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Department:
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NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

OPERATIONS MANAGEMENT

NQF Level 4

September 2007

OPERATIONS MANAGEMENT – LEVEL 4

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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 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 be customised for students who experience barriers to learning 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 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 PoE, account for the other 50 percent.

The 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 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 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 for Subject Outcome 2.1** **Written task/Knowledge Test:** • Concept of Quality, • Impact on operations, • Quality assurance methods and instruments, own contribution towards quality within a system. **Assessment Task for Subject Outcome 2.1** **Class test:** Should be based on a case study • Covers: Non-compliance to QA **Assessment Task for Subject Outcome 5.2** **Written task:** Knowledge test • Basic Productivity study and report back.
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 for Subject Outcome 1.1** **POE Task: Assignment**: • Investigate business systems within a business environment, visual presentation, an analysis of the interdependencies of the identified business systems and a presentation on improvement proposals in terms of business linkages **Assessment Task for Subject Outcome 2.1** **Investigation Assignment** to be based on: • Simulated Enterprise • Extensive Case study • Mentor Company • Quality needs identified and complete needs analysis **Assessment Task for Subject Outcome 3.1** **Project:** Operational plan **Individual task** **Assessment Task for Subject outcome 4.1** **Written Assignment:** Stakeholder Satisfaction **Research** and document indicators as listed outcomes **Assessment Task 5.1** **(Conducted in a Business environment, Simulated Business or Mentor Company)** • Task: Investigation / Comparison: ▪ Current physical resources ▪ Productivity investigation **Assessment Task for Subject Outcome 5.3** **Evaluation:** Of own productivity levels whilst in Business Environment, peer evaluation of students productivity levels and report on the outcome of evaluation.

ASSESSMENT OF OPERATIONS MANAGEMENT

LEVEL 4

3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN OPERATIONS MANAGEMENT - LEVEL 4

Topic 1: Business system analysis

SUBJECT OUTCOME	
1.1 Analyse an organisation with respect to linkages and interdependencies of its business systems.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• The business systems and their linkages within the students' specific environment are identified within the organisation and information is presented.	• Identify the business systems and their linkages within the students' specific environment within the organisation, and present information in a visual format.
• An analysis is provided of the interdependence between the business systems.	• Analyse and describe the interdependence of the business systems, referring to the visual presentation made.
• Areas of business improvement are identified in respect of linkages, documented and presented.	• Identify areas of business improvement in respect of linkages. Document and present the outcome to the managers.
ASSESSMENT TASKS OR ACTIVITIES	
PoE Task: • Identify a business or simulated business • Investigate the business systems within this environment • Present the identified systems in a visual format • Document an analysis of the interdependencies of the identified business systems • Present improvement proposals in respect of business linkages	

Topic 2 Total quality management system

SUBJECT OUTCOME	
2.1 Determine, motivate and present actions that will enhance the quality systems of a business environment	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Quality needs of an organisation are identified.	• Identify quality needs of an organisation or simulated business to ensure that operations are conducted in a manner that emphasises quality
ASSESSMENT TASKS OR ACTIVITIES	
• Written task/Knowledge Test: ▪ Concept of quality. ▪ Impact on operations. ▪ Quality assurance methods and instruments, own contribution towards quality within a system.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Actions necessary to meet the quality needs of an organisation are identified.	• Identify actions and activities necessary to meet the quality needs of an organisation or simulated business.
• The implications of the proposed actions are identified.	• Identify the implications of the proposed actions to meet the quality needs of an organisation or simulated business.
• The physical activities associated with the proposed activities are listed against the applicable activity.	• List the physical activities associated with the proposed activities against applicable activity.
ASSESSMENT TASKS OR ACTIVITIES	
• Investigation Assignment: To be based on: ▪ Simulated enterprise. ▪ Extensive case study. ▪ Mentor company. • Investigation assignment: ▪ Identify quality needs of a business. ▪ List actions to meet the identified needs and mention the implications of these actions on business operations. ▪ List proposed activities to ensure that the identified quality needs will be met.	

ASSESSMENT STANDARD	LEARNING OUTCOME
• The proposed needs and activities are presented to the management of the organisation. • Actions to enhance current quality systems are presented.	• Present the proposed needs and activities to enhance quality systems to the management of the organisation in a formal presentation.
• The consequences and risks associated with non-compliance to quality procedures are explained with examples.	• Explain the consequences and risks associated with non-compliance to quality procedures with examples.
ASSESSMENT TASKS OR ACTIVITIES	
• Formal presentation: ▪ Present the outcome of the above investigation. • Class test: Could be based on a case study.	

