OUTCOME	
6.3 Monitor visitors' satisfaction	
ASSESSMENT STANDARD	LEARNING OUTCOME
Visitors' satisfaction is monitored	- Monitor visitors' satisfaction at pre-determined intervals. - Obtain feedback from visitors regarding their satisfaction. - Evaluate and analyse feedback to determine satisfaction levels. - Take the necessary steps to improve the level of satisfaction.

ASSESSMENT TASKS OR ACTIVITIES
• Practical • SIM

Topic 7: Process incoming and outgoing telephone calls

SUBJECT OUTCOME	
7.1 Demonstrated knowledge and understanding of telephone etiquette.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Knowledge and understanding of telephone etiquette is demonstrated	• Describe non-disclosable information and the reasons that it is classified as non-disclosable. • Emphasise the importance of acknowledging callers and keeping them informed of reasons for delays. • Describe various ways of finding telephone numbers. • Explain the difference in the way a person answers their own private telephone and the way the switchboard is answered in terms of assisting customers. • Describe standard telephone etiquette for answering calls and making calls. • Describe the use of body language in communicating with others while on a call and the reason why it is important. • Describe methods for dealing with abusive callers. • Describe methods for dealing with emergency situations.
ASSESSMENT TASKS OR ACTIVITIES	
• Practical exercises • SIM	

SUBJECT OUTCOME	
7.2 Demonstrate ability to make decisions about practice and to act accordingly.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Ability to make decisions about practice and to act accordingly is demonstrated effectively	• Prepare all necessary documentation and equipment (computers, writing material, notes etc.) prior to making any outgoing calls. • Given a telephonic request from a customer, decide whether to help or to transfer the call to another person in the organisation and explain why. • Ask probing questions, discover the purpose of the call and transfer the caller to another person who may be more able to assist. • Take messages for others in the organisation (including whom the message is for, who called, the date and time, a short description of the call and contact details of the caller). • Given the nature of the call, decide whether to take a detailed message or to offer to have the customer called back. • Given incoming calls, transfers and outgoing calls, deal with the callers politely and in keeping with the organisation's image and standard telephone etiquette. • Deal with calls quickly and politely, keeping other calls holding as little as possible. • Given a specific situation, decide what information is disclosable or non-disclosable and explain why.
ASSESSMENT TASKS OR ACTIVITIES	
• Practical • SIM	

SUBJECT OUTCOME	
7.3 Demonstrate ability to learn from own actions and to adapt performance..	
ASSESSMENT STANDARD	LEARNING OUTCOME
The ability to learn from our actions and adapt performance is demonstrated	Given that a new switchboard is being introduced into the organisation, suggest ways to learn the new system quickly and become competent.
ASSESSMENT TASKS OR ACTIVITIES	
SIM	

Topic 8: Monitor the reception area

SUBJECT OUTCOME	
8.1 Monitor the maintenance of a clean and safe reception area as per organisational requirements	
ASSESSMENT STANDARD	LEARNING OUTCOME
The maintenance of a clean and safe reception area as per organisational requirements is demonstrated	• Maintain the Implementation of housekeeping standards according to workplace policy. • Maintain housekeeping operations to ensure no disruption to operational services. • Identify areas not meeting the required standards and record for possible remedial action. • Require rectifying actions and procedures so that substandard areas are identified and monitored to ensure that minimum standards are met.
ASSESSMENT TASKS OR ACTIVITIES	
• Practical demonstrations • SIM	

SUBJECT OUTCOME	
8.2 Monitor presentation of reception area	
ASSESSMENT STANDARD	LEARNING OUTCOME
Presentation of reception area is monitored	• Maintain presentation of reception area according to organisational standards. • Identify note and record areas of non-conformance for possible remedial action. • Identify and present remedial actions for implementation. • Communicate areas of improvement.
ASSESSMENT TASKS OR ACTIVITIES	
SIM	

SUBJECT OUTCOME	
8.3 Monitor the implementation of security procedures in reception area	
ASSESSMENT STANDARD	LEARNING OUTCOME
The implementation of security procedures in reception area is monitored	- Brief all reception personnel verbally on security procedures and provide them with a written summary - Obtain visitors' cards and permits from security personnel. - Monitor and maintain firearm procedures per workplace policy. - Report and rectify discrepancies and problems to ensure safety of workplace.
ASSESSMENT TASKS OR ACTIVITIES	
SIM	

4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN OFFICE PRACTICE - LEVEL 3

4.1 Integrated Summative Assessment Task (ISAT)

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

Two possible approaches to the ISAT may be applied as follows:

- The students could be assigned a task at the beginning of the year, which they will have to complete in various phases of the year in order 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 students 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 student 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
	40%	40%	20%