OBE for FET Colleges management

Project Management

Operations Management

Management Practices

level 3

lecturer's guide

NVA panel

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Lecturer's Guide

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Commonly used acronyms

AS	Assessment standard
CASS	Continuous assessment
CO	Critical outcome
DO	Developmental outcome
DoE	Department of Education
ESASS	External summative assessment
FET	Further Education and Training
GET	General Education and Training
HET	Higher Education and Training
HIV/Aids	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
ICASS	Internal Continuous Assessment
SB	Student's Book
SO	Subject outcome
T	Topic
LO	Learning outcome
LP	Learning programme
SSM	Student Support Material
LTSM	Learning and teaching support materials
NCS	National Curriculum Statement
NSC	National Senior Certificate
NCV	National Certificate (Vocational)
NQF	National Qualifications Framework
NVC	New Venture Creation
OBE	Outcomes-based education
SKAVs	Skills, knowledge, attitudes and values
SWOT	Strengths, weaknesses, opportunities and threats
LG	Lecturer's Guide

1.   How to use this Lecturer's Guide

The Lecturer's Guide includes guidance and additional information, together with suggested assessment and a 40 week plan.
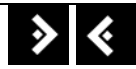
The sections on **guidance and additional information** offer useful suggestions on how to present the learning material, how to prepare and how to conduct each activity. Ideas for individual, pair, group, class and Portfolio of Evidence activities have been designed to cover the SO, LO and ASs.

Assessment should be continuous. At the end of each unit in the Student's Book, there is an opportunity for self-assessment by the students. These formative assessment questions are directly linked to the outcomes of each unit and could be used as part of tests and examinations.

In each unit in this Lecturer's Guide, guidance has been given regarding **assessment methods, instruments and tools** for the activities in the Student's Book. Some **additional assessment** opportunities are also included. **Rubrics and checklists** have been prepared to assist you with assessment. You can choose to use these assessment tools as they are, or adapt them to suit your specific needs. At the end of each chapter in this Lecturers Guide, there is a grid summarising the assessment for each activity. This could be used or adapted for Portfolio of Evidence assessment purposes for each student.

Using this Lecturer's Guide with the Student's Book

Icons have been used throughout the Student's Book to consolidate and facilitate the learning process, and to adopt an interactive approach between the student and the text. The icons indicate different types of activity – for example, a group or a question or feedback activity. The icons are also used to indicate what is being dealt with – for example, outcomes, assessment, or a cross-reference to something else.

	Cross-reference This icon shows forward or backward links or references to other sections in the book.
	Outcomes Outcomes appear in the outcomes table at the beginning of each unit. The students should achieve these unit outcomes, which are derived from the Assessment Standards in the New Venture Creation NCS document.
	Individual This icon indicates that students should work on their own.
	Pair work This icon indicates that the students should work in pairs.
	Group work This icon indicates that the students should works in groups. Groups of four or five students are usually ideal, but it depends on the type of activity.
	ICASS This icon shows an activity that could be used as part of the continuous assessment (ICASS) process, which should take place throughout the year.

word bank	**Word bank** New or difficult terms are explained or defined. Sometimes 'New Venture Creation' words have different meanings to everyday language, so the aim is to extend the students' use of the English language and New Venture Creation' terminology.
did you know?	**Did you know?** Reference to web site and other sources of information to extend the students knowledge base.
	Questions This icon provides the student with opportunities for self-assessment and ensures that the learning process has taken place. Questions at the end of each unit form part of summative assessment and assist the students to reflect on what they have learnt.
	Minds This icon indicates knowledge outcomes that students should have acquired.
	Hands This icon shows skills-based outcomes or activities developed for students to apply knowledge (and values) that they have acquired.
	Hearts This icon shows values-based outcomes that assist the students to express or develop particular values (or attitudes) to the issues raised.

2.   The new curriculum

A process of transforming education and training to realise the aims of our democratic society and of the Constitution has been underway since 1994. As part of this process, the outcomes-based curriculum (OBE) was developed as one united curriculum for all school students in the General Education and Training (GET) and Further Education and Training (FET) bands. The new curriculum was designed to be student-centred, integrated and holistic, relevant to students' lives and the needs of the country, and to promote critical and creative thinking.

What has changed?

The table below outlines some of the some changes and compares terms used in the pre-OBE and OBE stages.

Pre-OBE	OBE
Old terms/phrases	**New terms/phrases.**
Core syllabus	Subject Guidelines Assessment Guidelines
Scheme of work	A Learning Programme consists of 2 stages of planning 1. Work Schedule per level per subject 2. Lesson Plans
Aims	Learning outcomes (LOs)
Objectives/topics/content	Assessment standards (ASs)
Lesson plan	Lesson plan or learning experience
Text books	Learning and Teaching Support Materials (LTSM) – includes various learning and teaching resources like CDs, videos, text books, etc.
Learning/syllabus is content-driven. Role learning takes place.	Learning is outcomes-based. The curriculum is relevant, communicative, connected to real-life situations and provides for the development of knowledge, skills and values in an integrated way.
Traditional teaching methods may have included learning being textbook-driven.	Traditional teaching methods are enhanced through methods that require the students to be actively involved.
Lecturer-centred	Student-centred and lecturer plays a facilitator/mediator role.
Students' work is assessed by the lecturer	A variety of assessment methods are used (self-assessment, peer assessment, group assessment, lecturer assessment, etc.).
Test-based assessment	Observation, Test and Task-based assessment take place.
Lecturer is responsible for learning – motivation depends on the personality of the lecturer.	Students take responsibility for their own learning – students are motivated by constant feedback and affirmation.

3.   Subject Outcomes and Learning Outcomes

Outcomes-based education calls for lifelong learning by demonstrating nine critical cross-field outcomes (CCOs).

Each of the subjects have topics linked to Subject Outcomes together with corresponding Assessment Standards (ASs) and Learning Outcomes (LOs) that are derived from the CCOs and which describe the knowledge, understanding, skills and values that students should demonstrate and be able to do at the end of the FET Colleges band.

4.   OBE for FET Colleges series and the principles of the curriculum

The National Curriculum Statement (NCS) follows the principles, purpose and thrust of Curriculum 2005, including OBE.

There is an emphasis on the key principles and values of social transformation, progression, articulation and portability, human rights, inclusivity, environmental and social justice as well as valuing indigenous knowledge systems.

OBE, integration and applied competence, credibility, quality and efficiency, high knowledge and high skills underpin the curriculum and are all covered within the purpose, scope and the specific topics of each subject. This series deals with each of the following issues in ways that specifically suit the particular subject and Vocational Programme.

Social transformation

The NCS builds on the visions and values of the Constitution. The Constitution expresses the nation's social values and the roles, rights and responsibilities of citizens in a democratic South Africa. In promoting the students' personal development, we should ensure that we build a national South African identity.

Valuing indigenous knowledge systems

The rich history and heritage of South Africans needs to be recognised as important contributors to the values contained in the Constitution. Indigenous and endogenous local communities need to be included in our economic actions and thinking.

Human rights, inclusivity, environmental and social justice

The NCS reflects the principles and practice of social justice, and respect for the environment and human rights, as defined in the Constitution. In particular, the curriculum attempts to be sensitive to issues of poverty, inequality, race, gender, age, disability and challenges such as HIV/Aids. Students are encouraged to develop an awareness and understanding of the rich diversity of cultures, beliefs and worldviews within the unity of South Africa.

The Bill of Rights places great value on equality, human dignity, life, freedom and security. These and other rights to freedom of religion and belief, expression

and association, exist alongside socio-economic rights. Each person has a right to freedom from poverty, homelessness, poor health and hunger.

Outcomes-based education

Outcomes-based education forms the foundation of the South African curriculum. The LOs and ASs have been derived from the COs which were inspired by the Constitution, will ensure that knowledge, skills and values are articulated

High knowledge and high skills

The NCS sets standards in the learning areas and specifies the minimum knowledge and skills to be achieved by students in each grade. In this way, the NCS provides direction on how to develop a high level of skills and knowledge in all students. In New Venture Creation the necessary knowledge and skills have been built into the text and the activities.

Integration and applied competence and progression

Integration both within and across learning areas is central to OBE, because of the belief that fields of knowledge are connected. Some of the skills taught in one learning area may also be needed to achieve a learning outcome in another learning area. Achieving an optimal relationship between progression and integration is central to this curriculum. Within each subject, the NCS sets out progressively more complex expectations of students from level to level. This is called conceptual progression, and the NCS describes this progression through the ASs. Integration is about making links within and across learning areas, through related LOs and ASs. It is also about students developing skills, attitudes and values, as well as acquiring knowledge by integrating theory and practice. Complexity and depth in learning increases from the beginning to the end of a level (vertical progression) and from level to level (horizontal progression).

Credibility, quality and efficiency

Articulation refers to the relationship between qualifications in the different NQF bands (GET/FET) and portability to the extent to which parts of a qualification are transferred to another qualification in a different learning pathway of the same NQF band. This allows for mobility across and within the FET band and recognition of prior learning.

5.   Planning for the new curriculum

Please see the file for the specific subject for the 40 week plan and programme of assessment for that subject.

It is imperative that Lecturers plan ahead. Students will not be able to attain the SOs prescribed by the LOs for a specific level if the Lecturer does not plan adequately. Planning could be summarized as follows:
- a three-year subject framework (*macro planning*)
- a one-year work schedule that sets out the pace and sequence of teaching and learning activities, and assessment. This work schedule will spell out 'term plans' of work to be covered in a particular term (*meso planning*)

- weekly and daily planning (lesson plans or learning experiences) specifying activities (*micro planning*).

Assessment

Assessment in the National Certificates (Vocational) is underpinned by the objectives of the National Qualifications Framework (NQF), is part of the learning process and should not be seen as a separate activity. Assessment is done to:

- determine what students know and at what point to start with the new learning experience
- identify and diagnose any barriers to learning
- create an integrated national framework for learning achievements
- provide information for reviewing and evaluating learning programmes
- encourage students to participate in the learning process
- apply and use knowledge in real-life contexts.

   The following aspects are assessed:
- subject outcomes (SOs)
- learning outcomes (LOs)
- assessment standards (ASs)
- knowledge, skills, values and abilities
- metacognition
- integrated assessment tasks.

The table below could be used as a checklist to determine whether the assessment target meets the method. For example if you want to assess skills, performance-based and observation-based assessment are the best methods to do this (check that they both have a rating of 5).
   Note: Higher numbers indicate better matches (e.g. 5 = high, 1 = low). Table adapted from *MacMillan (1997) Classroom Assessment: Principles and Practice for Effective Instruction.*

	Objective	Essay	Performance based (Individual)	Oral questions	Observation	Self-assessment
Knowledge	5	4	3	4	3	2
Reasoning	2	5	4	4	2	2
Skills	1	3	5	2	5	3
Product	1	1	5	2	4	4
Values and attitudes	1	2	4	4	4	5

[Note: the higher numbers indicate better matches (e.g. 5 = high; 1 = low). Table adapted from McMillan (1997) Classroom assessment: Principles and practice for Effective Instruction.]

Tools and instruments for assessing student performance

Methods for assessment (Who carries out the assessment?)	
Self-assessment	Group assessment
Peer assessment	Lecturer assessment
Assessment forms	
Presentation	Examination
Debate or argument	Project
Interview	Simulation
Demonstration	Research or investigation
Questionnaire	Assignment
Role-play	Case study
Test	Practical task
Tools for assessing student performance	
Rubric	Observation sheet
Rating scale	Marking memorandum
Checklist	Assessment grid, etc.
Recording tools	
Class list	Day-by-day assessment sheet
Mark sheet	Promotion schedule, etc.
Reporting tools	
Report card using national codes and comments on competence	Lecturer-student interview
	Written comments in student's workbook
Lecturer-parent interview	Day-by-day assessment sheet, etc.

1.   When do we assess?

Baseline assessment takes place **at the beginning** of an activity or a learning process so that lecturers and students find out what students already know. The recording of baseline assessment is usually informal.

Diagnostic assessment takes place **throughout** the learning process and is used to identify and diagnose barriers that students may have so that lecturers can plan to overcome these. It includes extended opportunities and activities for gifted students.

Formative assessment is used **throughout** the learning process to inform whether teaching and learning is successful in achieving the outcomes. Any form of assessment that gives feedback to the student fulfils a formative purpose.

Summative assessment takes place **over time and at the end** of a learning experience. It can occur at the end of a single learning activity, a unit, a cycle, a term, a semester or a year.

2.   Assessment methods

Some of the assessment methods used in most education systems are explained below:

- **Self assessment:** Students assess themselves against given criteria (skills that are important for life-long learning), which may be reflected on a self-

checklist. Students reflect on their own performance and recognise the limitations of their work.

- **Peer assessment:** Students assess each other in pairs or groups and may use checklists to do this. Peer assessment should not be interpreted as students marking each other's work and/or counting the marks.
- **Three-way assessment:** This provides an opportunity for students, lecturers and care-givers to acknowledge a student's progress and achievement. Students take work home that has been assessed by the lecturer and by themselves. Care-givers respond with a comment on the student's achievement and progress.
- **Test-based assessment:** The same evidence is gathered for all students in the same way and at the same time. It is far more rigid process. A mark or a score verifies tests and examinations. In the past, too much emphasis was placed on tests and examinations.
- **Task-based assessment:** This includes well-structured assessment activities that show whether students are competent at applying the skills and knowledge they have learnt to unfamiliar contexts or contexts outside the classroom. Task-based assessment has its own range of scoring instruments in a marking memorandum. Criteria or standards have to be carefully selected (and sometimes negotiated with the students) and should be described in a rubric.
- **Performance-based assessment:** This is a direct or systematic observation of a student's performance or an examination. Performance-based assessment requires students to engage in activities where they demonstrate specific skills or develop specified tasks (e.g. projects, debates, assignments, speeches and presentations).

