



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

BUSINESS PRACTICE

NQF Level 4

September 2007

BUSINESS 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 Business 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: Business Practice* to prepare for and deliver Business 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 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 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	<ul style="list-style-type: none"> • Observation • Class questions • Lecturer, student, parent discussions 	<ul style="list-style-type: none"> • Assignments or tasks • Projects • Investigations or research • Case studies • Practical exercises • Demonstrations • Role-play • Interviews 	<ul style="list-style-type: none"> • Examinations • Class tests • Practical examinations • Oral tests • Open-book tests
Assessment tools	<ul style="list-style-type: none"> • Observation sheets • Lecturer's notes • Comments 	<ul style="list-style-type: none"> • Checklists • Rating scales • Rubrics 	<ul style="list-style-type: none"> • Marks (e.g. %) • Rating scales (1-7)
Evidence	<ul style="list-style-type: none"> • Focus on individual students • Subjective evidence based on lecturer observations and impressions 	<p>Open middle: Students produce the same evidence but in different ways.</p> <p>Open end: Students use same process to achieve different results.</p>	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 BUSINESS 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 Business 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

Business 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 BUSINESS PRACTICE
LEVEL 4

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

Topic 1: Personal effectiveness in a business environment

SUBJECT OUTCOME	
1.1 Plan and organise work.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Work is planned, organised and executed in simulated business environments. 	<ul style="list-style-type: none"> Understand and explain the business environment in relation to people, legislation, and documentation. Describe planning aids and use it with regard to scheduling techniques, time management and work prioritisation, to plan and monitor work. <i>Range: Diaries, schedules, action plans.</i> Identify and prioritise routine and unexpected tasks according to organisational procedures. Change work plans accordingly where changes in priority occur. Promptly report anticipated difficulties in meeting deadlines to the appropriate person. Ask assistance, where necessary, to meet specific demands and deadlines.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Practical exercises. Assignments. Simulated enterprise (SIM). 	

SUBJECT OUTCOME	
1.2 Establish and maintain good working relationships.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Good working relationships are established and maintained in simulated or real working environments. 	<ul style="list-style-type: none"> Describe teamwork; relationship and conflict management as well as communication styles in relation to the specific organisational culture and context. Provide information to internal and external customers with regard to routine requirements and on-off requests. Request information and advice from the appropriate people. Meet commitments to others within agreed timeframes. Use communication methods and styles appropriate to the individual situation. <i>Range: Written, verbal, electronic.</i> Acknowledge any communication difficulties and take action to resolve them. Utilise opportunities to promote the image of the department and organisation to internal and external customers. Adhere strictly to confidentiality and data protection requirements.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Case studies. SIM. 	

Topic 2: Organisational ethics

SUBJECT OUTCOME	
2.1 Describe codes of conduct in the business environment.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Code of conduct is described. 	<ul style="list-style-type: none"> Explain the purpose of a code of conduct. Identify and explain the principles of a code of conduct Explain the relationship between the code of conduct and successful marketing. Explain the implications of a code of conduct on an organisation.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Practical exercises. Worksheets. 	

SUBJECT OUTCOME	
2.2 Adhere to a code of conduct.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> A code of conduct is adhered to 	<ul style="list-style-type: none"> Source and obtain codes of conduct. Read, study and explain a code of conduct. Implement a code of conduct. Identify deviations from the code and take remedial actions to comply.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Role-play. SIM. 	

SUBJECT OUTCOME	
2.3 Identify and understand ethical issues in the business environment	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Ethical issues in the organisation are identified and explained 	<ul style="list-style-type: none"> Identify and explain ethical issues. Compile and implement a code of conduct to manage a specific ethical issue. Identify deviations from the code of conduct and take remedial action to comply
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Case study. Practical exercise. 	

Topic 3: Cultural awareness in dealing with customers and colleagues

SUBJECT OUTCOME	
3.1 Understand the importance of being knowledgeable about the culture of overseas visitors	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> The importance of being knowledgeable about the culture of overseas visitors is explained 	<ul style="list-style-type: none"> Explain the importance of being knowledgeable about the culture of international visitors. Understand and explain the cultures of visitors and customers from: <ul style="list-style-type: none"> Eastern and Western Europe, North and South America, Asia, Australia, Southern Africa. Culture: language (verbal/non-verbal), food and drink preferences, traditions/customs/lifestyles/beliefs. Non-verbal communication: eye contact, gestures Explain the importance of being knowledgeable about the culture of colleagues and managers/supervisors.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Assignment. Role-play. Case study. SIM. 	

SUBJECT OUTCOME	
3.2 Understand the importance of verbal and non-verbal communication.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> The importance of verbal and non-verbal communication is understood and explained 	<ul style="list-style-type: none"> Explain the concepts of verbal and non-verbal communication when dealing with tourists.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Test. Role-play. 	

SUBJECT OUTCOME	
3.3 Interact with tourists using appropriate verbal and non-verbal communication at all times.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Verbal and non-verbal interaction with tourists are demonstrated 	<ul style="list-style-type: none"> Interact verbally and non-verbally with tourists: language; eye contact; gestures and body language.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Role-play. SIM. 	

