



education

Department:
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NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

OPERATIONS MANAGEMENT NQF LEVEL 2

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SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides the lecturer with guidelines to develop and implement a coherent, integrated assessment system for Operations Management in the National Certificates (Vocational). It must be read with the *National Policy Regarding Further Education and Training Programmes: Approval of the Documents, Policy for the National Certificates (Vocational) Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF)*. This assessment guideline will be used for National Qualifications Framework Levels 2-4.

This document explains the requirements for the internal and external subject assessment. The lecturer must use this document with the *Subject Guidelines: Operations Management* to prepare for and deliver Operations Management. Lecturers should use a variety of resources and apply a range of assessment skills in the setting, marking and recording of assessment tasks.

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

1 ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

Assessment in the National Certificates (Vocational) is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the student by addressing:
 - social adjustment and responsibility;
 - moral accountability and ethical work orientation;
 - economic participation; and
 - nation-building.

The principles that drive these objectives are:

- **Integration**

To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- **Relevance**

To be dynamic and responsive to national development needs.

- **Credibility**

To demonstrate national and international value and recognition of the qualification and acquired competencies and skills.

- **Coherence**

To work within a consistent framework of principles and certification.

- **Flexibility**

To allow for creativity and resourcefulness when achieving Learning Outcomes, to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- **Participation**

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- **Access**

To address barriers to learning at each level to facilitate students' progress.

- **Progression**

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- **Portability**

To enable students to transfer credits of qualifications from one learning institution and/or employer to another institution or employer.

- **Articulation**

To allow for vertical and horizontal mobility in the education system when accredited pre-requisites have been successfully completed.

- **Recognition of Prior Learning**

To grant credits for a unit of learning following an assessment or if a student possesses the capabilities specified in the outcomes statement.

- **Validity of assessments**

To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:

- clearly stating the outcome to be assessed;
- selecting the appropriate or suitable evidence;
- matching the evidence with a compatible or appropriate method of assessment; and
- selecting and constructing an instrument(s) of assessment.

- **Reliability**

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- **Fairness and transparency**

To verify that no assessment process or method(s) hinders or unfairly advantages any student. The following could constitute unfairness in assessment:

- Inequality of opportunities, resources or teaching and learning approaches
- Bias based on ethnicity, race, gender, age, disability or social class
- Lack of clarity regarding Learning Outcome being assessed
- Comparison of students' work with other students, based on learning styles and language

- **Practicability and cost-effectiveness**

To integrate assessment practices within an outcomes-based education and training system and strive for cost and time-effective assessment.

2 ASSESSMENT FRAMEWORK FOR VOCATIONAL QUALIFICATIONS

The assessment structure for the National Certificates (Vocational) qualification is as follows:

2.1 Internal continuous assessment (ICASS)

Knowledge, skills values, and attitudes (SKVAs) are assessed throughout the year using assessment instruments such as projects, tests, assignments, investigations, role-play and case studies. The internal continuous assessment (ICASS) practical component is undertaken in a real workplace, a workshop or a "Structured Environment". This component is moderated internally and externally quality assured by Umalusi. All internal continuous assessment (ICASS) evidence is kept in a Portfolio of Evidence (PoE) and must be readily available for monitoring, moderation and verification purposes.

2.2 External summative assessment (ESASS)

The external summative assessment is either a single or a set of written papers set to the requirements of the Subject Learning Outcomes. The Department of Education administers the theoretical component according to relevant assessment policies.

A compulsory component of external summative assessment (ESASS) is the **integrated summative assessment task (ISAT)**. This assessment task draws on the students' cumulative learning throughout the year. The task requires **integrated application of competence** and is executed under strict assessment conditions. The task should take place in a simulated or "Structured Environment". The integrated summative assessment task (ISAT) is the most significant test of students' ability to apply their acquired knowledge.

The integrated assessment approach allows students to be assessed in more than one subject with the same integrated summative assessment task (ISAT).

External summative assessments will be conducted annually between October and December, with provision made for supplementary sittings.

3 MODERATION OF ASSESSMENT

3.1 Internal moderation

Assessment must be moderated according to the internal moderation policy of the Further Education and Training (FET) college. Internal college moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of Assessment Standards and maintains these across vocational programmes.