3. Internal continuous assessment (ICASS)

Knowledge, skills, attitudes and values (SKAVs) 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.

ICASS:
- allows lecturers to use any planned learning experience to assess student achievements and progress
- is a necessary feature of the total evaluation of every student
- takes place over a long period
- is diagnostic and allows the lecturer to monitor strengths
- assists in addressing the needs of the student
- enables lecturers to pace students and provide enrichment
- sets well-defined outcomes for the students to achieve
- ensures that the learning programme is significant for the student, and prevents 'teaching for a test'
- covers a wide spectrum of learning activities and tasks
- is transparent as students are aware of the assessment criteria

- develops a sound assessment record to track the learning progress
- provides useful data for reporting and progression
- involves assessment of knowledge, skills, attitudes and values
- encourages lecturers and students to appraise their own work.

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

4.   Number and forms of assessment for Level 3 assessment programme

At Level 3, an internal assessment component counts 50% of the final assessment mark. An example of the requirement of the internal assessment programme for Level 3 is summarized as follows:

Term 1	Term 2	Term 3	Total
One task, e.g. Assignment	One task, e.g. Project	One task, e.g. Presentation	Three tasks
One test		One test	Two tests
	June examination	September examination	Two examinations
			Seven items

Examinations should conform to the requirements set by the Department of Education. They should be carefully designed and weighted to cover all the LOs.
    The tasks should be carefully designed which will give the students opportunities to research and explore the subject in a focused and exciting manner. Examples of forms of assessment are debates, presentation, projects, simulations, assignments, models, case studies, long essays and research projects.

Instrument 1: Control tests (two per year) and examinations (two per year)

The following conditions apply to control tests:
- all classes in the same level write the same test at the same time
- the test should be based on accumulative work
- moderation of the question paper and answer scripts should take place at college level (internal college moderation)
- tests should be written under examination conditions
- questions should comply with the end-of-the-year examination standards
- where there is more than one lecturer teaching the same subject, agreement should be reached on the scope, date and time of the test.

The structure and mark allocation should be similar to the final National Senior Certificate (NCS) Level 2 examination.

Instrument 2: Research assignment (minimum of one per year)

For assignments, students are required to investigate and report on certain issues. Ideally the task should be phrased as a question so that students can form their own opinions based on acquired subject knowledge. Assignments may also be in the form of practical research.

Instrument 3: Project (minimum of one per year)

- A project is a learning activity involving investigation and solving problems by an individual or small group of students. It could consist of a task in which the student sets out to attain some goal of real personal value.
- Students should be encouraged to develop research, critical thinking and problem-solving skills.
- Projects should be tackled without close supervision, but with assessor (i.e. lecturer) guidance and support.
- Students should be given the assessment criteria before starting the project.
- Students will need to complete at least one project according to ICASS requirements. The lecturer can decide whether to give the students a range of topics to choose from or select only one topic for all the students to do.
- It is suggested that projects are dealt with in the first term.
- The project should consist of 4 to 10 handwritten pages, excluding pictures, graphs, displays, etc.

When preparing a project, the following minimum requirements should be met:
- a title page
- a table of contents
- text divided into paragraphs
- references for sources
- the text should include pictures, photos, diagrams, graphs, etc.
- the text should be presented in an acceptable way (bound or stapled)

Instrument 4: Oral presentation (minimum one per year)

Presentations allow students to demonstrate manual and/or behavioural skills. The assessment may be based on the end-result of the activity (the product) or the carrying out of the activity (the process) or a combination of both.
        Presentations can be based on a project, but also given as separate tasks or assignments. The presentation can be written or oral, but proof of the presentation must be included in the portfolio. All criteria used to assess the presentation must be discussed with the students before they start.

Day-by-day assessments: practical application

- **Simulations**

Simulations mirror actual activities or conditions. They are suitable for assessments where demonstrations and observation will provide reliable and valid results, but

where, for a number of reasons, it is difficult or impractical to assess under actual conditions.

- **Scenario / Case study**

Students are presented with a real-life situation, a problem or an incident related to the learning outcome and expected to assume a particular role in articulating the position. They could draw on their own experiences, the experiences of peers or prior learning to interpret, analyse and solve problems. Solutions/recommendations related to the case study/scenario are then made and presented.

- **Oral questions**

These are mainly used to generate evidence of a student's ability to listen/sign, interpret, communicate ideas and sustain a conversation in the language of assessment. Oral questions include oral examinations, interviews, conferences and other conversations in which information is obtained about a student's learning.

- **Observations**

This is the type of assessment that is commonly used by lecturers without consciously thinking about it. Lecturers constantly observe students informally to assess their understanding and progress. They watch students as they respond to questions or as they study. The lecturer listens to students as they speak and discuss issues with others. Observation is also used extensively in performance-based assessment and other formal techniques.

- **Debates**

Topics for debates should relate to the ASs and be formulated as contentious statements. Students should be given sufficient time to research their topics and prepare their arguments. Students should not exceed a time limit of three minutes per speaker. Students engage in a formal debate in groups not larger than eight.

Grading students' work

Assessment in the FET (Colleges) will be conducted in terms of a combination of mark allocation and criterion-referenced descriptors. The following classification scheme for mark translation to descriptors has been developed for the National Certificate (Vocational) Levels 2, 3 and 4.

Grading	Descriptors	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%

Subject competencies have been described to distinguish the grade expectations of what students must know and be able to achieve. The descriptions for New Venture Creation are outlined in the Subject Guidelines and Assessment Guidelines for New Venture Creation.

Assessment in particular subjects

External assessment in a subject will count 50% and college-based assessment (also called internal assessment or ICASS) will count another 50% to make up the progression mark of the student. The college-based assessment component, in turn, consists of a summative component (internal examinations and standardised tests) and a formative component (i.e. assignments and tasks to develop subject skills such as monitoring and research activities, presentations, debating, numerical calculations, summarizing and memorizing).

Tests and examinations will focus on assessing knowledge and understanding. This mainly uses the application of the student's subject-specific knowledge and skills. You can use case studies, analysis and interpretation of data, critical discussions of contemporary issues or numerical calculations.

Summative assessment

The summative component of college-based assessment will require students to:
- answer objective-type questions, i.e. multiple choice, true/false, matching concepts, etc.
- write an essay or a short answer to a question
- organise relevant information clearly and coherently, using specialised vocabulary where appropriate
- ensure that writing is legible, and spelling, grammar and punctuation are accurate, so that meaning is clear.

Questions typically start with task or command words. These words indicate which skills are required when answering the question. For example If students are asked to evaluate a problem, but they only show knowledge and understanding, they will lose most of the marks for that question.

The meanings of the most frequently used task words are listed on the following page:

Knowledge and understanding	
Define	Give the exact meaning of a term or concept using words or mathematical symbols (e.g. 'Define "globalisation"'.)
Describe	Give an account (e.g. 'Describe the relevance of contracts and their legal implications in different business contexts.')
Identify	Single out from other information (e.g. 'Identify the various components of micro (internal), market and macro business environments.')
Illustrate	Use examples to explain a point (e.g. 'Illustrate by means of examples the impact and challenges of contemporary socio-economic issues on business operations.')
List	State briefly (e.g. 'List four features of effective management.')
Outline	Give a short description of the main aspects or features (e.g. 'Outline the different investment opportunities for individuals and businesses.')
State	Give or say (e.g. 'State three reasons why social

	responsibility activities are undertaken by businesses.')
Summarise	Bring out the main points from a complex set of data. (e.g. 'Summarise the effect that the Skills Development Act and the implications of skills levies for large business.')
What	Clarify a point (e.g. 'What are the main characteristics of an entrepreneur?')
Application	
Apply	Use knowledge of New Venture Creation to understand an issue or problem (e.g. 'Apply a strengths, weaknesses, opportunities and threats (SWOT) analysis to determine a viable business venture.')
Calculate	Use mathematics to work out an answer (e.g. 'Calculate the selling price of a T-shirt if five T-shirts cost R500.00 to produce and the seller aims to make a 10% profit.')
Distinguish between	Identify the characteristics that make two or more ideas, concepts, issues, etc. different (e.g. 'Distinguish between the Road Accident Fund and Unemployment Insurance Fund.')
Explain	Make clear (e.g. 'Explain the features of the micro (internal), market and macro business environments in detail.')
Suggest	Give possible reasons or ideas that are plausible but not necessarily correct. 'Suggest' may require candidates to analyse a problem and not just apply New Venture Creation knowledge (e.g. 'Suggest reasons why a business would rather train someone from within the business than recruit someone from outside the business.')
Analysis	
Analyse	Break down into constituent parts in order to be able to understand an issue or problem. Analysis involves recognising what is important, and applying knowledge and understanding of New Venture Creation (e.g. 'Analyse the degree to which a business embraces entrepreneurial qualities.')
Compare and contrast	Show similarities and differences between two or more ideas or problems (e.g. 'Compare by tabulating the extent to which a business can control and influence the business environment.')
Examine	Break down an issue or problem to understand it (e.g. 'Examine thoroughly the concept of social responsibility and its implications for both business and communities.')
Investigate	Look for evidence to explain and analyse (e.g. 'Investigate the nature of business being conducted in the area and classify it into primary, secondary and tertiary enterprises.')
Evaluation	
Assess	Analyse an economic issue or problem, and then weigh up the relative importance of different strands (e.g. 'Assess a team against the criteria for successful and collaborative team performance in a business context.')
Comment on	Invites students to make judgements based on the evidence they have presented (e.g. 'Comment on why the South African government, business and education system deem it necessary to develop an entrepreneurial culture in South Africa.')

Critically analyse	Analyse an issue/problem and weigh up the relative importance (e.g. 'Critically analyse the three management or leadership styles.')
Do you think	Invites students to give their own opinions about an issue or problem. However, marks will always be awarded for the quality of the argument and not for any individual opinions (e.g. 'Do you think it is better to invest in shares or in unit trusts?')
Discuss	Compare a number of possible views about an issue and weigh up their relative importance. A conclusion is essential (e.g. 'Discuss the relationship between the micro, market and macro business environments.')
Evaluate	Similar to discuss; to compare a number of possible views. A final judgement is essential (e.g. 'Evaluate the extent to which a business venture addresses issues such as human rights, inclusivity and the environment.')
To what extent?	Explain and analyse and then comment upon the relative importance of the arguments (e.g. 'To what extent should top management involve the rest of the employees in their business planning activities?')

Formative assessment

Formative assessment informs the lecturer and the student about the student's progress. The formative component of ICASS must include a variety of activities. For example:
- research and monitoring of relevant, contemporary economic issues
- other ongoing tasks to develop skills that are necessary for successful functioning within the subject
- creative responses to problems within the subject field
- more informal assessment of day-to-day knowledge and skills acquired through creative class tests, presentations of the previous day's work, class quizzes, etc.

The formative component should cater for the multiple intelligences (i.e. verbal-linguistic, interpersonal, intra-personal, musical-rhythmic, bodily-kinaesthetic, mathematical/logical, spatial) of students in an inclusive education context.

A **performance assessment** is a direct observation of an actual student's performance or an examination of products created. During a performance assessment, students are engaged in activities that require the demonstration of specific skills or the development of specific products. The demonstrations can take place in a controlled environment (such as laboratory or a classroom), or in a real-life environment, where the complexities faced by the students are much higher. In the latter case, the performance assessment is also called an 'authentic assessment'. Students are expected to demonstrate complex learning that integrates knowledge, skills and values in a single performance.

Characteristics of performance assessments:
- Students are expected to perform, produce, create or do something.
- The skills are those displayed by individuals outside the classroom (i.e. in society or in the workplace).

- Higher order thinking processes and problem-solving skills are required for these tasks.
- They provide opportunities for students to present and explain their work.

    The following steps are suggested in developing a performance assessment:
- Clearly identify the outcome(s) to be assessed (i.e. create a clear and appropriate target for the students).
- Determine the purpose of the assessment and the use of the results.
- Design a performance task that will elicit the expected outcome(s).
- Specify the assessment criteria.
- Select and construct the storing and recording instruments(s).
- Performances include everyday teaching and learning activities such as projects, debates, assignments and speeches. When performing, students are applying their skills in a way that is integral to the teaching and learning process.

The external assessment component (50%)

External assessment is assessment that is conducted by an entity such as a provincial examining body, a national agency, or a private agency that is not directly involved with the instruction of the students. It consists of a written examination paper that is externally set, marked and moderated.

