



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

BUSINESS PRACTICE

NQF Level 3

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BUSINESS 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 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 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 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 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	<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) 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 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 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 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.

ASSESSMENT OF BUSINESS PRACTICE
LEVEL 3

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

Topic 1: Employment relations in an organisation

SUBJECT OUTCOME	
1.1 Identify and explain the roles of the various stakeholders in an organisation.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Understanding of the roles of the various stakeholders in an organisation is demonstrated	<ul style="list-style-type: none"> Identify different stakeholders correctly. Explain the roles of identified stakeholders correctly
ASSESSMENT TASKS OR ACTIVITIES	
Assignments, practical Assignments, case studies	

SUBJECT OUTCOME	
1.2 Identify and explain organisational employment policies and procedures.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Understanding of organisational policies and procedures related to employment is demonstrated	<ul style="list-style-type: none"> Identify relevant employment policies and procedures correctly. Provide a satisfactory explanation of the mechanics of grievance and disciplinary procedures. Utilise grievance procedures correctly
ASSESSMENT TASKS OR ACTIVITIES	
Case study; open book test; practical	

SUBJECT OUTCOME	
1.3 Identify and explain employment related agreements.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Employment related agreements are identified and explained	<ul style="list-style-type: none"> Correctly identify various types of employment related agreements Explain relevant conditions of employment in an organisation.
ASSESSMENT TASKS OR ACTIVITIES	
Research assignment	

Topic 2: Function in a business environment

SUBJECT OUTCOME	
2.1 Describe safety principles for general operation of electrical equipment..	
ASSESSMENT STANDARD	LEARNING OUTCOME
All safety principles for general operation of electrical equipment are described and applied	Describe and apply safety principles for general operation of electrical equipment.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Case studies, Tasks in simulated enterprise (SIM) 	

SUBJECT OUTCOMES	
2.2 Describe various filing systems	
ASSESSMENT STANDARD	LEARNING OUTCOME
Index and alphanumeric filing systems are described and used correctly	File documents correctly.

ASSESSMENT TASKS OR ACTIVITIES
Simulated enterprise (SIM)

SUBJECT OUTCOMES	
2.3 Explain the importance of all staff understanding the functions and use of office equipment	
ASSESSMENT STANDARD	LEARNING OUTCOME
The importance of all staff understanding the function and use of office equipment is explained	Explain the importance of all staff understanding the function and use of office equipment.
ASSESSMENT TASKS OR ACTIVITIES	
Case study	

SUBJECT OUTCOMES	
2.4 Describe the extent of own responsibility in the office.	
ASSESSMENT STANDARD	LEARNING OUTCOME
The extent of own responsibility in the office is described	Describe the extent of his/her own responsibility in the office.
ASSESSMENT TASKS OR ACTIVITIES	
Test	

SUBJECT OUTCOMES	
2.5 Explain the importance of being sensitive to other people's cultures and needs	
ASSESSMENT STANDARD	LEARNING OUTCOME
The importance of being sensitive to other people's needs and cultures is explained	Describe issues requiring confidentiality and explain the importance of maintaining confidentiality regarding each issue.
ASSESSMENT TASKS OR ACTIVITIES	
Case study	

SUBJECT OUTCOME	
2.6 Decide how one can contribute to the overall effectiveness of the team.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Decide how one can contribute to the overall effectiveness of the team.	Work effectively in a team given a particular team of people.
ASSESSMENT TASKS OR ACTIVITIES	
Simulated enterprise (SIM) practice	

SUBJECT OUTCOME	
2.7 Prioritise work	
ASSESSMENT STANDARD	LEARNING OUTCOME
A workload is prioritised	Decide how work should be prioritised and give reasons for making the decision when given a particular workload
ASSESSMENT TASKS OR ACTIVITIES	
Assignment	

SUBJECT OUTCOME	
2.8 Operate office equipment effectively	
ASSESSMENT STANDARD	LEARNING OUTCOME
Fax machine, photocopier and switchboards are operated effectively	<ul style="list-style-type: none"> Use the fax machine, photocopier and switchboard effectively
ASSESSMENT TASKS OR ACTIVITIES	
SIM	

SUBJECT OUTCOME	
2.9 Maintain security surrounding documentation and equipment and give reasons for doing so.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Security surrounding documentation and equipment is maintained	Motivate and maintain security surrounding documentation and equipment
ASSESSMENT TASKS OR ACTIVITIES	
SIM	

SUBJECT OUTCOME	
2.10 Describe the range of office consumables that may be replenished.	
ASSESSMENT STANDARD	LEARNING OUTCOME
The range of office consumables is described and replenished	Describe the range of office consumables which may be replenished, and replenish when necessary
ASSESSMENT TASKS OR ACTIVITIES	
SIM	

