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Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

MANAGEMENT PRACTICE

NQF Level 3

September 2007

MANAGEMENT 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 Management 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: Management Practice* to prepare for and deliver Management 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 assuror; and
- moderates in case of a dispute between an assessor and a student.

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

4 PERIOD OF VALIDITY OF INTERNAL CONTINUOUS ASSESSMENT (ICASS)

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

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

5 ASSESSOR REQUIREMENTS

Assessors must be subject specialists and should ideally be declared competent against the standards set by the ETDP SETA. If the lecturer conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process in order 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 to plan 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 is used to determine student strengths and weaknesses and provide feedback on progress. It determines if a student is ready for summative assessment.

6.4 Summative assessment

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

7 PLANNING ASSESSMENT

An assessment plan should cover three main processes:

7.1 Collecting evidence

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

7.2 Recording

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

7.3 Reporting

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

8 METHODS OF ASSESSMENT

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

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

9 INSTRUMENTS AND TOOLS FOR COLLECTING EVIDENCE

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

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

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

10 TOOLS FOR ASSESSING STUDENT PERFORMANCE

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

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

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

11 SELECTING AND/OR DESIGNING RECORDING AND REPORTING SYSTEMS

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

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

12 COMPETENCE DESCRIPTIONS

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

When lecturers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a Subject Outcome. The relevant Assessment Standard must be used to create the rubric to assess the task or question. The descriptions must indicate clearly 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 which criteria they are evaluated. Space for comments is essential.

SECTION C: ASSESSMENT IN MANAGEMENT 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 Management 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

Management 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.

The following units of internal assessment must serve as a guide for Management Practice L3

No of units	Assessment	Coverage
2	Formal written tests	2 or more completed topics
1	Internal written exam	All completed topics
8	Practical assessments: The assessment activities referred to in the 'coverage' column, is elaborated on in the Assessment and Activities column in the table to follow.	Topic 1 – Assessment Task 1.1 to 1.7 Topic 2 – Assessment Task 2.1 to 2.3 Topic 3 – Assessment Task 3.1 Topic 4 – Assessment Task 4.1 to 4.2

ASSESSMENT OF MANAGEMENT PRACTICE

LEVEL 3

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

Topic 1: Corporate culture

SUBJECT OUTCOME	
1.1 Maintain the image of the organisation	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
Organisational policies and procedures are obtained and explained according to company standards	Identify and explain the organisational policies and related procedures that exist within own organisation
Organisational dress code and operating practices are identified and compared between own and another organisation	Compare the dress code and operating practices between own and another organisation
Application of organisational policies and procedures according to set company standards is discussed	Discuss how organisational policies and procedures are applied according to set company standards, within a specific context
ASSESSMENT TASKS OR ACTIVITIES	
• **Assessment Task 1.1:** Research task - Students to obtain own and another organisation's policies and procedures and summarise them. Summary to include comparison between own policy and that of other organisation; • Case study – students to indicate how policy could be applied within given context.	

SUBJECT OUTCOME	
1.2 Demonstrate an understanding of, and apply company ethics.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
The purpose of the organisational code of conduct and ethics is identified and explained in line with set standards and procedures	• Define the terms 'ethics' and 'code of conduct' • Define the purpose of an organisational code of conduct • Obtain and analyse own organisational code of conduct with a view to identifying the ethics that are evident therein
The principles of the code of conduct and ethics are identified and explained according to organisational procedures	Explain the principles of the code of conduct and ethics according to organisational procedures
The implications of the code of conduct and ethics for an organisation are explained within the parameters of the business and its practices	Explain the implications of the code of conduct and ethics for an organisation, within the parameters of the business and its practices
The principles of the code of conduct and ethics are applied using organisational standards	Apply the principles of the code of conduct and ethics within a given context, using organisational standards
ASSESSMENT TASKS OR ACTIVITIES	
• Class Test – terms, concepts and purpose • **Assessment Task 1.2:** Students' own organisational code of conduct to be analysed with a view to identifying ethics, explaining their principles and the implications of ethics for the organisation within its internal and external environment. • **Assessment Task 1.3** Case study- code of conduct and ethics applied within given context	