The paper may be divided as follows:

Format		
Section 1 (compulsory) **Sub-total: 50**	This section will include different types of objective questions, i.e. Q1: multiple choice Q2: short theoretical questions Q3: calculations	Total: 50
Section 2 (compulsory) **Sub-total: 150**	Four questions of 50 marks each; Students must choose three questions to do.	Total: 150

The following task words from Bloom's taxonomy provide a guide to setting questions:

Knowledge	Understanding	Application	Analysis	Synthesis	Evaluation
define	compare	adapt	categorise	combine	appraise
describe	define	compute	classify	compose	critique
identify	describe	discover	compare	create	decide
label	distinguish	draw	contrast	depict	evaluate
locate	explain	gather	deduce	design	judge
name	generalise	graph	differentiate	develop	justify
recognise	illustrate	modify	distinguish	incorporate	recommend
select	infer	operate	explain	integrate	consider
state	interpret	prepare	generalise	invent	support
memorise	match	revise	infer	organise	relate
	summarise	show	predict	plan	summarise
	rewrite	solve	relate	predict	
	paraphrase	survey	solve	produce	
	express	use	modify	structure	

Suggested guidelines for the distribution of the levels of questioning are indicated in the table on the following page:

Level of questioning	Percentage
Levels 1 and 2: Knowledge and comprehension	40%
Level 3: Application	40%
Level 4: Analysis, synthesis and evaluation	20%

The total mark obtained in the examination paper is then converted into an appropriate rating and code on the four-point scale.

5. Assessment tools (rubrics and checklists)

Rubrics are a combination of rating codes and descriptions of standard. They consist of a hierarchy of standards with benchmarks that describe the range of acceptable performance in each code band. Rubrics require lecturers to know exactly what is required by the outcome. Rubrics can be holistic, giving a global picture of the standard required, or analytic, giving a clear picture of the distinct features that make up the criteria, or can combine both.

Holistic rubrics score the overall process, while analytic rubrics score the individual parts. It is important to note the following:
• The student is only assessed once for each criterion within a rubric.
• The comments make the moderation process easier.
• Rubrics can be used individually or combined with others.
• Rubrics may be joined together for ease of marking.
• Lecturers are encouraged to work in clusters and setting up collaborative rubrics would bring about comparable standards.

The following steps may help you in drawing up a rubric:
Step 1:   Examine the SO and AS that describes the task.
Step 2:   Specify the skills, knowledge and attitudes to be evaluated.
Step 3:   Identify the observable attributes.
Step 4:   Identify the attributes that you do not wish to see.

Step 5:   Brainstorm the characteristics that describe each attribute and how they can be described so that they can be classified into average, above average and below average.
Step 6:   Write descriptions for excellent and poor performances.
Step 7:   Write descriptions for other levels.
Step 8:   Collect samples of work that represent each level.

The following section includes 19 sample rubrics and checklists that can be used and adapted for particular activities. These are referred to throughout the Lecturer's Guide.

Rubric 1: Standard rubric

Criteria	Outstanding (80–100%)	Highly competent (70–79%)	Competent (50–69%)	Not yet competent (40–49%)	Not achieved (0–39%)
CONTENT Range Coverage Relevance					
CONTEXT Command word requirements					
SKILLS and VALUES Skills Values					
MECHANICS Subject terms Language Format					

The following checklist may be used to evaluate a rubric:

	Yes	No
Does the rubric emphasise the most important content and skills of the SO/AS/LO?		
Are the criteria used in the rubric of appropriate importance?		
Are there sufficient levels of performance to discriminate between the quality of students and work?		
Are the levels clearly described in terms of performance?		
Do the levels accommodate students' diversity?		
Does the rubric distinguish between content and skills as well as the communication thereof?		
Does the rubric contribute to an efficient marking process?		
Was a careful decision made between using marks and level descriptors or letter symbols?		
Does the rubric offer appropriate guidance to the students?		

Rubric 2: Reflective self-assessment checklist

Individual projects are very personal and more difficult to assess. They are also process-orientated rather than product-orientated.

Amount of time spent on project (time scale to be determined)	less than	1	2	3	4	5	or more
Number of family members spoken to							
Do you feel you learned anything about yourself when doing this project?	yes			no			
Comments:							
Do you feel the project helped you understand yourself?	yes			no			
Comments:							
Did you think you expressed this information about yourself in an interesting and exciting way?	yes			no			
Comments:							
Do you think you put a lot of effort into this project?	yes			no			

Group work and group assessment

Teamwork is an important part of learning skills and constructing knowledge. Sharing the workload and being aware of personal contributions to the community is important for every student. In a group, the roles and responsibilities are essential to the success of the activity. Evaluating students in different roles assists in their awareness of management processes and effective co-ordination. The lecturer or the students may use this instrument for evaluating each member of the group or to evaluate each other's contributions. This rubric should have space for comments on how the students in the group experience group work, and how they are able to improve or change the roles they play within the group.

Roles within the group should be rotated to allow each student to develop or become aware of their different capabilities.

TEAM: Together   **E**veryone   **A**chieves   **M**ore

Different group/team roles include:
- timekeeper
- team leader/chairperson/manager
- resources manager
- scribe/note-taker/record-keeper
- reporter
- motivator
- assessor
- peace-maker.

When students work in groups to tackle complex activities and more demanding tasks, efficient organisation is crucial. The process can be helped if different students take on different roles. The lecturer and students can decide which roles are most appropriate in terms of the activity/task. Initially the lecturer can assign these roles, but once the students are familiar with the process, they can take responsibility for assigning these roles within their groups. This needs to be monitored to ensure that all students have an opportunity to play different roles and exercise the different skills involved. A rubric should be devised that clearly sets out the different roles, the criteria for each role and the standards that will be applied. An example of a rubric that has been designed to assess the different roles and the skills involved is shown below.

Each member of the group can assess all the roles except the one that he or she performed. The mark for each criterion within a role can be added to give a total score for the role.

Students can also decide which roles are required for a particular activity, mark them off and assign the roles before continuing with the activity.

☐	**Voice monitor**	☐	**Time-keeper**
☐	**Motivator**	☐	**Record-keeper**
☐	**Assessor**	☐	**Chairperson/manager**
☐	**Peace-maker**	☐	**Reporter**

Rubric 3: Assessment of group skills

Group name/Number:……………………..

Names:…….………………………………………………………………………………

……………………………………………………………….......................

	YES	NO	Comment
Did our group members:			
Listen to each other?			
Talk about the task?			
Co-operate within the group?			
Suggest good ideas?			
Encourage each other?			
Achieve the outcomes?			

What went well?

…………………………………………………………………………………………

…………………………………………………………………………………………

………………………………………………………………………………………

What could we have done better?

………………………………………………………………….……………………..

……………………………………………………………………………………………..

…………………………………………………………………………………………..

Signed:…………………………………………………………………………………

…………………………………………………………………………………………..

……………………………………………………………………………………………..

Date …………………………............

Rubric 4: Assessment of co-operative group skills (1)

TASK SKILLS	Student 1 *	Student 2 *	Student 3 *	Student 4 *	Student 5 *
Gives ideas					
Asks questions					
Stays on task					
Follows directions					
Checks the understanding of others					
Gets group back on track					
SOCIAL SKILLS					
Encourages others					
Explains ideas					
Discusses					
Listens well					
Resolves conflict					
Praises others					

- * Add the names of each student in the group under 'Student' and enter a tick ✓ (Yes) or an x (No) under the name of each student for each of the criteria.

Rubric 5: Assessment of co-operative group skills (2)

Process	Everyone took part equally.	Not yet	1	2	3	4	5	Yes
	The group held a meeting to plan.	Not yet	1	2	3	4	5	Yes
	Each student did what they were supposed to do.	Not yet	1	2	3	4	5	Yes
	Everyone in the group feels happy about the project.	Not yet	1	2	3	4	5	Yes
	The project offers a lot of information.	Not yet	1	2	3	4	5	Yes
	The group explored the following sources: college library, public library, Internet, people, newspapers, clinics, advice offices, other.	Give one mark for each source explored (up to 5 marks):						
Product	The information is set out in a way that is clearly understood.	Not yet	1	2	3	4	5	Yes
	There are interesting drawings and illustrations.	Not yet	1	2	3	4	5	Yes
	Written information is easy to read and to follow; ideas are described well.	Not yet	1	2	3	4	5	Yes
	The ideas are shown in an unusual and interesting way.	Not yet	1	2	3	4	5	Yes
	There are a lot of the students' own ideas – not only copied materials.	Not yet	1	2	3	4	5	Yes
	Information is presented clearly; you know what the message is.	Not yet	1	2	3	4	5	Yes
Presentation	The group uses drama, speaking, music, singing, pictures, objects to help the presentation.	Give 2 marks for each resource used (up to 6 marks):						
	All group members took part in the presentation.	Not yet	1	2	3	4	5	Yes
	The presentation is interesting and unusual.	Not yet	1	2	3	4	5	Yes
	You can hear what everyone is saying.	Not yet	1	2	3	4	5	Yes

Rubric 6: Assessment of a research project

The following marking grid could be used where marks allocated are circled according to the sub-criteria (below the grid) and are then transferred to this grid by the different people assessing the project.

Criteria	Mark awarded			
	Self	Peer/group	Consensus	Lecturer
1. Planning				
2. Quality of research				
3. Continuous collection of information and material				
4. Originality/Creativity				
5. Quality of contents				
6. Technical quality				
7. Oral presentation				
8. Individual / group role				
Converted to				

General guidelines for awarding marks/rating

Rating	Descriptor
5	Outstanding
4	Highly competent: exceeds the requirement
3	Competent: meets the requirement
2	Not yet competent: student needs support
1	Not achieved: made very little effort, needs substantial support

1. Planning

Rating	Descriptor
5	Very practicable planning schedule, independently drawn up by student
4	Very good, practicable planning schedule, with a few minor adjustments by educator needed
3	Good planning schedule, with a number of small adjustments by educator needed
2	Planning schedule not totally practicable – a substantial number of adjustments needed
1	Planning schedule totally impracticable – totally new planning necessary

2. Quality of research

Rating	Descriptor
5	Wide variety of sources used
4	More than required number of sources used
3	Adequate number of sources used
2	Less than adequate number of sources used
1	Only one or no resources used

3. Continuous collection of information and material

Rating	Descriptor
5	A lot of information collected continuously / submitted before due dates
4	More than adequate information collected / submitted before/on due dates
3	Adequate information collected continuously / submitted on due dates
2	Less than adequate information collected / some due dates missed
1	Very little information collected / seldom met due dates

4. Originality/creativity

Rating	Descriptor
5	Unique presentation of extremely high quality
4	Original presentation – however, based upon existing ideas
3	Standard presentation – content is relevant and interesting
2	Requirements have been met, and no more
1	Content entirely / almost entirely copied directly from sources; no effort made

5. Quality of content

Rating	Descriptor
5	In-depth presentation pertaining to real-world practice / evidence is shown of insight into relationship between subject theory and real-world practice
4	Relevant and well-researched presentation – student demonstrates very good insight
3	Relevant content shows good insight, area of research well covered
2	Part of content is relevant – partly copied directly from sources; insight lacking
1	Very little effort made – content largely copied directly from sources; content only slightly in line with topic

6. Technical quality

Rating	Descriptor
5	Evidence of pride and very hard work – impressive final product
4	Very good presentation – full use of available sources/technology
3	Good final project
2	Minimal effort made; presentation only just acceptable; room for improvement
1	Very little trouble taken; untidy, shabby presentation

Rubric 7: Assessment of analytic skills

	1 Not achieved	2 Not yet competent	3 Competent	4 Highly competent	5 Outstanding
Knowledge and under-standing	Demonstrates no under-standing of the concepts, principles and theories required Demonstrates no command of relevant factual knowledge Shows no understanding of composition and structure	Demonstrates very little understanding of simple concepts, principles and theories Demonstrates very little command of relevant factual knowledge Shows very little understanding of composition and structure	Demonstrates a general understanding of ordinary concepts, principles and theories Demonstrates general command relevant of factual knowledge S hows general understanding of composition and structure	Demonstrates a significant understanding of major concepts, principles and theories Demonstrates a significant command of relevant factual knowledge Shows a significant understanding of composition and structure	Demonstrates comprehensive understanding of major concepts, principles and theories Demonstrates comprehensive command of relevant factual knowledge Shows comprehensive significant understanding of composition and structure
Context	Shows no ability to mould content in the required context	Shows little ability to mould content in the required context	Shows general ability to mould content in the required context	Shows significant ability to mould content in the required context	Shows comprehensive ability to mould content in the required context
Skills	Shows no ability to construct tables and present data graphically Cannot make interpretations based on data and other conclusions	Shows some ability to construct tables and present data graphically Makes inadequate and limited interpretations based on data and other conclusions	Shows complete ability to construct tables and present data graphically Uses a variety of means to analyse and present data and draws valid conclusions		
Attitudes/ values	Demonstrates wrong attitudes/ values	Demonstrates appropriate attitudes/ values adequately			
Communi-cation	No ability to apply linguistic principles Lacks business studies vocabulary.	Makes errors in grammar and paraphrasing. Uses business studies terms but lacks the ability to communicate clearly	Uses grammar and para-phrasing.correctly Uses standard business studies terminology in the correct context		

Rubric 8: Assessment of oral presentations (1)

The following example can be adapted, depending on the specific task being assessed. The relevant numbers should be circled.