3.2 External moderation

External moderation is conducted by the Department of Education, Umalusi and, where relevant, an Education and Training Quality Assurance (ETQA) body according to South African Qualifications Authority (SAQA) and Umalusi standards and requirements.

The external moderator:

- monitors and evaluates the standard of all summative assessments;
- maintains standards by exercising appropriate influence and control over assessors;
- ensures proper procedures are followed;
- ensures summative integrated assessments are correctly administered;
- observes a minimum sample of ten (10) to twenty-five (25) percent of summative assessments;
- gives written feedback to the relevant quality assessor; and
- moderates in case of a dispute between an assessor and a student.

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

4 PERIOD OF VALIDITY OF INTERNAL CONTINUOUS ASSESSMENT (ICASS)

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

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

5 ASSESSOR REQUIREMENTS

Assessors must be subject specialists and should ideally be declared competent against the standards set by the ETDP SETA. If the lecturer conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process to ensure the quality and integrity of assessments.

6 TYPES OF ASSESSMENT

Assessment benefits the student and the lecturer. It informs students about their progress and helps lecturers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

6.1 Baseline assessment

At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that students bring to the classroom. This knowledge assists lecturers 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 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 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 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. They 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. It is a different way of assessment 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 simply be a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) a student must demonstrate to achieve each level of the rating scale.

When lecturers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a Subject Outcome. The relevant Assessment Standard must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

13 STRATEGIES FOR COLLECTING EVIDENCE

A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

13.1 Record sheets

The lecturer observes students working in a group. These observations are recorded in a summary table at the end of each project. The lecturer can design a record sheet to observe students' interactive and problem-solving skills, attitudes towards group work and involvement in a group activity.

13.2 Checklists

Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against what criteria they are evaluated. Space for comments is essential.

SECTION C: ASSESSMENT IN OPERATIONS MANAGEMENT

1 SCHEDULE OF ASSESSMENT

At NQF levels 2, 3 and 4, lecturers will conduct assessments as well as develop a schedule of formal assessments that will be undertaken in the year. All three levels also have an external examination that accounts for 50 percent of the total mark. The marks allocated to assessment tasks completed during the year, kept or recorded in a 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 Operations Management must, where necessary, be subjected to external moderation by Umalusi or an appropriate Education and Training Quality Assurance (ETQA) body, appointed by the Umalusi Council in terms of Section 28(2) of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

2 RECORDING AND REPORTING

Operations Management, as is the case for all the other Vocational subjects, is assessed according to five levels of competence. The level descriptions are explained in the following table.

Scale of Achievement for the Vocational component

RATING CODE	RATING	MARKS %
5	Outstanding	80-100
4	Highly competent	70-79
3	Competent	50-69
2	Not yet competent	40-49
1	Not achieved	0-39

The programme of assessment should be recorded in the Lecturer's Portfolio of Assessment for each subject. The following should at least 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 at least include:

- 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 tasks 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 guide internal assessment in Operations Management:

NUMBER OF UNITS	ASSESSMENT	COVERAGE
2	Formal written tests	Two or more completed topics
1	Internal written exam	All completed topics
8	Practical assessments	<p>Assessment task 1.1 [PoE – Research] Observations, interviews and recording of outcomes of research</p> <p>Assessment task 2.1 [PoE – Observation and investigation] Investigation into the compliance with safety regulations of educational institution</p> <p>Assessment task 3.1 [PoE – Interview, Observation, Role Plays=Practical activities]</p> <p>PoE task</p> <ul style="list-style-type: none"> • Interview customers. Determine why they shop there, how the store addresses their needs and what procedures the store uses to provide for their needs. • Present the findings to the class. • Visit to a business (e.g. a supermarket or bank) to identify products and services offered. • Identify activities to promote products and services and then recommend these (a table could be used to complete the task). • Compare and discuss the previous exercise's outcomes. • Do a very short oral presentation on an analysis of a case study in terms of communication channels and social responsibilities. • Use illustrations to indicate communication channels in a given case study or selected business environment. • Use role-plays or situations in a simulated business environment where students engage in customer service principles. • Discuss, individually and in groups, individual negative and positive experiences of customer services and how the service could have been improved. <p>Assessment task 3.2 [Observation and role-play] Role-play on customer service in terms of an unhappy customer Lecturer assesses against a checklist.</p> <p>Assessment task 4.1 [PoE task – Investigation] Scheduled meeting with selected business environment Facilitator to co-ordinate this process carefully.</p> <p>Assessment task 4.2 [Simulation] Simulation of own role in quality delivery Simulation of job description or area of work and identification of own role in the chosen area.</p> <p>Assessment task 5.1 [PoE task: Case study]</p> <p>Portfolio of Evidence task on the prevention of systems failure and failure recoveries</p>