SUBJECT OUTCOME	
3.4 Describe steps to prevent or resolve misunderstandings between visitors and staff.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Steps to prevent misunderstandings between visitors and staff are described. 	<ul style="list-style-type: none"> Describe steps to prevent or resolve misunderstandings between visitors and staff.

ASSESSMENT TASKS OR ACTIVITIES
Tasks, activities, simulated enterprise and role play.

SUBJECT OUTCOME	
3.5 Identify South Africa's main international tourist groups.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> South Africa's main international tourist groups are identified and described 	<ul style="list-style-type: none"> Identify South Africa's main international tourist groups and describe relevant aspects of their needs as customers. <i>Range: Groups: Eastern and Western Europe, North and South America, Asia, Australia, Southern Africa.</i>
ASSESSMENT TASKS OR ACTIVITIES	
Assignment	

SUBJECT OUTCOME	
3.6 Identify the main population groups in South Africa.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Main population groups in South Africa are identified and described. 	<ul style="list-style-type: none"> Identify the main population groups within the community, workplace and province, and describe their cultures. <i>Range: Language (verbal/non-verbal), food and drink preferences, traditions/customs/lifestyles/beliefs.</i>
ASSESSMENT TASKS OR ACTIVITIES	
Assignment.	

SUBJECT OUTCOME	
3.7 Demonstrate consideration for cultural norms and differences of main population groups.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Consideration for cultural norms and differences of main population groups are demonstrated. 	<ul style="list-style-type: none"> Demonstrate consideration for cultural norms and differences of main population groups when dealing with customers and people in the workplace.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Role-play. SIM. 	

SUBJECT OUTCOME	
3.8 Anticipate and deal with customers' needs within the context of their culture.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Customer's needs within the context of their culture are anticipated and dealt with and appropriate action to resolve problems arising from cultural differences is taken. 	<ul style="list-style-type: none"> Anticipate and deal with customers' needs within the context of their culture. <i>Range: Local customers, domestic tourists, international tourists</i> Take appropriate action to resolve problems arising from cultural differences.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Role-play. SIM. 	

SUBJECT OUTCOME	
3.9 Assist colleagues to deal with cultural differences.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Colleagues are assisted to deal with cultural differences. 	<ul style="list-style-type: none"> Make suggestions to assist colleagues to deal with cultural differences, in order to improve customer service or working relationships.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Role-play. SIM. 	

Topic 4: Efficient time management

SUBJECT OUTCOME	
4.1 Identify time management profiles.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Time management profiles are identified and applied. 	<ul style="list-style-type: none"> Identify current time management techniques and processes used by the student to manage him/herself and his/her division or department or section to aid future time management of the section. Identify weaknesses in current work processes in terms of poor time management. Identify the top time wasters that impact on the organisation's productivity with a view to minimizing their negative influence. Identify and explain external forces that affect time utilization and provide examples of their effect on time management.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Practical exercises. SIM. 	

SUBJECT OUTCOME	
4.2 Understand the principles of time management.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> The principles of time management are explained. 	<ul style="list-style-type: none"> Explain (with examples) the 80:20 principle of managing key tasks. Explain delegation as a means of utilizing time and human resources correctly with examples of good and bad practice. Use prioritisation as a technique to manage the work of a team/group/section. Understand the principle of balance between the various aspects of one's life and plan appropriate time for them all so as to optimise one's life.
ASSESSMENT TASKS OR ACTIVITIES	
Assignment	

SUBJECT OUTCOME	
4.3 Draw up time efficient work plans to carry out the work of a department/division/section.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Time efficient work plans to carry out department/division/section's work are compiled. 	<ul style="list-style-type: none"> Understand and clearly define the organisation's objectives in terms of the work that has to be done by the department/division/section. Translate the objectives into work plans for the department/division/section. Identify the key activities required to complete a specific project. Analyse and assign time frames to all tasks and work procedures. Identify relevant persons to whom tasks can be delegated. Make plans to eliminate or manage time wasters in the department/division/section. Prioritise tasks in terms of urgency and importance for the department/ division/section.
ASSESSMENT TASKS OR ACTIVITIES	
Practical exercise.	

SUBJECT OUTCOME	
4.4 Implement time efficient work plans.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Time efficient work plans are implemented 	<ul style="list-style-type: none"> Delegate tasks appropriately to get the work done. Apply proactive measures such as efficient information flow, meeting planning as well as effective management and administrative procedures in the daily work processes of the department/division/section to minimize time wasting. Implement plans once everybody involved were informed of their roles, duties and functions. Monitor progress with work plans on an on-going basis and amend where necessary.
ASSESSMENT TASKS OR ACTIVITIES	
SIM	

Topic 5: Working as a project team member

SUBJECT OUTCOME	
5.1 Demonstrate an understanding of criteria for working as a member of a team.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Criteria for working as a member of a team are understood and applied. 	<ul style="list-style-type: none"> Identify and explain criteria for working as a member of a team. Identify and explain behaviours conducive to working as a member of a team. Identify and explain team dynamics.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Practical exercises. Role-play. Group work. SIM. 	