Skills areas	Outstand-ing	Highly competent	Competent	Not yet competent	Not achieved
Location	5	4	3	2	1
Appeal	5	4	3	2	1
Neatness/tidiness	5	4	3	2	1
Communication	5	4	3	2	1
Variety	5	4	3	2	1
Appropriateness	5	4	3	2	1
Content	5	4	3	2	1
Technique	5	4	3	2	1
Total score					
Total	……… / 40			………%	
Comments:					

Rubric 9: Assessment of research processes

Skills areas	5 Outstanding	4 Highly competent	3 Competent	2 Not yet competent	1 Not achieved
Observation					
Recording					
Inference					
Investigative					
Evaluation					
Marks					
Total					
Comments:					

Observation skills are demonstrated when students are able to:
- match, classify and identify items
- interpret e.g. drawings, diagrams, graphs, figures and written passages
- observe features and characteristics.

Recording skills are demonstrated when students are able to:
- record information exposed to by reading, observation and interaction
- summarise written and/or spoken and/or demonstrated or acted information
- present data graphically, i.e. draw curves and other presentations e.g. charts and histograms, scale axes and label appropriate components meaningfully.

Skills of inference are demonstrated when students are able to:
- calculate data correctly and accurately e.g. averages
- percentages, and fractions
- recognise patterns and trends in raw or ordered data, extract information from results, interpolate and extrapolate
- distinguish between observations (statements describing what has been seen, heard, etc., whether qualitative or quantitative) or from inferences
- make plausible generalisations from observations.

Investigative skills are demonstrated when students are able to:
- identify aspects of a problem that can be investigated
- formulate the aim and a general strategy for an investigation
- write a research outline, and collect relevant data and other information
- make valid observations, deductions and interpretations, and argue logically
- proof or reject hypotheses convincingly
- show a clear understanding of the three basic methods used in research.

Evaluation of processes are demonstrated when students are able to:
- identify weaknesses and strong points (e.g. in arguments and policies)
- recognise that results may be incomplete or inconclusive
- formulate constructive criticisms and appraisals.

Rubric 10: Assessment of oral presentations (2)

ASSESSMENT CRITERIA		ACHIEVEMENT: SUGGESTED MARK ALLOCATION					STUDENTS							
							1	2	3	4	5	6	7	8
		Factor by	5	4	3	2	1							
CONTENT	**Development**: Structure; Organisation; Support material	x 5 = /20	Exceptionally well structured, organised and has comprehensive support material	Generally well structured and organised and has sufficient support material	Structure and organisation needs attention and support material is evident	Poorly structured with very little support material	No structure, no organisation skills evident and no support material							
	Effectiveness: Purpose; Interest; Reception	x 3 = /15		Has significant purpose, hold interest and is well received by audience	Has purpose, holds interest and audience is receptive	Lacking in purpose, hold interest and is received by audience to a limited extent	No purpose, does not hold interest and is not well received by audience							
	Value: Ideas; Logic; Originality	x 3 = /15		Significant new ideas, ability to think logically and originality.	Some new ideas, ability to think logically and some originality.	One or two new ideas, ability to think logically and little originality.	No thought or logic evident. No originality.							
	Content sub-total	**50**												
DELIVERY	**Physical**: Appearance; Body language	x 5 = /10			Has presence and uses the correct body language	Has very little presence and body language needs attention	Has no presence and uses incorrect body language							
	Voice: Flexibility; Volume	x 5 = /10			Has presence and uses the correct body language	Demonstrates little presence body language needs attention	Has no presence; uses incorrect body language							

					Has presence and uses the correct body language	Has very little presence and body language needs attention	Has no presence and uses incorrect body language								
	Manner: Directness; Assurance; Enthusiasm	x 5 = /10			Has presence and uses the correct body language	Has very little presence and body language needs attention	Has no presence and uses incorrect body language								
	Delivery sub-total	**30**													
COMMUNICATION	**Appropriatene ss**: To purpose and audience	x 5 = /10			Audience and purpose taken into account	Very little awareness of audience and purpose	No awareness of the audience or purpose shown								
COMMUNICATION	**Correctness**: Grammar; Punctuation; Word selection	x 5 = /10			Correct use of grammar, punctuation and correct word selection	Grammar partially correct and some word selection incorrect	Incorrect use of grammar and word selection								
	Language sub-total	**20**													
TOTAL MARKS:		**/100**													

Rubric 11: Self-assessment checklist for an oral presentation

Did you introduce yourself to your audience?	Yes	No
Did you arouse the interest of your audience?	Yes	No
Did you begin with a clear introduction of your topic with an overview of what you would cover?	Yes	No
Were your ideas presented clearly with a logical flow from one point to the next?	Yes	No
Did you conclude by summing up what you had covered?	Yes	No
Were your visual aids clear and easy to read?	Yes	No
Did you have good control of your material with everything in the correct order?	Yes	No
Did you give the right amount of facts and figures? Could your audience understand them?	Yes	No
Did you avoid reading too much from your notes?	Yes	No
Did you look comfortable and relaxed?	Yes	No
Did you display any nervous gestures, such as hand-waving or pen-clicking?	Yes	No
Did you look and sound interested and enthusiastic?	Yes	No
Was your voice loud enough to be heard?	Yes	No
Did you speak too quickly or too slowly?	Yes	No
Were there any words you had problems pronouncing?	Yes	No
Did you get your timing right? Too long? Too short?	Yes	No
Did you allow time for questions, and invite your audience to make comments (rather than just asking, 'any questions'')?	Yes	No
Did you provide handouts for people to take away?	Yes	No

From: http://slc.otago.ac.nz/studyskills/ch5sec4.asp

Rubric 12: Assessment of a graphic presentation

The following rubric could be used to assess graphs (e.g. equilibrium, supply and demand graphs):

Criteria	Range			
	0	1	2	Comments
Correct type of graph (bar/histogram/line/pie chart)	Not correct type	Correct type		
Suitable heading describing variables	Not present	Incomplete	Complete	
Independent variable on x-axis (horizontal)	Not present	Present		
Suitable scale on x-axis (horizontal)	Incorrect	Correct		
Labelling x-axis (horizontal)	Incorrect	Correct		
Units for independent variable on x-axis (horizontal)	Incorrect	Correct		
Dependent variable on y-axis (vertical)	Not present	Present		
Suitable scale on y-axis (vertical)	Incorrect	Correct		
Labelling y-axis (vertical)	Incorrect	Correct		
Units for independent variable on y-axis (vertical)	Incorrect	Correct		
Plotting points (check any three)	All incorrect	1–2 correct	All correct	
Neatness (joining points)	Untidy	Tidy		
Size of graph	Small, unclear	Large, clear		

Rubric 13: Assessment of written presentations

Students are often expected to write essays in New Venture Creation. Each essay topic should assess factual content, the ability to select relevant facts and link these to form a coherent argument, and the ability to express these ideas clearly.

The following rubric is a holistic one to assess the development of essay-writing skills:

Criteria	5 Excellent critical concept analysis; writing very focused	4 Good critical concept analysis; focused work	3 More descriptive than critical; analysis is vague in places	2 Completely descriptive, superficial, lacking in detail, missing the focus of the topic	1 Very superficial disorganised, lacking insight	Comment
Creative NVC ideas used for topic and content						
Topic or theme adhered to throughout the writing						
Clear thought sequence and logic						
Correct use of subject concepts and subject specific words						
Concise, brief, focused sentences						

Rubric 14: Assessment of attitudes and values

5	**Outstanding** Comprehensive understanding and implementation of all instructions; consistently produces exemplary and neat work. Exceptionally polite and respectful. Participates with enthusiasm, listens well; does more work than expected. Sets an excellent example and commands others to behave well. Can confidently/with conviction express opinions, even against popular opinion.	
4	**Highly competent / Exceeds the requirements** Understands and implements all instructions; can be depended upon to produce neat/thorough work. Respectful towards peers and others. Sets a good example and encourages others to behave. Regularly shows interest; asks questions and show a willingness to learn. Can express opinions even against popular opinion.	
3	**Competent / Meets the requirements** Follows instructions regularly; makes an effort to produce neat work. Shows acceptable level of respect and courtesy. Well behaved and not disruptive. Can answer questions, even if unsure; expresses opinions.	
2	**Not yet competent / Does not meet the requirement – needs support** Instructions often not followed; work untidy and rushed. Shows respect towards some; disrespectful to others. Sometimes disrupts and distracts; need to focus more on work. Only does the minimum work required; erratic interest shown. Hesitant to express self in class; needs to be drawn out.	
1	**Not achieved / Makes very little effort** Does not follow instructions; work always untidy and incomplete. Ill-mannered; sometimes rude. Disruptive and distracts others. Shows very little interest; passive re schoolwork. Seems shy/reluctant to answer questions; never expresses an opinion.	

Mark allocation	Self		Educator		Final mark	
		5		5		5

Rubric 15: Assessment of poster communication skills

Criteria	Range			
	0	1	2	Comments
Content				
Main points	Points irrelevant	Some points irrelevant	Main points selected	
Facts/concepts	Facts incorrect	Some facts incorrect	All facts correct	
Expression of facts	Poorly expressed	Partially expressed	Clearly expressed	
Presentation				
Size (e.g. A3)	Incorrect size	Correct size		
Headings	Not descriptive	Partially descriptive	Descriptive	
Font/print size	All too small	Some large enough	Large enough to read at one metre	
Organisation/lay out	Organisation muddled	Organisation mainly clear and logical	Organisation clear and logical	
Use of colour	Poor	Good	Very good	
Public appeal	Not eye-catching	Eye-catching	Very eye-catching	
Personal information	Not included	Included	More than required	
Marks				**Total: _____/ 30**

Rubric 16: Assessment of interview skills

Criteria	Performance indicator		
	0	1	Comments
Prior research knowledge	Not visible	Visible	
Suitable environment/conditions	Not considered	Considered	
Comfortable voice, tone and pitch	Too loud/too soft	Appropriate	
Body language and manner of interviewer	Not acceptable	Acceptable	
Pacing of interactions/interview	Too fast/too slow	Appropriate	
Focus of questions asked	Not focused on the topic	Focused on the topic	
Clarity of questions asked	Not understandable/ clear to the person being interviewed	Understandable /clear to the person being interviewed	
Value to community	Not obtained through the questions	Obtained through the questions	
Written/oral report of interview	Not brief, focused and integrated	Brief, focused and integrated	

Rubric 17: Assessment of mind map construction

Criteria	Range				
	5 Outstanding	4 Highly competent	3 Competent	2 Not yet competent	1 Not achieved
Use of concepts/key words	All correct	1–2 errors	3–4 errors	5–6 errors	More than 6 errors
Use of linking words	All correct	1–2 errors	3–4 errors	5–6 errors	More than 6 errors
Layout and spatial organisation	Excellent	Clearly laid out	Layout good, but sometimes not clear	Cramped and unclear	Too small and cramped
Use of highlighting and focal points	Colours used appropriately and creatively	Colours used appropriately	Colours used, but not always appropriately	Little use of colour	Colours not used
Neatness	Extremely neat	Very neat	Neat	Untidy in places	Untidy

Comments:

Total mark: _____/25

Rubric 18: Assessment of questionnaire design and conducting a survey

Criteria	Range				
	5 Outstanding	4 Highly competent	3 Competent	2 Not yet competent	1 Not achieved
Questionnaire design					
Clarity and relevance of questions	Exceptionally clear and relevant	Clear and relevant	Mostly clear and relevant	Sometimes not clear or relevant	Confusing and irrelevant
Brevity and focus of questionnaire	Exactly the right number of focussed questions for purpose	Sufficient number of focussed questions	Mostly focussed, but some repetition	Too many or too few questions	Too long/too short
Conducting survey					
Recording of responses	Insightful and detailed	Clear and accurate	Sufficient to draw conclusions	Sometimes difficult to understand	Unclear – unable to draw conclusions
Sensitivity to interviewee (gender/age/race/disability)	Shows exceptional sensitivity and awareness	Shows sufficient sensitivity and awareness	Shows adequate sensitivity and awareness	Shows little sensitivity and awareness	Shows no sensitivity or awareness
Sample (sufficient responses)	More responses than basic requirement	Sufficient number of responses	Meets minimum require-ments	Insufficient number of responses	Too few responses to draw any conclusions
Comments: **Total mark: _____/25**					

Rubric 19: Evidence of portfolio assessment

Students should regularly look through the written assignments in their portfolios and reflect upon the changes they see over a period of time.

Name:	Grade:
Question	**Response**
What do you know now that you did not know before?	
What can you do better now?	
What improvements would you still like to make?	
Write a short paragraph reflecting on your progress.	

Rubric 20: Monitoring and managing assessment

The table below will assist you in monitoring and managing how often you use the variety of methods, tools and techniques of assessment.

Who did the assessment?										
Self-assessment										
Peer assessment										
Group assessment										
Lecturer assessment										
Other										
What evidence did the student produce?										
Assignments										
Collages										
Conferencing										
Constructions										
Demonstrations										
Drama										
Exhibitions										
Game designs										
Graphs/drawings										
Interviews										
Mind-mapping										
Model-making										
Panel discussions										
Portfolios										
Practical presentations										
Project										
Questionnaires										
Research projects										
Role-plays										
Rubric										
Scenarios										
Simulations										
Survey/debates										
Tests										
Worksheet										
Written presentation (e.g. essays/reports)										

Project Management level 3 assessment guidelines

1. topics that form part of the internal assessment for the PoE

Develop a simple Project Plan.
Range: Simple Project *Plan includes but is not limited to measurable deliverables, milestones, timeframes, activity, time, and resource (human and/or material and/or equipment) information.*

Assessment Criteria

1. A Project Plan is developed for a small venture
2. The reasons why support should be given to project teams are identified and expanded with examples.
    Range: Support includes but is not limited to administrative (recordkeeping) financial (quotations, costings) and organising (resources)
3. Leadership skills are identified in order to be used to support and manage a simple project
4. The role of ethical conduct is explained and applied to manage a project.