		Assessment task 5.2 [PoE task – Observation] Observations in industry in terms of systems selected for the various industries and reasons why
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**ASSESSMENT OF OPERATIONS MANAGEMENT
LEVEL 2**

3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN OPERATIONS MANAGEMENT – LEVEL 2

Topic 1: Roles of an Operations Manager

SUBJECT OUTCOME	
Identify and discuss the roles of an Operations Manager.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The roles of a Business Operations Manager are discussed. <p><i>Roles may include ensuring that organisational procedures and practices are performed according to qualitative industry standards and ensuring optimal productivity.</i></p>	<ul style="list-style-type: none"> Collect and organise via observation and research, information to clarify the roles of a Business Operations Manager. Discuss the roles of a Business Operations Manager which may include ensuring that organisational procedures and practices are performed according to qualitative industry standards and ensuring optimal productivity.
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment task 1.1: Research</p> <ul style="list-style-type: none"> Observe, analyse and document the processes that are managed by an Operations Manager in the day-to-day business of an organisation. Include interviews with and observations of industry. Support observations and interviews with an observation template or checklist with indicators or listed observations. <p>Class discussion task: Clear topics</p> <ul style="list-style-type: none"> Provide a space where students can document a discussion summary. 	

Topic 2: Functions of an Operations Manager

SUBJECT OUTCOME	
Identify and discuss the functions of an Operations Manager.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> The functions of a Business Operations Manager are discussed. <p><i>Functions may include infrastructural, material, interdepartmental, client and customer services, transport, information technology and safety functions.</i></p> <ul style="list-style-type: none"> The concepts, methods and techniques of safety regulations as applied to a business are discussed. <p><i>Regulations may be applicable to work stations, floor or plant layout and manufacturing.</i></p>	<ul style="list-style-type: none"> Collect and organise, via observation and research, information to clarify the functions of a Business Operations Manager. Discuss the functions of an Operations Manager which may include infrastructural, material, interdepartmental, client and customer services, transport, information technology and safety functions, recognising all interrelated factors that may influence business operations. Discuss and document the concept of safety regulations applicable to work stations, floor or plant layouts and/or manufacturing, as it should be applied to a business' operations by responsible employees who have the safety of the community in mind. Discuss the methods and techniques, which may include placement of signage, appointment of internal safety officers, contracting safety service providers, employee training courses and spot quality checks, which are used to ensure adherence to safety regulations in a business.
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment task 2.1 PoE – Observation and investigation</p> <ul style="list-style-type: none"> Observation and interview task: Interview an Operations Manager using an observation checklist and interview questionnaire. Observe the operations of the business. A discussion task with guidelines: Refer to the instruments and findings of task 2.1 in their discussion (presentation of findings after discussion is optional). Discussion task: Summarise the outcome of the discussion. The summary could include visual material and should address the concept of safety and the application thereof in a workplace. Include the summary as part of the assessment task. <p>Assessment Task 2.2 PoE – Investigation</p> <ul style="list-style-type: none"> Students investigate the educational institution where they are studying in terms of adherence to safety 	

regulations, appointment of safety representative, duties of safety representative and service providers used for the provisioning of safety equipment and services.