Topic 3: Controlling business operations

SUBJECT OUTCOME	
3.1 Plan and control business operations in a structured business environment.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• A plan is provided to control the operations within a specific area of a structured business environment.	• Identify an area in which an operational plan can be executed. • Provide a plan to control the operations within a specific area of a structured business environment.
• Available human resources who are fit for purpose for the implementation of an operational plan are identified and documented in the plan. *Range: Resources could include lawyers, accountants, specialist consultants, own employees with expertise, and contractors.*	• Identify available human resources who are fit for purpose for the implementation of an operational plan within a specific area, and document this in the plan. *Range: Resources could include lawyers, accountants, specialist consultants, own employees with expertise and contractors.*
• Security processes and procedures are listed and implemented within the provided plan. *Range: Security processes could include environmental security, information confidentiality and measures for alleviating risks.*	• List security processes and procedures which will be followed during the implementation of the operational plan. *Range: Security processes could include environmental security, information confidentiality and measures for alleviating risks in respect of physical, financial and human resources.*
ASSESSMENT TASKS OR ACTIVITIES	
Project: Operational plan (PoE task): (Individual task in a selected business and operational area). Tasks could be based on: • Extensive case study • a simulated enterprise • Mentor company environment To be planned for one financial year. Plan to include all indicators in the Learning Outcomes as listed. Practical Task: Security processes and procedures to be included in the operational plan as above	

SUBJECT OUTCOME	
3.2 Implement actions to mitigate risks within the operational plan.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Possible risks are identified and listed.	• Implement security processes within the operational plan as stipulated. • Identify and list possible risks that might impact on the execution of the operational plan. *Range: Risks could include environmental risks, data confidentiality, outdated physical resources, unskilled workforce, financial risks and lack of resources.*
• Actions that will alleviate the identified risks are documented against the listed risks.	• Document actions that will alleviate the identified risks as listed in the operational plan. • Implement the presented long term operational plan within a structured business environment. • Implement security processes within the operational plan as stipulated.
ASSESSMENT TASKS OR ACTIVITIES	
• Apparent in Operational Plan and to be implemented in business / simulated environment: • Behavioural observation. • Portfolio of Evidence: Evidence collected against operational plan.	

SUBJECT OUTCOME	
3.3 Assess risks and make suggestions in respect of control activities that would alleviate same risks in future.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Risks that occurred during the implementation of the provided plan or any other component of the larger operational plan of the business are assessed in respect of their impact on reaching company objectives, and maintaining industry standards.	• Assess risks that occurred during the implementation of the provided plan or any other component of the larger operational plan of the business in respect of their impact on reaching company objectives, and maintaining industry standards.
ASSESSMENT TASKS OR ACTIVITIES	
• Mentor company or simulated enterprise information to be studied and commented on.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Control activities to alleviate the same identified and assessed risks in the future are documented and presented.	• Document in a formal presentation format, the control activities to alleviate the same identified and assessed risks in the future.
ASSESSMENT TASKS OR ACTIVITIES	
Formal presentation	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Key risk areas for the specific business environment are identified and listed with the purpose for these areas to be monitored and precautions to be taken.	• Identify and list key risk areas for the specific business environment with the purpose for these areas to be monitored and precautions to be taken to ensure sound operational practices in the future.
ASSESSMENT TASKS OR ACTIVITIES	
• Written list.	
• Possible risks are identified, listed and presented.	• Deliver a presentation that will inform the staff and managers of the risks that occurred during the implementation of the operational plan, the control activities that were taken as well as risks that might occur in future practices and how these could be alleviated. The presentation could take an electronic format or alternatively one visual media should be utilised.

ASSESSMENT TASKS OR ACTIVITIES
• Formal presentation: The presentation could take an electronic format or alternatively one visual media should be utilised.