TERM ONE	Level 3	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
• Fundamentals of Project Management Project • Management Tools & Techniques • Application of Ethics in Project Management		55	35	10

TERM TWO	Level 3	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
• Project Estimation & Costing • Develop a Project Plan		50	40	10

TERM THREE				
• Project Administration • Leadership within a project environment				

	Level 3	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
		40	50	10
TERM FOUR • Projects are Team Initiatives	Level 3	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
		30	50	20

PORTFOLIO ASSESSMENTS

POE ASSESSMENT ONE AND TWO AND THREE: TERM ONE
- FUNDAMENTALS OF PROJECT MANAGEMENT
- PROJECT MANAGEMENT TOOLS & TECHNIQUES
- APPLICATION OF ETHICS IN PROJECT MANAGEMENT
- . [THEORY AND PRACTICAL]

POE ASSESSMENT FOUR AND FIVE: TERM TWO
- PROJECT ESTIMATION & COSTING
- DEVELOP A PROJECT PLAN
- [THEORY AND PRACTICAL]

POE ASSESSMENTS SIX AND SEVEN: TERM THREE
- PROJECT ADMINISTRATION
- LEADERSHIP WITHIN A PROJECT ENVIRONMENT
- [THEORY AND PRACTICAL]

POE ASSESSMENTS EIGHT: TERM FOUR
1. PROJECTS ARE TEAM INITIATIVES

2. specifications for the external assessment - level 2

Integrated Summative Assessment Task (ISAT)

A compulsory component of EASS is the **Integrated Summative Assessment Task (ISAT),** which is a major assessment task that draws on the Students' cumulative learning achieved throughout the full year. The task requires **_integrated application of competence_** and is executed and recorded in compliance with assessment conditions.

(Notes: Two possible approaches to the ISAT may be applied as follows:

The students could be assigned a task at the beginning of the year which they will have to complete in various phases in the year to obtain part assessment. The final assessment is made at the end of the year upon completion of the task.
_OR_
The other option is that learners will have achieved the competencies through the year but the competencies will be assessed cumulatively in a single assessment /exam session at the end of the year)

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

A formal theory examination is conducted in October/November each year by means of _a paper_ set, marked and moderated _externally._

Details in respect of external assessment are contained in the Assessment Guideline document for Project Management Level 3.

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

Nature of paper   : External

Number of papers   : ONE
Duration   : 2.5 HOURS
Total mark allocation   : 100
Number of sections   : 2
Compulsory sections   : 2
Total number of questions   : 6

Mark allocation per question:
Section 1:   Compulsory (must cover all topics):
2 questions of 10 marks each, covering short questions,
(e.g. true/false, one words answer, etc.)
Total marks: 20 marks

Section 2:   Compulsory
4 questions - Application questions to cover all topics should be integrated. 80

Example of format:
Question 1:   Project Fundamentals   10 marks
Question 2:   Project Administration   20 marks
Question 3:   Leadership & Projects are Team Initiatives   20 marks
Question 4:   Develop a project plan (integrated with Application of Ethics & Project Finance)   30 marks

Total marks: 100 marks

3. assessment guidelines

Theme 1: **Fundamentals of Project Management**

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
(1) Explain the nature of a project.	(1) The characteristics of a project are explained with	• Explain with the aid of an example of project plan,	Task-based • Respond to a case study of

Range: *Range: Projects may include but are not limited to all projects including technical, developmental and business related projects.*	examples. (2) Differences between project and non-project work are explained with examples of each (3) A basic project life cycle is explained with examples of possible phases. (4) The reasons for undertaking projects are explained with practical examples. (5) A range of types of projects and their complexity are explained in simple terms. ***Range:** Type of project may include but is not limited to simple, complex, closed to open, "fog, quest, movie or paint by number", technical, business, community based, development, research and development of new products.*	the characteristics of a project, in relation to: Range: - Basic terminology and definitions may include but is not limited to project management, project, sub-project, programme, phase, stage, life cycle, process, activities, tasks, milestones, close out, scope, risk, scheduling, timeline, planning, controlling, deliverables/product/service, hierarchy, breakdown structures, operational, stakeholders, budget, estimating, communications • Differentiate between project and non-project work • Identify reasons for undertaking projects • Identify types of projects and their complexity - *Range: Type of project may include but is not limited to simple, complex, closed to open, "fog, quest, movie or paint by number", technical, business, community based, development, research and development of new*	a project where nature of a project can be identified • Investigate/Research the nature of a project and explain with examples • *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team* • *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* Observation based • Students to document a summary of the group discussion • Retain evidence for each assessment standard in the POE

		products.	
(2) Explain the Nature and Application of Project Management	(1) Project management is defined and its application is explained according to recognised published standards (2) The major project management processes are described and explained according to recognised best practice. (3) The differences between project management and general management are explained with examples of each. *(4)* The difference between project management processes and technical (end product related) processes is explained with examples of each. Range: Project management processes are those associated with the management of a project and technical processes are those required to produce the required deliverables to satisfy the objectives of the project. (5) The difference between a project team member and the project manager is	• Define Project Management within the recognised published standards. Range: - *Projects may include but are not limited to all projects including technical, developmental and business related projects* - *Recognised published standards may include but not limited to those published by APM, PMI, IPMA, Global Performance Standards for Project Management Personnel, American National Standard Institute, International Standards Organisation, British Standard and South African National Standards* • Identify & describe project management processes as per recognised best practices. *Range:* - *Processes and sub-processes may include but are not limited to initiating, planning, controlling, execution, close out*	<u>Task-based</u> • Respond to a case study of a project where nature and application of project management can be identified • Investigations/Research the nature and application of a project management and explain with examples • Apply theory in Assignment / Contemplative document / project. • *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team* • *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* <u>Observation based</u> • Students to document a summary of the group discussion • *Incorporate Critical Crossfields Outcomes (CCFO) such as problem*

	explained in accordance with role descriptions.	*processes, budgeting, approval, implementation, monitoring, evaluation, elementary risk identification, analysis, quantification, time management, risk management, quality management, resources management, communication management, scope management, contract management and supplies management.* - *International and local professional bodies linked to project management practice and standards will include but are not limited to Project Management Institute (PMI), Australian Institute of Project Management (AIPM), International Project Management Association (IPMA), and Association for Project Management (APM), Association for Construction Project Managers (ACPM), Cost Engineering Association of South Africa (CEASA) and Project Management South Africa (PMSA* • Differentiate using	*solving; Collect, analyse and organise information; work in a team; Organise and manage oneself and one's activities responsibly; Communicate effectively using visual, written and verbal communication modes* • Retain evidence for each assessment standard in the POE

		examples of each, between project management & general management and technical (end product related) processes - *Range: Project management processes are those associated with the management of a project and technical processes are those required to produce the required deliverables to satisfy the objectives of the project.* • Explain and discuss the Human Resource hierarchies of the project team, in accordance with role descriptors - *Range: Roles may include but are not limited to Project Sponsor, Project Manager, Project Administrator, Project Engineer, Steering Committee, Team member.*	
(3) Explain the Types of Structures That Are Found in a Project Environment	(1) The reasons for defining structures for a project is explained with examples **Range:** *Structures may include but are not limited to; programme to sub*	• Identify the structures within a project. - Range: Structures may include but are not limited to; programme to sub project hierarchy;	<u>Task-based</u> • Respond to a case study of a project where the types of structures of a project can be identified • Investigate/Research the

	project hierarchy; organisation structures; product /work/cost/organisation breakdowns note - structure is a set of interconnecting parts of any complex thing, a framework. (2) The concept of programme and project hierarchies is explained with an example. ***Range:*** *Programmes include related projects, which may be broken down into sub projects, phases or other components / units.* (3) The purpose of decomposing a project into manageable components or parts is explained with practical examples. ***Range:*** *Decomposing a project is breaking it down from top to lower levels, similar to a functional decomposition.* (4) The concepts of breakdown structures for product, work and cost are explained in simple terms. *Range:* ***Product may include products, services or results. The term deliverable is associated with Product, a common***	organisation structures; product /work/cost/organisation breakdowns note - structure is a set of interconnecting parts of any complex thing, a framework • Discuss & explain the concept of programme and project hierarchies. - *Range: Programmes include related projects, which may be broken down into sub projects, phases or other components / units* • Define, the concept of decomposing a project. - *Range: Decomposing a project is breaking it down from top to lower levels, similar to a functional decomposition.* • Discuss and explain, (with the aid of an example of a project), the purpose of decomposing a project into manageable components or parts. • Define the terms breakdown structures and deliverables • Discuss and explain, (with the aid of an example of a project), the concepts of	types of structures of a project and explain with examples • *Apply theory in Assignment / Contemplative document / project.* • *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team* • *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* <u>Observation based</u> • Students to document a summary of the group discussion • Retain evidence for each assessment standard in the POE

	interpretation is that deliverables are produced as the project progresses resulting in an end product.	breakdown structures for product, work and cost - *Range: Product may include products, services or results. The term deliverable is associated with Product, a common interpretation is that deliverables are produced as the project progresses resulting in an end product.*	
(4) Explain the application of organisation structures in a project environment.	(1) The basic differences between a matrix and functional organisation structure are explained with examples of each. ***Range:*** *Limited to organisational matrix and functional structures not extended to their impact on a project.* *(2)* The project organisation structure is described and explained in a written format. ***Range:*** *Organisation structure includes project roles and reporting such as team leader to project manager to project sponsor. Organisation structure includes identifying but not detailing description of roles, responsibilities and*	• Differentiate between a matrix and functional organisation structure Range: Limited to organisational matrix and functional structures not extended to their impact on a project. • Discuss and explain, (with the aid of an example of a project), organisational structure. • Prepare an organisational structure in a written format. Range: - *Organisation structure includes project roles and reporting such as team leader to project manager to project sponsor. Organisation structure includes identifying but not detailing description of*	Task-based • Respond to a case study of a project where the application of organisation structures in a project can be identified • Investigate/Research the application of organisation structures in a project and explain with examples • *Apply theory in Assignment / Contemplative document / project.* • *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team* • *Collect, analyse and organise information to gain the required understanding of the fundamentals of*

	reporting lines, progress and communication reporting, authority hierarchy, decision-making accountability. *- Reporting lines, authority levels, single point of responsibility / accountability* (3) The purpose and key responsibilities of two roles on a project are described in a written format. Stakeholders are explained with examples of at least six different stakeholders.	*roles, responsibilities and reporting lines, progress and communication reporting, authority hierarchy, decision-making accountability* - *(Project manager leads the project management team, whereas a team leader leads a technical team and reports to the project manager).* - *Reporting lines, authority levels, single point of responsibility / accountability* • Describe, (with the aid of an example of a project), the purpose & responsibilities of the roles attached to the project. • Prepare a written document that describes at least two of the purpose's, roles and responsibilities within a project • Define the concept of stakeholders on a project. • Discuss & explain, (with the aid of an example of a project), at least 6 different stakeholders involved with a project.	*project management.* Observation based • Students to document a summary of the group discussion • Retain evidence for each assessment standard in the POE
(5) Explain the major processes	**(1) Key processes and**	• Identify the processes and	Tests based:

and activities required to manage a project.	**activities that take place to manage a project are described from beginning to end.**
	
	***Range:** The processes and activities may include but are not limited to start up, initiation, planning, controlling, monitoring, execution, implementing, closing, evaluating.*
	(2) The supplementary management sub-processes and activities required to support the key processes and activities are briefly described with examples of each.
	Range: Supplementary sub-processes and activities includes but are not limited to scope, risk, quality, communications, schedule, cost, change control, resource, stakeholder and procurement management
	(3) The reasons for planning and controlling a project are explained with examples of the consequences of not planning and controlling.
		activities in a project.
		Range: The processes and activities may include but are not limited to start up, initiation, planning, controlling, monitoring, execution, implementing, closing, evaluating.
		• Describe, (with the aid of an example of a project), all key processes and activities, that take place from the beginning of the project to the end of a project
		• Identify the supplementary management sub-processes and activities required to support the key processes and activities.
		Range: Supplementary sub-processes and activities includes but are not limited to scope, risk, quality, communications, schedule, cost, change control, resource, stakeholder and procurement management
		• Discuss & explain, (with the aid of an example of a project), the supplementary management sub-processes and activities required to support the key
			• Class test – integrated summative assessment of the module:-
			  - Define terms.
			  - Q&A
			  - Task based
			
			Task-based
			• Respond to a case study of a project where the major processes and activities required to manage a project can be identified
			• Investigate/Research the major processes and activities required to manage a project and explain with examples
			• Apply theory in Assignment / Contemplative document / project in project plan.
			