Topic 3: Stakeholder Relationships

SUBJECT OUTCOME	
Identify stakeholders that affect the operations of a business to create positive relationships and determine their roles and interests.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • The difference between client services and customer services are described. • Stakeholders that impact on the operations of a business are identified. • Roles and interests of identified stakeholders are explained. • The impact that these stakeholders have on the success of the business is described. • A range of customer needs are identified and goods and/or services are recommended to customers according to these identified needs. • Respond objectively to customer needs and/or complaints, following the organisation's procedures for handling customer queries and complaints. • Internal and external communication channels for resolving customer queries and complaints are explained and illustrated. 	<ul style="list-style-type: none"> • Differentiate between client services and customer services in the context of a particular chosen industry like wholesale, engineering, retail, hospitality or construction. • Identify stakeholders that may impact on the operations of a selected industry. • Describe the roles of the identified stakeholders and the impact that they have on the operations of a business in terms of obligations promised in return for stakeholder support. • List procedures for handling customer queries and complaints, ensuring that they reflect how positive responses can be obtained from stakeholders. • Identify and recommend goods and services to customers according to their various needs. Goods are the product of the particular organisation and services could be, but are not limited to, delivery of goods, installations, free quotations and professional advice. • Illustrate the internal and external communication channels that might be used to resolve customer queries and complaints. • Handle customer queries and complaints in an objective and positive manner, using internal and external communication channels in a structured environment, so that appropriate actions can be initiated to maintain beneficial relationships between stakeholders and business practice.
ASSESSMENT TASKS OR ACTIVITIES	
<p>PoE task – Observations and case studies</p> <ul style="list-style-type: none"> • Observe, with an observation checklist and indicators, various services and satisfaction levels determined by the students. <p>Case studies or group discussions</p> <ul style="list-style-type: none"> • Consult a dictionary to understand terminology and then identify stakeholders and shareholders. • Determine the performance objectives against which a company seeks to satisfy stakeholders. <p>Examples and/or POE task</p> <ul style="list-style-type: none"> • Interview a store manager with the help of the lecturer. • Establish what methods are used to determine client and stakeholder needs. <p>PoE task</p> <ul style="list-style-type: none"> • Interview customers. Determine why they shop there, how the store addresses their needs and what procedures the store uses to provide for their needs. • Present the findings to the class. <p>PoE task</p> <ul style="list-style-type: none"> • Visit to a business (e.g. a supermarket or bank) to identify products and services offered. <p>PoE task</p> <ul style="list-style-type: none"> • Identify activities to promote products and services and then recommend these (a table could be used to complete the task). • Compare and discuss the previous exercise's outcomes. <p>PoE task</p> <ul style="list-style-type: none"> • Do a very short oral presentation on an analysis of a case study in terms of communication channels and social responsibilities. <p>PoE task</p> <ul style="list-style-type: none"> • Use illustrations to indicate communication channels in a given case study or selected business environment. 	

- Use role-plays or situations in a simulated business environment where students engage in customer service principles.
- Discuss, individually and in groups, individual negative and positive experiences of customer services and how the service could have been improved.

Assessment task 3.1 Portfolio [Include activity numbers as follows from the above listings]

Assessment task 3.2 Observation and role-play

- Role play customer service in terms of an unhappy customer. The lecturer assesses against a checklist.

Topic 4: Total Quality Management Systems

SUBJECT OUTCOME	
Discuss the effect of core organisational systems, policies and procedures on a business.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • The core policies and procedures of a business are discussed in terms of their effect on the business' operations. • Own contribution to quality service delivery in the framework of a structured business environment is discussed. 	<ul style="list-style-type: none"> • List the core policies and procedures of an organisation. • Discuss the core policies and procedures of an organisation in terms of their effect on the quality delivery of services and operations of a business.
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment task 4.1: Investigation</p> <ul style="list-style-type: none"> • Do work in a group but record and compile information individually. • Investigate existing policies and procedures in a selected business environment. • Schedule a meeting in a selected business environment. The lecturer should co-ordinate this process carefully. • Discuss the outcome of the investigation in class. <p>Case study</p> <ul style="list-style-type: none"> • Discuss the selected business environment. 	