SUBJECT OUTCOME	
1.3 Co-operate with other service suppliers.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
Service suppliers are identified using organisational procedures	• Define the term 'service supplier' • Match current service suppliers within own organisation with services supplied • Describe own organisational procedures used to identify and select service suppliers
Internal and external service supplier groups are differentiated using organisational operating standards	Differentiate between internal and external service supplier groups using organisational operating standards
The importance of external service suppliers is explained regarding their impact on the business	Explain the importance of external service suppliers with regard to their impact on the business
The importance of internal service suppliers is explained regarding their impact on the business	Explain the importance of internal service suppliers with regard to their impact on the business
Operating and co-operation criteria with service suppliers are identified and explained within organisational requirements	• Explain operating and co-operation criteria with service suppliers and explain within organisational requirements • Analyse specific service providers in terms of their operating and co-operation criteria within organisational requirements
ASSESSMENT TASKS OR ACTIVITIES	
• Class Test • **Assessment Task 1.4:** Within a simulated environment: ▪ Service suppliers are identified ▪ Their impact on the business explained ▪ Organisational procedures used to identify and select service suppliers are described ▪ Internal and external providers are identified ▪ The importance of external service suppliers with regard to their impact on the business is discussed using particular supplier as example ▪ The importance of internal service suppliers is discussed with regard to their impact on the business using particular supplier as example ▪ Operating and co-operation criteria with service suppliers are identified and explained ▪ Assignment	

SUBJECT OUTCOME	
1.4 Interface and interact with clients	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
Clients are greeted in accordance with company practices	• Explain company practices with regard to the greeting of clients • Greet clients according to company practice
Communication with clients is conducted using established company standards	• Identify the established company standards used to communicate with clients • Communicate with clients orally and in writing, according to company standards
Clients are treated with respect and in accordance with organisational protocol	Describe organisational protocol with regard to the treatment of clients
Internal and external clients are treated in the same manner and as specified in organisational policies and procedures	• Differentiate between internal and external clients • Identify internal and external clients within own organisation • Explain own organisational policies and procedures with regard to the treatment of internal and external clients • Treat internal and external clients as specified in organisational policies and procedures

ASSESSMENT TASKS OR ACTIVITIES
Assessment Task 1.5 • Role-play: Students to greet and communicate with clients according to identified policy. Facilitator to provide checklist. (Assessment to take form of observation); • Written task: Letter, memo, fax to client within given context **Assessment Task 1.6** • Case study based on given context • Practical Assignment • Role-play / Observation according to checklist

SUBJECT OUTCOMES	
1.5 Demonstrate an understanding of an organisational structure.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Organisational structure is obtained within company policies and procedures • Organisational structure is evaluated and each role explained in line with organisational structure	• Describe the term 'organisational structure' • Identify and discuss the organisational policies and procedures that are used to determine the organisational structure • Illustrate organisational structure of an organisation in the form of an organogram • Explain each role within organogram and identify the persons within an organisation, responsible for each role
• Integration between roles and responsibilities are identified and explained throughout the organisation, in line with an organisational flow chart • One's responsibilities and integration with other roles are identified and explained within organisational requirements	• Identify and explain the integration between roles and responsibilities throughout the organisation, in line with an organisational flow chart • Identify and explain one's responsibilities and integration with other roles within organisational requirements
ASSESSMENT TASKS OR ACTIVITIES	
• Class discussion • Research / Case Study • **Assessment Task 1.7:** Students to use own organisation as example ▪ Each role within organogram and the persons responsible for each role within students' own organisation are identified. ▪ Integration between roles and responsibilities explained using flow chart. ▪ Students' own roles and responsibilities explained.	