			• *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team*
			• *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.*
			
			Observation based

		processes and activities.	• Students to document a
		• Define the concepts of planning and control.	summary of the group discussion
		• Explain (with the aid of an example of a project), the reasons for planning and controlling a project.	
		• Describe (with the aid of an example of a project), and the use of planning templates, the consequences of not planning and controlling the project	• Retain evidence for each assessment standard in the POE

Theme 2: **Project Management tools and Techniques**

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
(1) Demonstrate an understanding of project management tools and techniques. *Range: Projects may include but are not limited to all projects including technical, developmental and business related projects. The range of project management tools and techniques may include but are not limited to Gantt charts, network diagramming, spreadsheets, budget*	(1) A range of tools and techniques used on a project are identified and explained in accordance with project requirements. (2) Limitations and advantages of project management tools and techniques are explained using examples. (3) Examples of the usage of the project management tools and techniques are provided in a hard copy format.	• Collect and organise information to identify techniques & tools used in accordance with a project. - *Projects may include but are not limited to all projects including technical, developmental and business related projects.* - *Tools are tangible such as a computer, spreadsheet program, template.* - *Techniques are systematic procedures using one or more tools to produce a*	Task-based • Respond to a case study of a project where project management tools and techniques of a project can be identified • Investigations/Research the project management tools and techniques of a project and explain with examples • Apply theory in Assignment / Contemplative document / project. • *Incorporate Critical*

administration, documentation management, e-mail and internet usage and word processing, presentations, desktop calendar, computerized applications (software).		*deliverable.* • Identify the established standards and procedures for a range of project management tools and techniques. - *The range of project management tools and techniques may include but are not limited to Gantt charts, network diagramming, spreadsheets, budget administration, documentation management, e-mail and internet usage and word processing, presentations, desktop calendar, computerized applications (software).* • Discuss & explain (with the aid of an examples from a project), advantages and limitations of project management tools and techniques. • Demonstrate the application of project management tools & techniques and provide hard copy examples	*Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team* • *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* Observation based • Students to document a summary of the group discussion • Retain evidence for each assessment standard in the POE
(2) Use a range of project management tools and techniques.	(1) A range of project management tools and techniques are used in	Theme 4 SO1 AC 1	See Theme 4 SO1 AC1

Range: Tools are tangible such as a computer, spreadsheet program, template. Techniques are systematic procedures using one or more tools to produce a deliverable.	accordance with established standards and procedures. (2) Output of project management tools and techniques meet individual, team and organisational needs/requirements.		
(3) Apply corrective action steps where project management tools and techniques usage problems occur. *Range: Policies and procedures may be organisation specified systems, policies and procedures or where these do not exist, accepted industry best practice.* *Project level may include but is not limited to working as a leader in the context of a small project / sub-project involving few resources and having a limited impact on stakeholders and the environment or working as a contributing team member on a medium to large project when not a leader.*	(1) Problems with the usage of project management tools and techniques are identified against project requirements. (2) Possible solutions are identified and discussed in consultation with higher authority. Authorised / agreed solutions are implemented according to agreed steps.	Theme 4 SO1 AC 1	See Theme 4 SO1 AC1 Tests based: • Class test – integrated summative assessment of the module:- - Define terms. - Q&A - Task based

Theme 3: Application of Ethics in Project Management

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities

(1) Explain the concept of ethics in relation to property and personal rights.	(1) The source of ethics is outlined in relation to property and personal rights.
	(2) The role of the South African Constitution in defining the source of ethics for South African society is explained in the context of the business environment.
	(3) The relationship between ethics and generally accepted codes of conduct is explained for project management.
		• Explain the concept of ethics, in relation to property and personal rights in business
		• Explain The role of the South African Constitution in defining the source of ethics for South African society
		• Explain the relationship between ethics and generally accepted codes of conduct in project management.
			Tests based:
			• Class test – integrated summative assessment of the module:-
			  - Define terms.
			  - Q&A
			  - Task based
			
			Task-based
			• Respond to a case study of a project where compliance and non-compliance to ethics in the project data can be identified

| Apply ethical principles in a specific context. | (1) The ethical principles are applied to the project to illustrate their application.
(2) The process to be followed when the code of conduct is breached is explained according to Standard operating Practices. | • Illustrate the application of ethical practices in the formulation and management of the project plan.
• Explain the process to be followed when the code of conduct is breached according to Standard operating Practices | • Apply theory in Assignment / Contemplative document / project.

• *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team*
• *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.*

Observation based

• Students to document a summary of the group discussion

• Retain evidence for each assessment standard in the POE |

Theme 4: **Project Estimating and Costing**

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
(1) Identify elements and resources to be costed through interpreting the project scope statement, work breakdown	(1) Identify elements and resources to be costed through interpreting the project scope statement,	• Identify the work elements of a given project. *Range:* - *Elements of work may*	Tests based: • Class test – integrated summative assessment of the module:-

structure and other project data.	work breakdown structure and other project data. Range: - Elements of work may include but is not limited to projects, sub projects, phases of a projects, stages, tasks or activities or work packages. - Elements of costing and budgeting may include but is not limited to forecasting, estimating. - Fixed costs may include but is not limited to rent, labour and overheads. - Variable costs may include but is not limited to materials, equipment, transport and resource. Agreed standards and procedures may include but is not limited to an organization`s project procedures and standards, industry best practice.	*include but is not limited to projects, sub projects, phases of a projects, stages, tasks or activities or work packages.* • Identify cost types (elements) of a given project. Range: - *Elements of costing and budgeting may include but is not limited to forecasting, estimating.* - *Fixed costs may include but is not limited to rent, labour and overheads.* - *Variable costs may include but is not limited to materials, equipment, transport and resource.* • Assess a given project for, work elements & cost types (elements) of the project. • Determine the resource requirements of the given project, in terms of type, quantity and unit cost, and documented in agreed format.	- Define terms. - Q&A - Task based - Calculations Task-based • Respond to a case study of a project where elements and resources to be costed through interpreting the project scope statement, work breakdown structure and other project data can be identified • Apply theory in Assignment / Contemplative document / project. • *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team* • *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* Observation based • Students to document a summary of the group discussion

			• Retain evidence for each assessment standard in the POE
(2) Participate in the preparation and production of a cost budget.	(1) The elements of cost for each work element / package are estimated using agreed rules and procedures. (2) A cost budget is documented in agreed format and within agreed time frames. (3) Underlying assumptions of the estimate are explained, motivated and documented in agreed format. (4) Approval is obtained for the budget from higher authority in accordance with established standards and procedures. 1. (5) Cost budget figures are balanced and correct in accordance with standard accounting practices.	Theme 4 SO1 AC 1	See Theme 4 SO1 AC1
(3) Contribute to the monitoring and controlling of cost budget performance by maintaining records and communicating.	(1) Cost budget is communicated in a manner that ensures all relevant parties are clear on its contents. (2) Actual costs against the	Theme 4 SO1 AC 1	See Theme 4 SO1 AC1

	budget elements are obtained and records updated correctly (3) Deviations of actual against budgeted costs are identified and communicated to higher authority. (4) Opportunities for corrective action or improvement are identified and communicated to relevant individuals/teams. 2. (5) Financial records are maintained according to agreed standards and procedures.		

Theme 5: Develop a Project Plan for a Simple Project

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
(1) Develop a project plan for a simple project(*A simple project/sub-project is seen to be one that involves few resources and has a limited impact on stakeholders and the environment*) *Range: project, sub-project, programme, phase, stage, life cycle, process, activities, tasks, milestones, close out, scope, risk, scheduling, timeline, planning, controlling,*	(1) A project plan is developed for a simple project/sub project, within identified frames. *Range: project, sub-project, programme, phase, stage, life cycle, process, activities, tasks, milestones, close out, scope, risk, scheduling, timeline, planning, controlling, deliverables/product/servic e, hierarchy, breakdown structures, operational,*	• Assess components of a given Project plan. (Assess component-by-component) E.g. a project around students getting access to computers, project of the students entertainment committee. *Range: Projects may include but are not limited to all projects including technical, developmental and business related projects.* • Collect, and organise	Tests based: • Class test – integrated summative assessment of the module:- - Define terms. - Q&A - Task based Task-based • Respond to a case study of a project where the plan for a simple project can be identified • Investigate / Research to

deliverables/product/service, hierarchy, breakdown structures, operational, stakeholders, budget, estimating, communications	*stakeholders, budget, estimating, communications*	information relating to the individual project/sub-project *Range: project, sub-project, programme, phase, stage, **life cycle**, process, activities, tasks, milestones, close out, scope, risk, **scheduling**, **timeline**, planning, controlling, deliverables/product/service, hierarchy, breakdown structures, operational, stakeholders, budget, estimating, communications* • Develop a project plan for a simple project (*A simple project/sub-project is seen to be one that involves few resources and has a limited impact on stakeholders and the environment*)	plan for a simple project and explain why project management tools used in the project were chosen over other options. Evidence of management & Leadership styles & skills, application of ethics, estimation & costing and project environment must be included. • *Apply theory in Assignment / Contemplative document / project.* • Retain evidence for each assessment standard in the POE • *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team* • *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* Observation based • Students to document a summary of the group discussion

| (2) Demonstrate an understanding of the use of project management tool & techniques | (1) **Project Management tools and techniques are applied to project plan.**

Range: The range of project management tools and techniques may include but are not limited to Gantt charts, network diagramming, spreadsheets, budget administration, documentation management, e-mail and internet usage and word processing, presentations, desktop calendar, computerized applications (software).
(2) Problems with the usage of project management tools and techniques are identified against project requirements.
(3) Possible solutions are identified and discussed in consultation with higher authority. | • Apply a range of tools and techniques of project management to support documentation of the project plan
• Identify corrective steps where tools and techniques usage may occur in the project
• Apply corrective measures to tools and techniques used for the project. | <u>Task-based</u>
• Respond to a case study of a project where project management tools and techniques of a project can be identified
• Investigate/Research the project management tools and techniques of a project and explain with examples the advantages & disadvantages of each
• *Apply theory in Assignment / Contemplative document / project.*

• *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team*
• *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.*

<u>Observation based</u>

• Students to document a summary of the group discussion

• Retain evidence for each |

			assessment standard in the POE
(4) Participate in the costing & budgeting of a small project.	(1) Costing & monitoring mechanisms are included in the project plan ***Range:*** - *Elements of costing and budgeting may include but is not limited to forecasting, estimating.* - *Fixed costs may include but is not limited to rent, labour and overheads.* - *Variable costs may include but is not limited to materials, equipment, transport and resource.* - *Agreed standards and procedures may include but is not limited to an organization's project procedures and standards, industry best practice.*	• Prepare a work element & cost budget for the project. Include the motivations for underlying assumptions of the estimate • Balance budget figures in accordance with standard accounting practices.	<u>Task-based</u> • Respond to a requirements of a project where the costing & budgeting of a small project can be identified • Apply theory in Assignment / Contemplative document /for project plan. • *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team* • *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* <u>Observation based</u> • Students to document a summary of the group discussion • Retain evidence for each assessment standard in the POE

(5) Provide project templates to team members
Range: *Templates may include but are not limited to letters, memo`s, faxes, e-mail messages, minutes of meetings, document transmittal forms, various types of drawings, programme schedules, cost reports, equipment data sheets, specifications, procedures, standing orders, materials control documents (Orders, receiving, issued, inventory levels, stock counts), contracts, requisitions, budget authorisations, change notices, change orders, site instructions, rectification instructions, variation orders, petty cash vouchers, petty cash returns, timesheets, travel / expense claims, technical procedure related controls*
	(1) Templates are prepared in accordance with requirements and accepted standards	• Contribute to the monitoring and controlling of cost budget performance of the project, by maintaining records and communication.
		• Identify deviations from budget, record and communicate.
		• Identify and communicate corrective actions of deviations to budget.
		• Prepare templates to be used for the administration work.
			Tests based:
			• Class test – integrated summative assessment of the module:-
			  - Define terms.
			  - Q&A
			  - Task based
			
			Task-based
			• Respond the requirements of a project where templates for team members of a project can be identified
			• Apply theory in Assignment / Contemplative document /for the project plan.
			