SUBJECT OUTCOME	
2.11 File documents using a recognised filing system and ensure easy access to all relevant persons, while securing the files against unauthorised access.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Documents are filed using a recognised filing system and secured against unauthorised access	<ul style="list-style-type: none"> File documents using a recognised filing system Provide access to relevant persons using established procedures Secure files against unauthorised access Provide examples of situations where it is acceptable to deviate from established procedures with motivations.
ASSESSMENT TASKS OR ACTIVITIES	
SIM	

SUBJECT OUTCOME	
2.12 Analyse and distribute business information, ensuring that individual needs are met.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Business information is analysed and distributed by fax and messages	Analyse and distribute business information by using faxes and messages.
ASSESSMENT TASKS OR ACTIVITIES	
SIM	

SUBJECT OUTCOME	
2.13 Make arrangements to repair equipment that is not in good working order.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Arrangements are made to repair equipment that is not in good working order.	Arrange the repair of equipment that is not in good working order.
ASSESSMENT TASKS OR ACTIVITIES	
SIM	

SUBJECT OUTCOME	
2.14 Suggest ways in which one could learn how office technology operates.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Ways in which one could learn how the technology operates are suggested.	Suggest how one could learn to use new office technology entering the workplace
ASSESSMENT TASKS OR ACTIVITIES	
Case study	

Topic 3: Selected business environment

SUBJECT OUTCOME	
3.1 Explain the structure and roles of different types of organisations within their own industry in South Africa.	
ASSESSMENT STANDARD	LEARNING OUTCOME
The structure and roles of different types of organisations within their own industry in SA are explained	<ul style="list-style-type: none"> Name and explain the various types of organisations, using terminology accepted within their own industry. Explain the roles of the different types of organisations in the context of the business environment. Identify business activities common to all organisations within the business sector, using readily available information. Identify two examples of companies in each business sub-sector from advertisements in the media. Identify four of the main players in the business field. List and categorise their products or services
ASSESSMENT TASKS OR ACTIVITIES	
Worksheets; Tasks Case studies	

SUBJECT OUTCOME	
3.2 Explain the concept of a market as applied to a selected business sector	
ASSESSMENT STANDARD	LEARNING OUTCOME
The marketing concept as applied to a selected business sector is described	<ul style="list-style-type: none"> Identify the principles of trade that define markets at a basic level of understanding. Differentiate the basic principles for marketing products from the basic principles for marketing services. Explain the role of a selected business sector in the national economy in the context of the business environment. Explain the value chain in the way business is conducted in the sector and illustrate with examples.
ASSESSMENT TASKS OR ACTIVITIES	
Assignment	

SUBJECT OUTCOME	
3.3 Identify and describe the role of professional bodies (associations or regulatory authorities) in or affecting a selected business sector	
ASSESSMENT STANDARD	LEARNING OUTCOME
The role of professional bodies, associations and regulatory authorities in or affecting a selected business sector is described	<ul style="list-style-type: none"> • Explain the reasons for the existence of professional bodies, associations and regulatory authorities within or affecting this sector in the context of the roles that they play. • Identify three professional bodies, associations or regulatory authorities for each of the sub-sectors. • Outline the benefits of belonging to a selected professional body, association or regulatory authority within the sector from the perspective of both the organisation and the individual. • Access information about two of the professional bodies, associations or regulatory authorities from its website or an industry publication.
ASSESSMENT TASKS OR ACTIVITIES	
Assignment; research project	

SUBJECT OUTCOME	
3.4 Discuss the market position of a selected organisation in the relevant sub-sector	
ASSESSMENT STANDARD	LEARNING OUTCOME
The market position of a selected organisation in the relevant sub-sector is described	<ul style="list-style-type: none"> • Tabulate and compare a list of 10 of the products and/ or services marketed by a selected organisation with equivalent products and / or services of competitor organisations. • Describe the organisation's current competitive position, based on available audited data. • Compare the strengths and weaknesses of the organisation with those of its two major competitors. • Explain the opportunities and threats facing the organisation with reference to the external environment.
ASSESSMENT TASKS OR ACTIVITIES	
Assignment	

Topic 4: Resolving conflict in the workplace

SUBJECT OUTCOME	
4.1 Understand and explain different conflict situations in the workplace.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Understanding of different conflict situations in the workplace is demonstrated	<ul style="list-style-type: none"> • List different conflict situations that occur in the workplace. • Give examples of conflict situations and describe the conflicts. • List role-players in conflict situations. • List and discuss reasons why conflict occurs
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Case studies • Role-play • SIM 	