Topic 2: The impact of legislation on business operations

SUBJECT OUTCOMES	
2.1 Identify the legislation that regulates employment issues	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
The six main pieces of labour legislation are named and an indication is given of who is covered by each Act	• Identify the six main pieces of labour legislation that regulate employment issues • Indicate who is covered by each of the six main pieces of labour legislation
The six Acts are analysed and an indication is given of how the four pieces of legislation interact and support the South African Constitution	• Provide an overview of the South African Constitution • Analyse the six Acts and indicate how the four pieces of legislation interact and support the South African Constitution
ASSESSMENT TASKS OR ACTIVITIES	
• Class test • Practical Assignment	

SUBJECT OUTCOMES	
2.2 Demonstrate understanding of the main aspects of the Labour Relations Act	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
The concept of freedom of association is explained with reference to employers and employees	Explain the concept of freedom of association with reference to employers and employees
Organisational rights protected by the LRA are explained with reference, where appropriate, to Trade Unions that are active in specific sector	Explain organisational rights protected by the LRA with reference, where appropriate, to Trade Unions that are active in own economic sector
The importance of handling internal conflict and grievances to prevent unfair labour practice disputes arising is explained and an indication is given of the consequences of unfair labour practice for the organization	• Provide examples of unfair labour practice • Explain the importance of handling internal conflict and grievances to prevent unfair labour practice disputes arising • Give an indication of the consequences of unfair labour practice for the organization • Identify the procedures to be followed within an organisation, to report grievances
The role of a workplace forum is explained and an indication is given of who should be represented in such a forum	• Explain the role of a workplace forum and indicate who should be represented in such a forum • Identify, within an organisation, representatives of a workplace forum
The function of the Council for Conciliation, Mediation and Arbitration (CCMA) is explained with reference to its role in dispute resolution	Explain the function of the Council for Conciliation, Mediation and Arbitration (CCMA) with reference to its role in dispute resolution
Steps to be taken to ensure that dismissals are substantively and procedurally correct and fair are explained with reference to the LRA and the Code of Good Practice on Dismissal and human resource policies of an organization	• Explain the steps to be taken to ensure that dismissals are substantively and procedurally correct and fair, with reference to the LRA and the Code of Good Practice on dismissal, and human resource policies of an organization • Discuss the human resource policies within an organisation with regard to dismissals
Evidence that could support a recommendation for dismissal is documented in accordance with the human resources policies of a specific organization	Document evidence that could support a recommendation for dismissal, in accordance with the human resources policies of own organization
The steps to be followed to ensure procedural fairness in cases of misconduct are described with reference to the LRA and the disciplinary process of a specific organization	Describe the steps to be followed to ensure procedural fairness in cases of misconduct, with reference to the LRA and the disciplinary process of a specific organization
Procedures to be followed at a disciplinary hearing are described with reference to the LRA and the policy of a specific organization	Describe the procedures to be followed at a disciplinary hearing, with reference to the LRA and the policy of a specific organization
ASSESSMENT TASKS OR ACTIVITIES	
• Class test • Case Study / Assignment **Assessment Task 2.1:** Case study • Class Test **Assessment Task 2.2** Written task: Report • Case study	

SUBJECT OUTCOMES	
2.3 Explain the requirements of the LRA in respect of interviews	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
Documents that are required to ensure that interviews are conducted strictly in accordance with the LRA are identified and an indication is given of how each document helps to ensure fair labour practice	• Identify documents that are required to ensure that interviews are conducted strictly in accordance with the LRA • Indicate how each document helps to ensure fair labour practice
Questions to be asked in an interview relating to work specific criteria for a specific position are composed and an indication is given of why it is necessary to prepare such questions before the interview	• Compose questions to be asked in an interview relating to work specific criteria for a specific position • Indicate why it is necessary to prepare questions before an interview for work
Criteria that automatically indicate unfair discrimination are named and an indication is given of how managers can inadvertently discriminate unfairly in an interview	• List the criteria that automatically indicate unfair discrimination • Discuss how managers can inadvertently discriminate unfairly in an interview
Practices specifically defined as unfair in the LRA are listed and an indication is given of why each practice is considered to be unfair labour practice	• List practices specifically defined as unfair in the LRA • Indicate why identified practices would be considered unfair labour practice
Questions that are unacceptable in any interview with a prospective employee are discussed and an indication is given as to why such questions could be regarded as discriminatory	• List questions that are unacceptable in any interview with a prospective employee • Discuss why such questions could be regarded as discriminatory
Questions to be asked in an interview relating to work specific criteria for a specific position are composed and an indication is given of why it is necessary to prepare such questions before the interview	• Compose questions to be asked in an interview relating to work specific criteria for a specific position • Discuss why it is necessary to prepare such questions before the interview
ASSESSMENT TASKS OR ACTIVITIES	
• Case study • Group Discussion based on given context or case study • Class test • Group Discussion • Practical task	