			• *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team*
			• *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.*
			
			Observation based
			
			• Students to document a summary of the group discussion

			• Retain evidence for each assessment standard in the POE

Theme 6:   Project Administration

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
(1) Use a paper based and/or electronic filing system for a project *Range: Projects may include but are not limited to all projects including technical, developmental and business related projects. Documentation management systems may include but are not limited to computer based document control systems, computer based document tracking systems, manually operated document control systems.*	(1) A filing system exclusively for the project is developed and utilised according to project needs. (2) Project files are clearly named and structured to enable easy filing or retrieval. (3) An inventory of the project documentation is prepared and maintained in accordance with agreed filling system. (4) An audit trail for project documentation is maintained according to agreed filing system. 1. (5) All files and documentation are maintained to ensure they are current, up-to-date, neat and clean.	• Identify filing system requirements for the project plan. • Demonstrate and explain the following features of a filing system, - files clearly marked; - inventory of project documentation; - audit trail for project; - maintenance of a filing system to ensure they are current, up-to-date, neat and clean.	Tests based: • Class test – integrated summative assessment of the module:- - Define terms. - Q&A - Task based • *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team* • *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* Observation based

| (2) Use standardised processes for identifying, securing and finding documents | (1) All documents are named and filed to agreed standards.
(2) Filing system is structured and indexed reflecting project, sub-project, phase and stage levels, management, quality and specialist (technical) products.
(3) Multiple versions of documents are correctly filed and annotated in accordance with agreed filing system.
(4) Back-up and archive processes are identified and utilised in accordance with agreed filing system.
(5) Sensitive and /or confidential documents are kept in safe custody. | • Demonstrate and explain the following standardised features,
- Documents are named & filed;
- Filing system is structured and indexed reflecting project, sub-project, phase and stage levels, management, quality and specialist (technical) products;
- annotation of multiple versions of documents
- back-up systems;
- handling of sensitive / confidential documents
Range: Documentation management systems may include but are not limited to computer based document control systems, computer based document tracking systems, manually operated document control systems | • Students to document a summary of the group discussion
<u>Practical Task-based</u>
Apply theory to develop & use a paper based and/or electronic filing system for a project

• Retain evidence for each assessment standard in the POE |
| **3. Provide project templates to team members.**
Range:
• *Templates may include but are not limited to letters, memo`s, faxes, e-mail messages, minutes of* | 1. Templates are prepared in accordance with requirements and accepted standards
2. Templates and their components are identified and explained in terms of | • Identify the need for templates within administrative work.
• Demonstrate & explain, using given templates, the following features, their components and how they | <u>Tests based:</u>

• Class test
  - Define terms.
  - Q&A

<u>Task-based</u> |

meetings, document transmittal forms, various types of drawings, programme schedules, cost reports, equipment data sheets, specifications, procedures, standing orders, materials control documents (Orders, receiving, issued, inventory levels, stock counts), contracts, requisitions, budget authorisations, change notices, change orders, site instructions, rectification instructions, variation orders, petty cash vouchers, petty cash returns, timesheets, travel / expense claims, technical procedure related controls.	how they should be used. 3. Templates and their components are identified and explained in terms of how they should be used.	can be used to support the team operating in a project. · *Templates may include but are not limited to letters, memo`s, faxes, e-mail messages, minutes of meetings, document transmittal forms, various types of drawings, programme schedules, cost reports, equipment data sheets, specifications, procedures, standing orders, materials control documents (Orders, receiving, issued, inventory levels, stock counts), contracts, requisitions, budget authorisations, change notices, change orders, site instructions, rectification instructions, variation orders, petty cash vouchers, petty cash returns, timesheets, travel / expense claims, technical procedure related controls*	• Respond to a case study of a project where project templates to team members can be identified • Investigations/Research the project templates to team members of a project and explain with examples • *Apply theory in Assignment / Contemplative document / project.* • *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team* • *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* <u>Observation based</u> • Students to document a summary of the group discussion • Retain evidence for each assessment standard in the POE
4. Assist in preparing project	1. Handover project	• Demonstrate & explain the	

| documents for handover at the end of a project or a project phase/stage. | documents are prepared in correct format and within agreed time frame.
2. Handover project documents are complete, concise and in the required location and are handed over to appropriate individuals. | preparation of project documents for handover at the end of a project or a project phase/stage | Task-based
• Respond to a case study of a project where documents for handover at the end of a project or a project can be identified
• Investigations/Research the project documents for handover at the end of a project or a project phase / stage and explain with examples
• *Apply theory in Assignment / Contemplative document / project.*
• *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team*
• *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.*

Observation based

• Students to document a summary of the group discussion

• Retain evidence for each assessment standard in the POE |

5. Describe and explain project documentation management processes.	1. The documentation system requirements are explained in relation to quality, access and trace ability. 2. Document control requirements for a project are explained with reasons for the control 3. Storage and retrieval functions and processes are explained with examples of each. 4. Benefits of documentation management for a project are explained with examples.	• Describe and explain the following features of the project management process, · Document control requirements; · Storage and retrieval functions and processes; · Benefits of documentation management for a project.	**Task-based** • Respond to a case study of a project where project documentation management processes can be identified • Investigations/Research the project documentation management processes of a project and explain with examples • *Apply theory in Assignment / Contemplative document / project.* • *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team* • *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* Observation based • Students to document a summary of the group discussion

			• Retain evidence for each assessment standard in the POE

Theme 7: Leadership within the Project

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
1. Explain the concept of leadership.	(1) Various definitions of leadership are identified and explained with examples. Range: At least four definitions are provided. (2) The roles and qualities of a leader are explained using examples. *Range: Qualities of a leader should include at least five examples but are not limited to humaneness, empathy, objectivity, transparency, accountability, responsibility, honesty, integrity, assertiveness, consistency, reference to historical and present leaders.* *Leadership roles include but are not limited to being a visionary, motivating self and others, creating synergies, facilitating a developmental*	• Explain the different definitions identified with Leadership Range: At least four definitions are provided. • Explain, with the aid of examples, the roles and qualities expected of a leader *Range: Qualities of a leader should include at least five examples but are not limited to humaneness, empathy, objectivity, transparency, accountability, responsibility, honesty, integrity, assertiveness, consistency, reference to historical and present leaders.* *Leadership roles include but are not limited to being a visionary, motivating self and others, creating synergies, facilitating a developmental*	Tests based: • Class test – integrated summative assessment of the module:- - Define terms. - Q&A - Task based • Retain evidence for each assessment standard in the POE

	environment, being an innovator, being creative.	*environment, being an innovator, being creative.*	
(2) Differentiate between the concepts, roles and qualities of leadership and management.	(1) The concepts of Leadership and management are differentiated using examples. Range: **The management styles include, but are not limited to; administer/organise; maintains/controls; focuses on structures & systems.** (2) The roles and qualities of a leader are differentiated and compared with those of a manager in a work context. (3) The role of a leader in the project and a manager is compared in terms of their complementary roles in the work place.	• Differentiate between the concepts of Leadership and management *Range: The management styles include, but are not limited to; administer/organise;maintains/controls; focuses on structures & systems.* • Differentiate between the roles and qualities of a leader and a manager in the work context. • Compare the role of a leader in the project, and a manager in their complimentary roles in the work place.	Task-based • Respond to a case study of a project where the difference between Leadership & management can be identified • Investigations/Research the difference between Leadership & management of a project and explain with examples • *Apply theory in Assignment / Contemplative document / project.* • *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team* • *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* Observation based • Students to document a summary of the group discussion

			• Retain evidence for each assessment standard in the POE
(2) Identify Leadership styles	(3) The four basic leadership styles used by project managers are named and explained and an indication is given of when it is appropriate to use each style. ***Range:*** *The project leadership styles include, but are not limited to; directing, coaching, supporting and delegating* **(4) The basic behaviours that a leader can use to influence someone else are named and an indication is given of their relationship to the four basic leadership styles of project situational management** ***Range:*** *The basic behaviours of leaders may include - directive and supportive*	• Identify Leadership styles used by project managers - Range: The project leadership styles include, but are not limited to; directing, coaching, supporting and delegating • Discuss and explain how the leadership styles can be used for a project. • Identify basic behaviours that a leader can use to influence someone on a project. - *Range: The basic behaviours of leaders may include - directive and supportive* • Discuss and explain the relationship of the basic leader behaviours to the leadership styles identified.	Task-based • Respond to a case study of a project where leadership styles of a project can be identified • Investigations/Research the leadership styles of a project and explain with examples • *Apply theory in Assignment / Contemplative document / project.* • *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team* • *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* Observation based • Students to document a summary of the group discussion

			• Retain evidence for each assessment standard in the POE
(3) Apply Leadership Skills & Techniques to the project	(5) The opportunities for application of leadership skills and techniques to a project, are discussed with examples or using case studies	• Discuss and explain how leadership skills and techniques may be applied within the scope of the chosen project.	<u>Task-based</u> • Respond to a case study of a project where application of leadership skills and techniques of a project can be identified • Investigations/Research the application of leadership skills and techniques of a project and explain with examples • *Apply theory in Assignment / Contemplative document / project.* • *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team* • *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* <u>Observation based</u>

			• Students to document a summary of the group discussion • Retain evidence for each assessment standard in the POE

(4) Recognise achievement	(6) The importance of praise and personal recognition is explained with examples
	(7) Possible systems for recognising achievement at team level are explained and a personal plan is devised to show recognition in own team
		• Identify the importance of giving recognition
		• Discuss and describe systems for recognition of achievement at team level
		• Discuss & explain a plan to show recognition of achievement in the team
			<u>Tests based:</u>
			
			• Class test
			  - Define terms.
			  - Q&A
			
			<u>Task-based</u>
			• Respond to a case study of a project where recognition of achievement in a project can be identified
			• Investigations/Research the recognition of achievement in a project and explain with examples
			• *Apply theory in Assignment / Contemplative document / project.*
			
			• *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team*
			• *Collect, analyse and organise information to gain the required understanding*

			of the fundamentals of project management. Observation based • Students to document a summary of the group discussion • Retain evidence for each assessment standard in the POE
(5) Indicate how leaders can empower members of a team	(1) Tasks allocated to the team are analysed and suggestions are made as to how individual team members can be given responsibility for their own achievement (2) Aspects of team performance that are supervised by the junior manager are analysed and an indication is given of which aspects of team performance could better be handled by the team	• Identify tasks for the team in the project plan. • Identify the responsibilities attached to the tasks in the project. • Analyse and discuss the tasks to be allocated to all team members, including supervisors and team leaders. • Discuss and explain the responsibilities of the tasks to be assigned to the team members. • Discuss and explain methods that enable a leader to improve the ways in which members of the project team can measure their own performance against the objective of the project.	Task-based • Respond to a case study of a project where project management tools and techniques of a project can be identified • Investigations/Research the project management tools and techniques of a project and explain with examples • Apply theory in Assignment / Contemplative document / project. • *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team* • *Collect, analyse and organise information to gain the required understanding*

			of the fundamentals of project management. Observation based • Students to document a summary of the group discussion • Retain evidence for each assessment standard in the POE

Theme 8: Projects Are Team Initiatives

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities

(1) Demonstrate an understanding of working as a member of a team
Range: *Project level may include but is not limited to working as a leader in the context of a small project / sub-project involving few resources and having a limited impact on stakeholders and the environment or working as a contributing team member on a medium to large project when not a leader.*
Projects may include but are not limited to all projects including technical, developmental and business
	(3) Criteria and behaviours conducive to working as a member of a team are identified and explained with practical examples.
	
	(4) Team interfaces are described and the roles explained with actual examples.
	Range : *Range includes but not limited to customer/client, sponsor, project manager, project management team, project team and other stakeholders.*
	(5) Disruptive behaviours to team performance are
		• Identify criteria and behaviours conducive to working as a member of a team of a small project.
		- *Ethical values, norms and social standards, positive attitudes, perseverance, non-judgemental conduct, and clear communication*
		- *Constructive, non-disruptive behaviours may include showing sensitivity, grasping others perspectives, being attentive, showing interest, showing positive attitude, positive reinforcement*
		• Explain and describe Team
			Tests based:
			• Class test – integrated summative assessment of the module:-
			  - Define terms.
			  - Q&A
			  - Task based
			
			Task-based
			• Respond to a case study of a project where working as a member of a team in a project can be identified
			• Investigations / Research working as a member of a team in a project and explain with examples
			• Apply theory in Assignment /

related projects.	identified and explained with examples of the consequences.	interfaces and roles. - *includes but not limited to customer/client, sponsor, project manager, project management team, project team and other stakeholders.* - *Project manager leads the project management team, whereas a team leader leads a technical team and reports to the project manager* • Demonstrate application of behaviours conducive to working as a member of a team, within the identified team interfaces and roles. • Identify disruptive behaviours, related to the team interfaces and roles. • Discuss and explain the consequences of disruptive behaviour in a team.	Contemplative document / project. • *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team* • *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* Observation based • Students to document a summary of the group discussion • Retain evidence for each assessment standard in the POE
(2) Collaborate with other team members to improve performance ***Range:*** *Team dynamics may include but is not limited to team goals, priorities, roles, structure, formality, communication channels, flexibility, cohesion, skill levels,*	(6) The importance of consultation and joint decision-making is explained with examples of how this affects team performance. (7) Other team members are consulted for ideas relating to project work and joint	• Define Team Dynamics *Range: Team dynamics may include but is not limited to team goals, priorities, roles, structure, formality, communication channels, flexibility, cohesion, skill levels, trust, conflict, relationships and*	Task-based • Respond to a case study of a project where collaboration with other team members to improve performance of a project can be identified • Investigations / Research the project collaboration

trust, conflict, relationships and climate.	decisions are made according to team needs. (8) Other team members are worked with in order to achieve project objectives (9) Constructive, non-disruptive behaviours and how others are influenced positively are provided, described and explained with examples. ***Range:*** *Constructive, non-disruptive behaviours may include showing sensitivity, grasping others perspectives, being attentive, showing interest, showing positive attitude, positive reinforcement.* (10) Situations that are a cause of conflict in a group are identified and a plan is made to minimise their negative effect on the team and project objectives.	*climate.* • Explain the importance how team dynamics can be improved through the use of consultation and joint decision-making. - Principles for creating productive communication may include but are not limited to listening, consulting, giving feedback, supporting, discussing, negotiating, embracing diversity and exhibiting empathy • Describe constructive, non-disruptive behaviours that influence • Identify Methods and techniques for building team coherence and spirit • Describe and explain the following features to improve performance of the project: - Consultation with team members for ideas relating to project work and joint decisions are made according to team needs - Initiate team work with members in order to achieve project objectives - Identify Information that a team requires to do to meet the project objectives	with other team members to improve performance of a project and explain with examples • Apply theory in Assignment / Contemplative document / project. • *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team* • *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* <u>Observation based</u> • Students to document a summary of the group discussion • Retain evidence for each assessment standard in the POE