SUBJECT OUTCOME	
Describe the function of a total quality management system for a business.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • The purpose and functions of a total quality management system (TQMS) is described for a selected business or simulated business environment. 	<ul style="list-style-type: none"> • List the quality needs of an organisation in terms of fulfilling the functions of a total quality management system (TQMS) in a business organisation. • Identify the tools and techniques of a total quality management system (TQMS). • Explain own role in the total quality management system (TQMS) in terms of quality service delivery with reference to production, customer service, provisioning, human relations, finances, administration and procurement.
ASSESSMENT TASKS OR ACTIVITIES	
<p>Case study</p> <ul style="list-style-type: none"> • List the needs determined in the investigation in previous task. • Identify and explain tools and techniques of the selected business's total quality management system (TQMS) (from assessment task 4.1). <p>Assessment Task 4.2</p> <ul style="list-style-type: none"> • Students select an area of operation or job position and discuss where they feel they can contribute to quality delivery in the institution. They should refer to characteristics of quality like functionality, appearance, reliability, durability and recovery. 	

Topic 5: Business Systems

SUBJECT OUTCOME	
Define a business system. Describe the components and needs of a business system.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • A business system is defined, citing present-day examples of current business systems. • The components of a business system are described in a specific area of business. • The need for business links are explained related to the functioning of the various areas of a business. 	<ul style="list-style-type: none"> • Define a business system in a selected business sector. • Describe the components of a business system from a selected business sector. • Identify the needs of the business system that was identified in a selected business sector. <i>Needs might be physical needs or human resource, environmental, community, monetary, equipment and information technology needs.</i>
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment Task 5.1: PoE Task – Case study</p> <ul style="list-style-type: none"> • Portfolio of Evidence(PoE) task on the prevention of systems failure and failure recovery • Visit to a factory, workshop, hospital or college to identify various business systems and how they interlink to ensure smooth operational activities. <p>Assessment Task 5.2: PoE Task</p> <ul style="list-style-type: none"> • Observe industry in terms of systems selected for the various industries and why the particular systems were selected for the smooth running of operations. Systems may include information technology systems, customer service systems, communication systems, decision-making systems, banking systems, data systems and management information systems. 	

Topic 6: Implementation of Goals and Activities

SUBJECT OUTCOME	
Design a weekly action plan for an operational activity. <i>Range: The action plan could be based on two of the following operational areas: materials and equipment, workstations in any department and information technology.</i>	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> • Goals, objectives and sub-activities are listed for the implementation of the weekly action plan as set out in the company business plan. • Timeframes for the achievements of the actions are set up against the activities. • A floor plan is drawn to indicate the area in which activities will take place to determine physical requirements for activities. • Legal issues and safety regulations are considered in the action plan. • Risk management is defined and risks in own area are identified concerning the designed action plan. Risks could include, but are not limited to, security, physical, human resource, technology, market and compliance risks. • Resources necessary to put the plan in place are listed against the various goals and actions and cost implications. • Self-motivation and goal setting techniques are identified and listed to use them to implement the weekly action plan. 	<ul style="list-style-type: none"> • Refer to the company business plan and compile a list to accomplish the goals of the company with a weekly action plan. The list should be in a structured format and include the following; the goals, objectives, sub-activities and timeframes for these activities. • Draw a floor plan of the area in which physical activities will take place to indicate what resources might be required to ensure an accurate and proactive execution plan is in place. • List the safety regulations and legal issues, such as wearing hard hats and safety boots, and electricity regulations that will have to be considered to execute the weekly plan. • Define the concept of a risk in terms of the operations in the business. • Identify and document the risks a weekly operational plan for a structured environment taking into account the community on which the operations may impact. Risks could be environmental, legal, human resources, competitive advantage or monetary risks. • Explain how a manager can manage risks as they arise in the execution of operational plans. The explanation should identify the level and source of risk(s), how the risk will be reduced or eliminated and decide whether remaining risk is acceptable. • List the physical requirements for the activities needed to execute the weekly plan. Physical requirements could be, but are not limited to, set-up of workstations, computers, adequate space and

	<p>electricity.</p> <ul style="list-style-type: none"> List the resources required to execute the weekly operational plan. Resources could be, but are not limited to, computers, vehicles, paper, human resources, equipment and detergents. Identify and document self-motivation and goal setting techniques like small incentives, profit-sharing incentives and time-out to ensure that effective teamwork is incorporated in the action plan. List techniques that could be used for self-motivation and setting effective goals.
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ASSESSMENT TASKS OR ACTIVITIES

