

NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

OFFICE PRACTICE NQF Level 4

September 2007

OFFICE PRACTICE– 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 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 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 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 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 PoE account for the other 50 percent.

The 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 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.

ASSESSMENT OF OFFICE PRACTICE

LEVEL 4

3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN OFFICE PRACTICE - LEVEL 4

Topic 1: Create business reports

SUBJECT OUTCOME	
1.1 Relate the purpose, content, form, frequency and recipients of a range of reports to the information needs of a selected business.	
ASSESSMENT STANDARD	LEARNING OUTCOME
The purpose, content, form, frequency and recipients of a range of reports are related to the information needs of a selected business.	- Identify the regular reports for a selected organisation. - Link the information needs of the organisation to the purpose of each identified report. - Draw up a template for each report in the company specific format including the mandatory content headings. - Create a table listing each report, its purpose, the regular recipients and frequency of distribution. <i>Range: Assessment is limited to five reports.</i>
ASSESSMENT TASKS OR ACTIVITIES	
- Projects. - Test.	

SUBJECT OUTCOME	
1.2 Identify information sources and organisational procedures for obtaining and distributing information relevant to a selected business function.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Information sources and organisational procedures for obtaining and distributing information relevant to a selected business function are identified.	- Create a table listing each report and the information sources required for input to the report. The information sources are linked to specific headings within the report. - Draw up a table listing each information source, from whom it is obtainable, when it is available, its level of confidentiality, and to whom it should be returned. - Identify company procedures for obtaining information sources for each information source and linked to the table above.
ASSESSMENT TASKS OR ACTIVITIES	
Assignment.	

SUBJECT OUTCOME	
1.3 Compile reports related to a selected business function, ensuring content and format are appropriate to information requirements and that reporting deadlines are met	
ASSESSMENT STANDARD	LEARNING OUTCOME
Reports related to a selected business function, are compiled, content and format are appropriate to information requirements and reporting deadlines are met.	- Compile the identified reports using current information. <i>Range: Assessment limited to three reports.</i> - Create templates to use for writing the reports and make any necessary modifications to ensure compliance with business requirements. - Use the identified information sources to provide the information required by the organisation. - Distribute the report in the required manner in time to meet the specified deadline. <i>Range: E-mail, postage, internal mail, courier and delivery.</i>

ASSESSMENT TASKS OR ACTIVITIES
• Practical. • SIM.

SUBJECT OUTCOME	
1.4 Liaise with relevant parties and verify that reported information is in accordance with requirements and purpose of the report.	
ASSESSMENT STANDARD	LEARNING OUTCOME
• Relevant parties are liaised with to verify that reported information is in accordance with requirements and purpose of the report.	• Compile a table listing each of the relevant recipients of the reports, a space for comments and an overall rating of the report in terms of whether it meets their information requirements and purpose. • Distribute the form to recipients and evaluate their comments to determine the usefulness of the report. • Make possible amendments to reports in line with suggestions from recipients.
ASSESSMENT TASKS OR ACTIVITIES	
• Practical. • SIM.	

Topic 2: Assist in planning an event

SUBJECT OUTCOME	
2.1 Assist in the undertaking of a needs assessment.	
ASSESSMENT STANDARD	LEARNING OUTCOME
• Assistance is provided in undertaking needs assessment.	• Source information on client profiles, needs and expectations according to an assessment checklist prior to planning. • Identify the type of stakeholders within the event sub-field (for example, donors).
ASSESSMENT TASKS OR ACTIVITIES	
• Practical exercises. • Project.	

SUBJECT OUTCOME	
2.2 Assist in the design of an event.	
ASSESSMENT STANDARD	LEARNING OUTCOME
• Assistance is provided in designing an event.	• Create an environment to facilitate the design of an event. • Match event elements with the capacity of the facility according to client needs. • Understand and explain the specific characteristics of the event sub-field • Identify facility capacity and constraints.
ASSESSMENT TASKS OR ACTIVITIES	
Project.	

SUBJECT OUTCOME	
2.3 Identify the items making up the event plan, appropriate and specific to the event sub-field.	
ASSESSMENT STANDARD	LEARNING OUTCOME
The items making up the event plan appropriate and specific to the event sub-field, are identified.	- Assist in setting parameters for an event framework according to client, topic and budget. - Complete all preparatory work to execute the event. - Interpret and demonstrate an understanding of the critical path of the event. - Administrate, for example invitations, registration and notices appropriately and according to time frames.
ASSESSMENT TASKS OR ACTIVITIES	
Project.	

SUBJECT OUTCOME	
2.4 Apply the support tasks as prescribed.	
ASSESSMENT STANDARD	LEARNING OUTCOME
The support tasks as prescribed are applied.	Interpret and work within a work schedule, time line, organisational structure, budget and legal requirements.
ASSESSMENT TASKS OR ACTIVITIES	
Project.	