SUBJECT OUTCOMES	
2.4 Demonstrate understanding of aspects of the Basic Conditions of Employment Act	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
An indication is given of how the requirements of the Basic Conditions of Employment Act are applied in a specific organization	Discuss how the requirements of the Basic Conditions of Employment Act are applied within an organization
The leave entitlement under the Act is explained and an indication is given of how leave is effected in a specific organisation	Explain the leave entitlement under the Act Discuss how leave is effected in an organisation
ASSESSMENT TASKS OR ACTIVITIES	
Assessment task 2.3: Case study Class test	

Topic 3: Strategic Planning

SUBJECT OUTCOME	
3.1 Define and discuss the concept of strategic planning in managing business performance.	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
The concept of strategic planning is defined and discussed using examples	• Define the concept of strategic planning • Discuss the concept strategic planning, using examples
Benefits of strategic planning for performance monitoring are listed using examples from a business venture	List the benefits of strategic planning for performance monitoring using examples from a business venture
Aspects of a good strategic plan are identified using examples	Identify aspects of a good strategic plan, using examples
The relationship between the timing of a strategic plan and performance of a venture is determined and evaluated using examples	• Determine the relationship between the timing of a strategic plan and performance of a venture • Evaluate the relationship between the timing of a strategic plan and performance of a venture using examples
The role of the various organisational strategies in business performance is discussed and explained	Discuss and explain the role of the various organisational strategies in business performance
The role of key elements – purpose, process, props, prototype – is determined in the strategy/plan	Determine the role of key elements – purpose, process, props, prototype – in the strategy/plan
Alternative organisational structures are identified and an explanation is given of how key elements operate within each structure	• Identify alternative organisational structures • Explain how key elements operate within each structure
Advantages and disadvantages of all organisational structures are explained using examples from a business venture	Explain the advantages and disadvantages of all organisational structures, using examples from a business venture
Reasons for choosing particular organisational structures are described in terms of a particular business venture	Discuss the reasons for choosing particular organisational structures in terms of a particular business venture
Examples of organisational structures are provided for own context	Provide examples of organisational structures for a particular context
ASSESSMENT TASKS OR ACTIVITIES	
• Class Test • Assignment • **Assessment Task 3.1:** Case study or based on students' own environment or simulated environment	

Topic 4: Maintain an existing information system in a business environment

SUBJECT OUTCOME	
4.1 Store information using an existing storage system	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• Paper based documentation is classified, sorted and recorded according to established requirements • Information is stored in the correct location and sequence and the learner understands the effect that misfiled documentation has on an organisation	• Classify, sort and record paper based documentation according to established requirements • Store information in the correct location and sequence • Discuss the effect that misfiled documentation has on an organisation
Documents are stored in a manner that ensures that they are undamaged, safe and accessible when required	Store specific documents in a manner that ensures that they are undamaged, safe and accessible when required
Information is classified and cross-referenced accurately.	• Discuss the method of classification and cross-referencing • Classify and cross-reference information accurately
Classification uncertainties are referred to an appropriate authority	Refer classification uncertainties to an appropriate authority
The method of classification and cross-referencing is understood and the problems that result from unconventional classification and cross-referencing are explained in a familiar context	Explain, in a familiar context, the problems that result from unconventional classification and cross-referencing
The process for locating information that is current, accurate and in a prescribed format is described according to the organisation's procedures for archiving.	Describe an organisation's procedures for archiving to ensure that information located is current and accurate.
The learner understands the implications for productivity when an item cannot be located	Discuss the implications for productivity when an item cannot be located
Specific filing documentation is sourced and gathered.	Source and gather filing documentation for a specific reason
Electronic file is created and labelled according to requirements	Create and label electronic file according to specific requirements
Electronic documentation is filed according to organisational requirements	File electronic documentation according to organisational requirements
Filing is completed within organisational time frames and standards	Complete filing within organisational time frames and standards
Classification uncertainties are referred to an appropriate authority	Refer classification uncertainties to an appropriate authority
All materials are classified, sorted and stored without damage in safe and secure manner	Classify, sort and store all materials without damage in a safe and secure manner
ASSESSMENT TASKS OR ACTIVITIES	
• **Assessment Task 4.1** Practical tasks within a simulated environment: • Class tests • Observation - facilitator to provide checklist to determine criteria	