SUBJECT OUTCOME	
5.2 Work autonomously and collaborate with other team members.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Autonomous and team work are demonstrated. 	<ul style="list-style-type: none"> Give sufficient support to team members to achieve their work and project objectives. Consult with team members. Identify and apply authority levels for all team members. Collaborate with and reflect the needs of all team members.
ASSESSMENT TASKS OR ACTIVITIES	
SIM.	

SUBJECT OUTCOME	
5.3 Contribute to building relations between team members and stakeholders.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Contribution to building relations between team members and stakeholders is demonstrated. 	<ul style="list-style-type: none"> Explain the importance of building relations between team members and stakeholders. Identify and explain various stakeholders and their needs. Communicate with stakeholders in open and frank discussions. Honour and meet commitments to stakeholders.
ASSESSMENT TASKS OR ACTIVITIES	
SIM.	

SUBJECT OUTCOME	
5.4 Contribute positively to team coherence, image and spirit.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> A positive contribution to team coherence, image and spirit is made. 	<ul style="list-style-type: none"> Identify and explain the needs and objectives of team members. Identify, explain and apply methods and techniques for building team coherence and spirit. Gain trust and support from colleagues through appropriate behaviour. Provide feedback that leads to constructive working relationships.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Case study. SIM. 	

SUBJECT OUTCOME	
5.5 Respect personal, ethical, religious and cultural differences.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Respect for personal, ethical, religious and cultural differences is demonstrated. 	<ul style="list-style-type: none"> Identify and acknowledge the differences between team members. Explain the importance of showing respect. Treat team members in ways that demonstrate respect for individuals. Discuss promptly and openly behaviours that are of concern to individuals.

ASSESSMENT TASKS OR ACTIVITIES

- Case study.
- SIM.

Topic 6: Analyse new developments reported in the media

SUBJECT OUTCOME

6.1 Analyse articles and reports from current print and electronic material.

ASSESSMENT STANDARD

- Articles and reports from current print and electronic material are analysed.

LEARNING OUTCOME

- Collect articles and reports on events, both global and national that could result in changes in a specific business sector or industry over a period of at least 6 months.
- Summarise the articles showing insight into how the reported events could impact on a business sector or industry in South Africa and/or internationally.
- Summarise and rank the events in a table to indicate the relative importance of each event for a business sector or industry in South Africa.
- Analyse controversial issues related to a business sector or industry and express own substantiated views in plain language.
- Interpret current events in the political and legislative environments and give indications of their possible impact on a specific business sector or industry.

ASSESSMENT TASKS OR ACTIVITIES

- Projects.
- Practical assignments.

SUBJECT OUTCOME

6.2 Demonstrate knowledge and understanding of the latest innovations and developments in technology.

ASSESSMENT STANDARD

- Knowledge and understanding of the latest innovations and developments in technology are demonstrated.

LEARNING OUTCOME

- Describe innovations or developments in technology that could affect a specific business sector or industry and indicate how the innovation or technology could impact on the business sector or industry.
- Investigate and summarise the pros and cons of the innovation or technology in a table.
- Recommend as to whether the innovation should be further investigated and how it could add value to a particular organisation.

ASSESSMENT TASKS OR ACTIVITIES

Assignment.

SUBJECT OUTCOME	
6.3 Analyse proposed business or industrial development that could impact on the physical environment.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Proposed business or industrial development that could impact on the physical environment is analysed. 	<ul style="list-style-type: none"> Collect articles and reports on events, both global and national on proposed business or industrial developments that could impact on the physical environment over a period of at least 6 months. Summarise articles showing insight into how the reported events could impact on the physical environment in South Africa and/or internationally. Summarise and rank in a table to indicate the relative impact of each event on the physical environment. Analyse controversial issues related to a business or industrial development; express and substantiate own views in plain language. Discuss the sustainability of the proposed development from the point of view of both the developer and the environment.
ASSESSMENT TASKS OR ACTIVITIES	
Assignment	

SUBJECT OUTCOME	
6.4 Analyse labour issues in the media that could impact on a business sector or industry.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Issues in the media relating to labour that could impact on a business sector or industry are analysed 	<ul style="list-style-type: none"> Discuss wage negotiations in a specific sector with reference to increases in salaries and trends in the sector. Analyse the sustainability of developments in a business sector or industry in relation to ongoing employment. Analyse incidents involving withholding of labour and other protests to identify the outcomes of the action. Identify the role of the Unions in a specific business sector or industry and indicate the issues addressed in their deliberations. Examine articles relating to unemployment and job losses in a business sector or industry and indicate possible reasons for a trend. Determine the impact of HIV/AIDS on a business sector or industry from reports in the media and indicate what (if anything) the business sector or industry is doing to manage the impact of the pandemic in the sector.
ASSESSMENT TASKS OR ACTIVITIES	
Assignment.	

4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN BUSINESS 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 must 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 are 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(s) 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%