SUBJECT OUTCOME	
2.5 Adhere to clear communication procedures.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Clear communication procedures are adhered to.	- Communicate with internal (in-house) and external service providers regarding contributions towards the event. - Communicate and arrange issues such as accommodation, transport, facilities, menus and refreshments with appropriate in-house sections. - Communicate issues such as topics and decoration and arrange with external service providers. - Deal with the client in a professional manner.
ASSESSMENT TASKS OR ACTIVITIES	
Project.	

SUBJECT OUTCOME	
2.6 Operate individually and as part of an event team.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Understanding of individual and team role is demonstrated and reflected on.	- Understand own role within an event within a particular event sub-field. - Reflect on, measure and evaluate the event and performance.
ASSESSMENT TASKS OR ACTIVITIES	
Project.	

SUBJECT OUTCOME	
2.7 Determine criteria for expertise and resources.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Criteria for expertise and resources are identified.	- Identify clear concise and complete expertise and resource criteria. - Identify expertise and resource needs including competencies and attributes required. - Produce estimates of resource needs. - Confirm expertise and resource needs with key persons and obtain authorisation within scheduled time frames.
ASSESSMENT TASKS OR ACTIVITIES	
- Practical. - SIM.	

SUBJECT OUTCOME	
2.8 Establish and record expertise and resources.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Expertise and resources are established and recorded.	- Ensure that the choice of expertise complies with procedures and supports the organisation's objectives. - Ensure that the choice of expertise and resources best satisfies the needs, operations and services requirements of the organisations. - Document expertise and resources in the required format and within agreed time frames.
ASSESSMENT TASKS OR ACTIVITIES	
Practical tasks.	

SUBJECT OUTCOME	
2.9 Report on expertise and resources.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Expertise and resources are reported.	- Select an appropriate reporting method with regard to the context and organisational requirement. - Prepare a report using the data recorded and in accordance with organisational requirements. - Submit report within agreed time frames and format.
ASSESSMENT TASKS OR ACTIVITIES	
Practical task.	

Topic: 3 Managing people information

SUBJECT OUTCOME	
3.1 Organise the collation of information required for human resources management.	
ASSESSMENT STANDARD	LEARNING OUTCOME
The collation of information required for human resources management is organised.	- Collate information according to design requirements. - Identify sources of income and expenditure for three different types of financial statements. - Obtain accurate information within agreed timeframes. - Verify information against reliable sources. - Take effective action to rectify inadequate, contradictory or ambiguous information. - Use effective, efficient and consistent methods to collate information in accordance with organisational values, policies and legal requirements.
ASSESSMENT TASKS OR ACTIVITIES	
Practical tasks.	

SUBJECT OUTCOME	
3.2 Organise, control and monitor the storing, recording, maintenance and retrieval of collated information.	
ASSESSMENT STANDARD	LEARNING OUTCOME
The storing, recording, maintenance and retrieval of collated information are organised, controlled and monitored.	- Efficiently organise, capture and accurately record information (including human and physical resources) within agreed timeframes. - Store records securely in line with system requirements. - Maintain stored information in accordance with organisational policies and legal requirements. - Review the records capturing system to ensure compliance with the organisation's record keeping and quality control system, industry best practice and customer satisfaction. - Control access to stored information in accordance to organisational policies. - Develop and utilise efficient and effective resources for the retrieval of information on demand. - Train users and operational staff in accordance with organisational and technical requirements. - Identify records with long-term value at creation stage and maintain according to long-term preservation and retrieval requirements. - Monitor the records continuum to facilitate timely transfer of inactive records and ensure efficient use of equipment.
ASSESSMENT TASKS OR ACTIVITIES	
Practical assignment.	

SUBJECT OUTCOME	
3.3 Advise and inform the organisation by providing human resource information for the use of others.	
ASSESSMENT STANDARD	LEARNING OUTCOME
The organisation is advised and informed by providing human resource information for the use of others	- Give information and advice at a time and place and in a form and manner appropriate to the needs of recipients. - Ensure that information given is accurate, relevant, current and sufficient for the specifications of the user. - Ensure that advice given is consistent with the policy, procedures and resource constraints of the organisation. - Ensure that advice is supported by reasoned arguments and appropriate evidence. - Check and confirm recipients' understanding of the information and advice given. - Adhere to organisational confidentiality. - Use feedback from recipients about the usefulness of information and advice provided to improve ways in which information and advice are given.
ASSESSMENT TASKS OR ACTIVITIES	
Practical assignment.	