<p>Assessment Task 6.1: Integrated and developmental project – Devise a weekly action plan</p> <p>Plan to include:</p> <ul style="list-style-type: none"> Goals, objectives, timelines, floor plan, safety regulations, possible hazards or risks and how to deal with them, related activities, possible costs, resources and individual goals against the activities. Discuss various floor plan examples in terms of advantages and disadvantages and selection of use. Investigate a selected business environment with the purpose of identifying the various floor plans used as well as the possible advantages and disadvantages of the selected plans. Further to identify the safety regulations involved in the various floor plans and the possible difference in cost of the various floor plans. Reflect on any system in personal experience. List five failures that have occurred, suggest preventative measures that could have been taken and predict the chances of re-occurrence. Explain how risks can be managed in relation to the particular hazards that were identified. List the physical requirements for the activities in relation to the particular hazards that were identified. List the resources required to execute the daily plan in relation to the particular hazards that were identified. Identify self-motivation and goal setting techniques that consider the particular hazards that were identified. Discuss these techniques and document the outcome of the discussion.
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SUBJECT OUTCOME

Implement a weekly action plan.

ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> A weekly action plan is implemented. Own performance during operationalisation of action plan is evaluated using a tool that documents the outcome for future reference 	<ul style="list-style-type: none"> Implement the weekly action plan, ensuring that teamwork, creative thinking processes and problem-solving skills are incorporated in the management of the plan. Evaluate the adherence to safety regulations as listed on the action plan during the execution of the weekly operational plan. Evaluate own management performance during the execution of the weekly plan using an existing evaluation tool or developing own tool that was approved by manager. Document and store the outcomes of the self-evaluation to ensure that it can be used for future reference.

ASSESSMENT TASKS OR ACTIVITIES

<p>Project</p> <ul style="list-style-type: none"> Implement the designed weekly plan as per the project. <p>Part of Assessment Task 6.1: Project evaluation</p> <ul style="list-style-type: none"> Evaluate self and safety compliance with given instruments. Document and store all evidence.
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4 SPECIFICATION FOR EXTERNAL ASSESSMENT IN OPERATIONS MANAGEMENT – LEVEL 2

4.1 Integrated summative assessment task (ISAT)

A compulsory component of the external assessment (ESASS) is the **integrated summative assessment task (ISAT)**. The integrated summative assessment task (ISAT) draws on the students' cumulative learning achieved throughout the year. The task requires **integrated application of competence** and is executed and recorded in compliance with assessment conditions.

Two approaches to the integrated summative assessment task (ISAT) may be as follows:

The students can be assigned a task at the beginning of the year which they will have to complete in phases throughout the year to obtain an assessment mark. A final assessment is made at the end of the year when the task is completed.

OR

Students achieve the competencies throughout the year but the competencies are assessed cumulatively in a single assessment or examination session at the end of the year.

The integrated summative assessment task (ISAT) is set by an externally appointed examiner and is conveyed to colleges in the first quarter of the year.

The integrated assessment approach enables students to be assessed in more than one subject with the same integrated summative assessment task (ISAT).

4.2 National Examination

A National Examination is conducted annually in October or November by means of a paper(s) set and moderated externally. The following distribution of cognitive application should be followed:

LEVEL 2	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
		30%	50%

MARK ALLOCATION PER QUESTION		
Section 1: Compulsory (must cover all topics)		
Two questions of 20 marks each, covering short questions, e.g. true or false, leave out words and monkey puzzles.		40 marks
Section 2: Compulsory		
Three compulsory application questions covering all the topics. The questions must be integrated via a case study.		
Question 1:	Stakeholder Relationships (Integrate small component of quality management.)	15 marks
Question 2:	Operationalisation of Goals and Activities (Integrate larger component of quality management.)	30 marks
Question 3:	Roles and Functions of an Operations Manager and Business systems (Integrate small component of quality management.)	15 marks
		60 marks
GRAND TOTAL		100 marks