SUBJECT OUTCOME	
4.2 Identify and explain the difference between feelings and actual problems (contents) when dealing with conflict	
ASSESSMENT STANDARD	LEARNING OUTCOME
The difference between feelings and actual problem (contents), when dealing with conflict is identified and explained	<ul style="list-style-type: none"> • Discuss behaviour of different people in a conflict situation. • Discuss own feelings when in a conflict situation. • Discuss own behaviour when in a conflict situation. • Demonstrate reaction in a conflict situation.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Role-play • SIM 	

SUBJECT OUTCOME	
4.3 Handle and resolve conflict in the workplace.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Conflict in the workplace is handled and resolved	<ul style="list-style-type: none"> • Identify and explain methods to resolve conflict. • Demonstrate conflict situation and possible methods of resolving the conflict by means of a role-play.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Role-play • SIM 	

Topic 5: Induction of new staff in the workplace

SUBJECT OUTCOME	
5.1 Understand and explain why new staff must be orientated in the workplace	
ASSESSMENT STANDARD	LEARNING OUTCOME
The importance and extent of induction is understood	<ul style="list-style-type: none"> • Explain the importance of familiarising new staff with the workplace. • Explain the importance of checking that new staff understand their responsibilities. • Explain the difference between introducing a new staff member to the workplace and inducting a new staff member.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Practical exercises, case studies • SIM 	

SUBJECT OUTCOME	
5.2 Make decisions about induction practice and act accordingly.	
ASSESSMENT STANDARD	LEARNING OUTCOME
The ability to make decisions about induction practice and to act accordingly is demonstrated	<ul style="list-style-type: none"> Welcome new staff to the organisation and familiarise them with relevant site facilities Introduce new staff to fellow workers. Explain basic work routines and organisational procedures in the area of work in sufficient detail to enable understanding of what is required. <i>Range of basic work routines: location of facilities, responsibilities, work procedures</i> Encourage new staff to ask questions and seek clarification Where necessary, assist new staff in the initial performance of allocated work activities.
ASSESSMENT TASKS OR ACTIVITIES	
SIM	

SUBJECT OUTCOME	
5.3 Demonstrate the ability to learn from own actions and adapt performance.	
ASSESSMENT STANDARD	LEARNING OUTCOME
The ability to learn from own actions and to adapt performance is demonstrated	Suggest ways to improve the existing induction programme
ASSESSMENT TASKS OR ACTIVITIES	
Practical exercise	

Topic 6: Plan and conduct basic research

SUBJECT OUTCOME	
6.1 Plan a simple research project	
ASSESSMENT STANDARD	LEARNING OUTCOME
A simple research project is planned	Plan a simple research project.
ASSESSMENT TASKS OR ACTIVITIES	
Research project	

SUBJECT OUTCOME	
6.2 Gather and collate data relevant to the research question or problem.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Data relevant to the research question or problem is gathered and collated	<ul style="list-style-type: none"> Gather and collect data for qualitative research methodologies that include case studies, interviews, observations, focus groups and content analysis. Quantitative methodologies may include interviews, structured questionnaires and historical data collection.
ASSESSMENT TASKS OR ACTIVITIES	
Research project	

SUBJECT OUTCOME	
6.3 Analyse the data obtained from the research.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Data obtained from the research is analysed	Analysis range: Analysis methods may include ranking, response frequencies, trends, and ranges sorted by demographics, type of information, organisational structure or any other logical and useful division. More complex statistical and research techniques are excluded.
ASSESSMENT TASKS OR ACTIVITIES	
Research project	

SUBJECT OUTCOME	
6.4 Prepare and present a report and recommendations based on the findings of the research.	
ASSESSMENT STANDARD	LEARNING OUTCOME
A report and recommendations based on the findings of the research is prepared and presented	<ul style="list-style-type: none"> Prepare and present a report and recommendations based on the findings of the research. <i>Range: In addition to the written report, an oral presentation including slides showing appropriate graphics is expected.</i>
ASSESSMENT TASKS OR ACTIVITIES	
Research project	

SUBJECT OUTCOME	
6.5 Evaluate the effectiveness and usefulness of the research.	
ASSESSMENT STANDARD	LEARNING OUTCOME
The effectiveness and utility of the research is evaluated	Evaluate the effectiveness and utility of the research. <i>Range: Evaluation includes the effectiveness of the selected techniques with reference to research purpose.</i>
ASSESSMENT TASKS OR ACTIVITIES	
Research project	

4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN BUSINESS 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 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 in 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/exam session at the end of the year.

The ISAT will be set by the externally appointed examiner and be conveyed to colleges within the first quarter of each year. The integrated assessment approach allows for the student to be assessed in more than one subject within the same ISAT.

4.2 National examination

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

LEVEL 3	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	40%	40%	20%