SUBJECT OUTCOME	
3.4 Use the evidence in financial statements to make a financial decision.	
ASSESSMENT STANDARD	LEARNING OUTCOME
The evidence in financial statements is used to make a financial decision.	- Analyse the financial strengths and weaknesses of an entity and suggest ways to improve income and reduce costs. - Explain the concept of a cost to income ratio and suggest how to improve the ratio. - Explain with examples, the relationship between turnover, income, revenue, sales/earnings and profit. - Explain the concept of cash flow in terms of liquidity.
ASSESSMENT TASKS OR ACTIVITIES	
Case study.	

Topic 4: Ensuring customer satisfaction

SUBJECT OUTCOME	
4.1 Describe ways to obtain customer feedback.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Ways to obtain customer feedback is described	Describe ways to obtain customer feedback.
ASSESSMENT TASKS OR ACTIVITIES	
- Case study. - Demonstrations. - SIM.	

SUBJECT OUTCOME	
4.2 Explain the importance of interpersonal skills	
ASSESSMENT STANDARD	LEARNING OUTCOME
The importance of interpersonal skills is explained	- Explain the importance of interpersonal skills. - Explain the reasons for cultural considerations when interacting with customers.
ASSESSMENT TASKS OR ACTIVITIES	
Role play.	

SUBJECT OUTCOME	
4.3 Describe the methods used to monitor staff-customer relations.	
ASSESSMENT STANDARD	LEARNING OUTCOME
The methods used to monitor staff-customer relations are described.	Describe the methods used to monitor staff-customer relations.
ASSESSMENT TASKS OR ACTIVITIES	
Test.	

SUBJECT OUTCOME	
4.4 Describe products and services provided by the organisation.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Products and services provided by the organisation are described.	- List and describe products and services provided by the organisation. - Explain the importance of promoting the products and services.
ASSESSMENT TASKS OR ACTIVITIES	
SIM.	

SUBJECT OUTCOME	
4.5. Explain the importance of evaluating and dealing with complaints.	
ASSESSMENT STANDARD	LEARNING OUTCOME
The importance of evaluating and dealing with complaints is explained.	- Explain the importance of evaluating and dealing with complaints by using effective negotiation and communication skills. - Describe alternative ways to resolve complaints.
ASSESSMENT TASKS OR ACTIVITIES	
SIM.	

SUBJECT OUTCOME	
4.6. Explain the importance of understanding company standards.	
ASSESSMENT STANDARD	LEARNING OUTCOME
The importance of understanding company standards is explained.	Explain the importance of understanding company standards and identify the person responsible for resolving complaints.
ASSESSMENT TASKS OR ACTIVITIES	
SIM.	

SUBJECT OUTCOME	
4.7. Describe ways of establishing rapport with customers and maintaining a professional relationship.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Ways of establishing rapport with customers and maintaining a professional relationship are described.	- Identify and describe ways of establishing rapport with customers. - Maintain professional relationships with customers.
ASSESSMENT TASKS OR ACTIVITIES	
- Case study. - Assignment.	

SUBJECT OUTCOME	
4.8. Identify customer requirements and decide how best to deal with the request.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Customer requirements are identified and decisions made on how best to deal with the request.	Identify customer requirements and decide how best to deal with the request.
ASSESSMENT TASKS OR ACTIVITIES	
SIM.	

SUBJECT OUTCOME	
4.9 Decide how best to promote the features and benefits of products and services	
ASSESSMENT STANDARD	LEARNING OUTCOME
The best way to promote the features and benefits of products and services are decided on.	Given a range of products and services, decide how best to promote the features and benefits, taking resources, the type of customer and environment into account.
ASSESSMENT TASKS OR ACTIVITIES	
SIM.	

SUBJECT OUTCOME	
4.10 Describe ways to rectify complaints.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Ways to rectify the complaints are described.	- Given a range of complaints, describe ways to rectify the complaints and explain reasons why these particular solutions have been chosen. - Complaints relate to products, services and environment.
ASSESSMENT TASKS OR ACTIVITIES	
SIM.	

SUBJECT OUTCOME	
4.11 Suggest possible ways to improve the procedure for handling customer complaints.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Possible ways to improve the procedure for handling customer complaints are suggested.	Suggest possible ways to improve the procedure for handling customer complaints and give reasons for each suggestion.
ASSESSMENT TASKS OR ACTIVITIES	
SIM.	

SUBJECT OUTCOME	
4.12 Suggest ways of increasing customer satisfaction.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Ways of increasing customer satisfaction are suggested.	Suggest ways of increasing customer satisfaction.
ASSESSMENT TASKS OR ACTIVITIES	
SIM.	

4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN OFFICE PRACTICE - 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 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 during 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 4	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	40%	40%	20%