SUBJECT OUTCOME	
4.2 Retrieve information from an existing storage system	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
Required information is promptly located, obtained, copied and dispatched to the correct person or location	• Identify the steps to be taken, to locate, obtain, copy and despatch required information to the correct person or location • Locate, obtain, copy and despatch required information promptly, to the correct person or location
Delays in the supply of information are communicated and the reason for delay is explained politely	• Identify possible reasons for the delay in the supply of information • Communicate and explain the reasons for delay in communication, politely, in a given context
Information retrieved is correctly recorded in order to track all files	• Describe the procedure to record retrieved information • Explain why it is necessary to record retrieved information • Retrieve and record specific information correctly
Missing or overdue items are identified and correct procedures followed to locate them	• List the procedures used to identify and locate missing or overdue items • Locate missing or overdue items, following correct procedures
ASSESSMENT TASKS OR ACTIVITIES	
• Class Tests • Observation against checklist • Oral /Observation • Written task: memo / fax • Practical task	

SUBJECT OUTCOME	
4.3 Store valuable documentation and reference materials securely	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
• The process for securing valuable items and for maintaining that security is known and followed meticulously • 3.2 Reasons for security procedures are explained with examples of the effects on an organisation when there is a breach of security	• Describe the process within own organisation for securing valuable items • Discuss the process used to maintain the security of valuable items and identify the person or persons responsible. • Identify valuable items within an organisation with reasons as to why they are considered valuable • Meticulously follow the process to secure valuable items within own organisation • List the reasons for security procedures with regard to valuable items within an organisation • Provide examples of the effects on an organisation when there is a breach of security
Security risks are identified and corrected within own area of authority	• Identify security risks within own area of authority • Discuss the procedures to be followed to correct security risks within own area of authority • Correct security risks within own area of authority
Violations of security are recognized and reported following the familiar and established procedures	• Identify violations of security • Report violations of security, following the familiar and established procedures
ASSESSMENT TASKS OR ACTIVITIES	
• Students to describe processes of own organisation or simulated environment • Class tests • Practical task based on structured environment where appropriate, using specific examples where appropriate. Facilitator to provide checklist where appropriate	

SUBJECT OUTCOME	
4.4 Establish a recordkeeping system to store records for new projects	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
The records necessary for an identified project are identified	Identify the records necessary for an identified project
A recordkeeping system is set up to store the relevant records for the identified project	Set up a recordkeeping system to store the relevant records for the identified project
Records are retrieved upon request	Retrieve specific records as requested
ASSESSMENT TASKS OR ACTIVITIES	
Assessment Task 4.2 Practical exercise within a simulated environment	

SUBJECT OUTCOME	
4.5 Maintain and update a record keeping system	
ASSESSMENT STANDARD	**LEARNING OUTCOME**
The records within a record-keeping system are updated	Update the records within a record keeping system, for a specific timeframe, in a given department
ASSESSMENT TASKS OR ACTIVITIES	
Practical task	

4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN MANAGEMENT PRACTICE - LEVEL 3

4.1 Integrated summative assessment task (ISAT)

A compulsory component of ESASS is the **Integrated Summative Assessment Task (ISAT),** which is a major task that draws on the learners' 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 as follows:

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

OR

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

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

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

4.2 National examination

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

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