Topic 4: Stakeholder satisfaction analysis

SUBJECT OUTCOME	
4.1 Apply techniques to establish positive stakeholder relationships. *Range: Stakeholders may include employees, customers, shareholders, service providers, suppliers. Techniques may include: negotiations, transparency, high service levels, and high performance levels.*	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Techniques to improve stakeholder relationships are listed.	• List techniques to improve stakeholder relationships in terms of a structured business context as well as business in general.
• Methods to build and maintain relationships between stakeholders and business practices are discussed within a particular context or case study.	• Discuss methods to build and maintain relationships between stakeholders and business practices within a particular context or case study.
• The various contexts where a positive stakeholder response is required in order to achieve the needs and aspirations of the organisation are described	• Describe the various contexts where a positive stakeholder response is required in order to achieve the needs and aspirations of an organisation or structured business.
ASSESSMENT TASKS OR ACTIVITIES	
• Written Assignment: "Stakeholder Satisfaction" ▪ Research and document indicators in listed outcomes. (could be based on a case study, simulated business environment or any business in general	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Stakeholder related problems are identified when interaction takes place so that actions can be initiated to maintain beneficial relationships.	• Identify stakeholder related problems during interaction with stakeholders or via discussion with peers, so that actions can be initiated to maintain beneficial relationships.
• The students' ability to conduct his/her self in such a manner to meet the expectations of the stakeholders in the operation is evaluated.	• Evaluate own ability to conduct oneself in such a manner to meet the expectations of the stakeholders in the operation.
ASSESSMENT TASKS OR ACTIVITIES	
• Observations, discussions with store owners, managers and peers and then documenting identified problems and related proposed actions • Behavioural Observation: conducted by a SIM Manager or store manager/owner of a mentor company	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Information is collected, collated and evaluated from stakeholders in order to determine levels of satisfaction.	• Design or contextualise current instruments that collect information from stakeholders' for the purpose of determining satisfaction levels and further needs. • Use revised evaluation instruments to collect, collate and evaluate information obtained from stakeholders in order to determine levels of satisfaction.
• Actions are suggested to address the issues that hinder maintenance of stakeholder satisfaction.	• Actions are suggested to address the issues that hinder maintenance of stakeholder satisfaction.
ASSESSMENT TASKS OR ACTIVITIES	
• Written task as part of Assignment: Stakeholder evaluation instruments to be revised contextualised and created. • Practical task as part of the Assignment: instruments in above task to be implemented in a business environment or simulated business environment. • Written Task: Documented actions to address the issues that came forward from the implementation of the stakeholder evaluation instruments.	

Topic 5: Evaluate business operations

SUBJECT OUTCOME	
5.1 Evaluate the components and systems, policies and procedures within current business operations in a structured business environment.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• The selection and performance in respect of productivity of physical resources is evaluated within the current business operations of a structured business environment.	• Evaluate the selection of physical resources in respect of productivity within the current business operations of a structured business environment. • Evaluate the performance of physical resources in respect of productivity within the current business operations of a structured business environment.
• Current business systems of operation and policies and procedures that enable operations are evaluated against current performance of a business in a specific area of operation.	• Evaluate current business systems of operation including the policies and procedures that enable these operations; against current performance of a business in a selected area of operation.
ASSESSMENT TASKS OR ACTIVITIES	
(Conducted in a business environment, simulated business or mentor company) • Task: Investigation/Comparison: ▪ Current physical resources ▪ Productivity investigation ▪ Report on impact of current usage of physical resources on productivity levels ▪ Evaluation against operational procedures as listed in company policies and procedures.	

SUBJECT OUTCOME	
5.2 Improve productivity in a structured business environment	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Basic concepts of productivity are explained with examples. *Range: Concepts could include planning, implementation, input, output within scheduled timeframe, equipment and machinery, measuring own productivity levels*.	• Explain basic concepts of productivity with examples. *Range: Concepts could include planning, implementation, input, output within scheduled timeframe, equipment and machinery, measuring own productivity levels.*
• Own productivity within a specific area of work is evaluated by self and a peer against a tool that has been approved by the Quality Management Team of the business.	• Evaluate own productivity during the implementation of an operational plan, using a tool that has been approved by the Quality Management Team of the business or any authorised person. • Conduct peer evaluation on the implemented operational plan, using a tool that has been approved by the Quality Management Team of the business or any authorised person.
• Establish and document measures to improve individual productivity. Measures could include work studies, specialist advice, overtime, incentives	• Establish and document measures to improve individual productivity. Measures could include work studies, specialist advice, overtime, incentives.
ASSESSMENT TASKS OR ACTIVITIES	
• Written task: Knowledge test: Basic concepts of productivity • Evaluation: Of own productivity levels whilst in business environment • Peer evaluation: of peer's productivity levels whilst participating in business operation • Written report after evaluations are conducted.	

4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN OPERATIONS MANAGEMENT - LEVEL 4

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 students will have achieved the competencies during the year but the competencies will be assessed cumulatively in a single assessment or 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 4	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	30%	50%	20%