		Range: Methods for communication may include but are not limited to written, oral, symbols, body language and signals	
		- Explain methods to facilitate the information reaching team members	
		- Discuss & explain methods of measuring performance, required by the team to meet project objectives.	
		- Discuss & explain methods of providing feedback to team members on performance against team objectives.	
		- Identify situations that are a cause of conflict in a group and identify a plan to minimise their negative effect on the team and project objectives.	
		- Develop methods to provide feedback on an ongoing basis which leads to constructive and productive working relationships	
		• Identify the kinds of conflict that could arise in a project team	
		• Demonstrate strategies to deal with issues in a team	
		• Demonstrate Strategies for creating a positive working	

		environment for a project team	
(3) Participate in building relations between team members and other stakeholders	**(11) The importance of building relations between team members and stakeholders is explained with examples.** (12) Project stakeholders are identified and their needs are explained in terms of teamwork. (13) Instances of building relations between team members and stakeholders are documented and implemented according to procedures (14) The importance or honouring commitments to stakeholder is explained with practical examples. (15) Methods and techniques for building team coherence and spirit are identified and explained with practical examples. (16) Feedback is provided on an ongoing basis which leads to constructive and productive working relationships	• Identify Project stakeholders, and their needs. • Discuss and explain how team work can address the needs of the stakeholders • Discuss and explain the importance of building relations between team members and stakeholders, and the importance of honouring commitments to stakeholders. • Demonstrate the building of relations between team members and stakeholders and implement documentation of instances of according to procedures	Task-based • Respond to a case study of a project where participation in building relations between team members and other stakeholders of a project can be identified • Investigations / Research the participation in building relations between team members and other stakeholders of a project and explain with examples • Apply theory in Assignment / Contemplative document / project. • *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team* • *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* Observation based • Students to document a summary of the group

			discussion • Retain evidence for each assessment standard in the POE
(4) Respect personal, ethical, religious and cultural differences to enhance interaction between team members.	(17) The differences between team members are identified and explained with examples. (18) The importance, of showing respect to each other is explained with examples. (19) Behaviours that are of concern to individuals are discussed promptly and openly with those involved. (20) Examples are given of how own behaviour is modified and changed to support other team member`s feelings and needs.	• Discuss and explain ethical issues related to the team with reference to: - Differences between team members - Showing respect to team members - Behaviours that are of concern to individuals - Behaviour is modified and changed to support other team member's feelings and needs	<u>Task-based</u> • Respond to a case study of a project where respect personal, ethical, religious and cultural differences to enhance interaction between team members of a project can be identified • Investigations/Research the project management tools and techniques of a project and explain with examples • *Apply theory in Assignment / Contemplative document / project.* • *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team* • *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* <u>Observation based</u>

			• Students to document a summary of the group discussion • Retain evidence for each assessment standard in the POE

(5) Use a variety of strategies to deal with potential or actual conflict in a project team.	(21) The kinds of conflict that could arise in a project team are identified and strategies to deal with issues in a team are demonstrated in role-play situations or through discussion.
	(22) Strategies for creating a positive working environment for a project team are explored and an indication is given of the role of the team leader/project manager in creating a positive work environment.
	(23) Situations that hamper efficiency in a project team are identified and suggestions are made to improve these situations
	(24) Support systems available to the project team are identified and an indication is given of the learner`s own role in being supportive and using a
		• Identify situations that hamper efficiency in a project team
		• Identify Support systems available to the project team.
		• Demonstrate the application of the support system for a project team
			Tests based:
			
			• Class test
			  - Define terms.
			  - Q&A
			
			Task-based
			• Respond to a case study of a project where use of a variety of strategies to deal with potential or actual conflict in a project team can be identified
			• Investigate / Research the use of a variety of strategies to deal with potential or actual conflict in a project team and explain with examples
			• *Apply theory in Assignment / Contemplative document / project.*
			
			• *Incorporate Critical Crossfields Outcomes (CCFO) such as problem*

	support system.		*solving, Collect, analyse and organise information work in a team* • *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* <u>Observation based</u> • Students to document a summary of the group discussion • Retain evidence for each assessment standard in the POE

Project Management level 3 – 40 week plan

PROGRAMME: Certificate in Management
SUBJECT & LEVEL: Project Management Level 3
Key for Shaded Areas:

1. Fundamentals of Project Management (10%)
2. Project Management Tools & Techniques (10%)
3. Application of ethics in Project Management (10%)
4. Project Estimation & Costing (10%)
5. Develop a Project Plan (30%)
6. Project Administration (10%)
7. Leadership within a project environment (10%)
8. Projects are Team Initiatives (10%)

Chapter 1   Fundamentals of Project Management

WEEKS	Unit	Assessment standards	Sections	Assessment Tasks/ Activities	Time Allocated (in hrs)	Completion date	HRS IN WKSHOP// WKPLACE
WEEK 1	Unit 1: **Explain the nature of a project.** **TO1SO1LO1**	1. The characteristics of a project are explained with examples. 2. Differences between project and non-project	1. The characteristics of a project plan 2. The difference between project	Task-based • Respond to a case study of a project where nature of a project can be	(5)		

		work are explained with examples of each. 3. A basic project life cycle is explained with examples of possible phases. 4. The reasons for undertaking projects are explained with practical examples. 5. A range of types of projects and their complexity are explained in simple terms. *Range: Type of project may include but is not limited to simple, complex, closed to open, "fog, quest, movie or paint by number", technical, business, community based, development, research and development of new products.*	and non-project work 3. The purpose of projects 4. Types of projects	identified • Investigate/Research the nature of a project and explain with examples • *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team* • *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* Observation based • Students to document a summary of the group discussion • Retain evidence for each assessment standard in the POE			
WEEK 2	Unit 2: **Explain the Nature and Application of Project Management** <u>TO1SO2LO1-5</u>	1. Project management is defined and its application is explained according to recognised published standards 2. The major project management processes are described and	1. Definition of Project Management 2. Identification and description of project management	Task-based • Respond to a case study of a project where nature of a project can be identified • Investigate/Research	(5)		

		explained according to recognised best practice. 3. The differences between project management and general management are explained with examples of each. 4. The difference between project management processes and technical (end product related) processes is explained with examples of each. Range: Project management processes are those associated with the management of a project and technical processes are those required to produce the required deliverables to satisfy the objectives of the project. 5. The difference between a project team member and the project manager is explained in accordance with role descriptions.	3. The difference between project management, general management and technical processes 4. Human Resources hierarchies of the Project Management team	the nature of a project and explain with examples • *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team* • *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* <u>Observation based</u> • Students to document a summary of the group discussion			
WEEK 3	Unit 3: **Explain the Types of Structures That Are Found in a Project Environment** **TO1SO3LO1-4**	1. The reasons for defining structures for a project is explained with examples ***Range:** Structures may include but are not limited to; programme to sub project hierarchy; organisation structures; product /work/cost/organisation breakdowns note - structure is a set of*	a. Types of structures found in a project b. Programme and project hierarchies	<u>Task-based</u> • Respond to a case study of a project where nature and application of project management can be identified • Investigations/Research the nature and application of a project management	(5)		

| | | *interconnecting parts of any complex thing, a framework.*

2. The concept of programme and project hierarchies is explained with an example.
Range: *Programmes include related projects, which may be broken down into sub projects, phases or other components / units.*

3. The purpose of decomposing a project into manageable components or parts is explained with practical examples.
Range: *Decomposing a project is breaking it down from top to lower levels, similar to a functional decomposition.*

4. The concepts of breakdown structures for product, work and cost are explained in simple terms.
Range: Product may include products, services or results. The term deliverable is associated with Product, a common interpretation is that deliverables are produced as the project progresses resulting in an end product. | c. The decomposition and breakdown of a project | and explain with examples
• Apply theory in Assignment / Contemplative document / project.

• *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team*
• *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.*

Observation based
• Students to document a summary of the group discussion
• *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving; Collect, analyse and organise information; work in a team; Organise and manage* | | | |

				oneself and one's activities responsibly; Communicate effectively using visual, written and verbal communication modes • Retain evidence for each assessment standard in the POE			
WEEK 4	**Unit 4:** **Explain the application of organisation structures in a project environment.** TO1SO4LO1-6	1. The basic differences between a matrix and functional organisation structure are explained with examples of each. ***Range:*** *Limited to organisational matrix and functional structures not extended to their impact on a project.* 2. The project organisation structure is described and explained in a written format. ***Range:*** *Organisation structure includes project roles and reporting such as team leader to project manager to project sponsor. Organisation structure includes identifying but not detailing description of roles, responsibilities and reporting lines, progress and communication reporting, authority hierarchy, decision-making*	a. Differences between a matrix and a functional organisation structure b. Purpose and responsibilities of the roles attached to a project c. Major stakeholders in a project	Task-based Respond to a case study of a project where nature and application of project management can be identified Investigations/Research the nature and application of a project management and explain with examples Apply theory in Assignment / Contemplative document / project. *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team* *Collect, analyse and organise information to*	(5)		

		accountability. *- Reporting lines, authority levels, single point of responsibility / accountability* 3. The purpose and key responsibilities of two roles on a project are described in a written format. Stakeholders are explained with examples of at least six different stakeholders.		*gain the required understanding of the fundamentals of project management.* <u>Observation based</u> Students to document a summary of the group discussion *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving; Collect, analyse and organise information; work in a team; Organise and manage oneself and one's activities responsibly; Communicate effectively using visual, written and verbal communication modes* Retain evidence for each assessment standard in the POE <u>Task-based</u> Respond to a case study of a project where the types of structures of a project can be identified Investigate/Research the types of structures of a project and explain with examples			
	week 5 **Unit 5** **Explain the major and activities required to project.** <u>**TO1SO5LO1-7**</u>			Section 1 Processes and activities in a project Section 2 Management, sub-			

		Key processes and activities that take place to manage a project are described from beginning to end. *Range: The processes and activities may include but are not limited to start up, initiation, planning, controlling, monitoring, execution, implementing, closing, evaluating.* (1) he supplementary management sub-processes and activities required to support the key processes and activities are briefly described with examples of each. **Range:** Supplementary sub-processes and activities includes but are not limited to scope, risk, quality, communications, schedule, cost, change control, resource, stakeholder and procurement management 3 The reasons for planning and controlling a project are explained with examples of the consequences of not	processes and activities required to support a project Section 3 Planning and control	*Apply theory in Assignment / Contemplative document / project.* *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team* *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* Observation based Students to document a summary of the group discussion Retain evidence for each assessment standard in the POE Tests based: • Class test – integrated summative assessment			

		planning and controlling.		of the module:- - Define terms. - Q&A - Task based Task-based Respond to a case study of a project where the major processes and activities required to manage a project can be identified Investigate/Research the major processes and activities required to manage a project and explain with examples Apply theory in Assignment / Contemplative document / project in project plan. *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team* *Collect, analyse and organise information to gain the required understanding of the fundamentals of project*			

			management. <u>Observation based</u> Students to document a summary of the group discussion Retain evidence for each assessment standard in the POE			

Chapter 2: <u>Project Management tools and Techniques</u>

WEEKS	Unit	Assessment standards	Sections	Assessment Tasks/ Activities	Time Allocated (in hrs)	Completion date	HRS IN WKSHOP// WKPLACE
WEEK 6	**Unit 1: Demonstrate an understanding of project management tools and techniques.** <u>**TO1SO1LO1-4**</u>	(4) A range of tools and techniques used on a project are identified and explained in accordance with project requirements. (5) Limitations and advantages of project management tools and techniques are explained	Section 1 Techniques and tools used in a project Section 2 Standards and procedures for the tools and techniques used in a project	<u>Task-based</u> Respond to a case study of a project where project management tools and techniques of a project can be identified Investigations/Research the project management tools and techniques of a	(5)		

		using examples. (3) Examples of the usage of the project management tools and techniques are provided in a hard copy format.	Section 3 Advantages and disadvantages for the tools and techniques used in a project Section 4 Application of the tools and techniques used in project	project and explain with examples Apply theory in Assignment / Contemplative document / project. *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team* *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* <u>Observation based</u> Students to document a summary of the group discussion Retain evidence for each assessment standard in the POE	(5) (5)		

| WEEK 12 (See topic 4) | Unit 2 **Use a range of project management tools and techniques** TO4SO1LO1 | (1) A range of project management tools and techniques are used in accordance with established standards and procedures. (4) Output of project management tools and techniques meet individual, team and organisational needs/requirements. | | See Theme 4 SO1 AC1 | | | |
| WEEK 13 (See topic 4) | Unit 3 **Apply corrective action steps where project management tools and techniques usage problems occur** TO4SO1LO1 | (1) Problems with the usage of project management tools and techniques are | | See Theme 4 SO1 AC1 Tests based: Class test – integrated summative assessment of the module:- - Define terms. - Q&A - Task based | | | |

		identified against project requirements. (2) Possible solutions are identified and discussed in consultation with higher authority. (4)Authorised / agreed solutions are implemented according to agreed steps.					

Chapter 3: Application of Ethics in Project Management

WEEKS	Unit	Assessment standards	Sections	Assessment Tasks/ Activities	Time Allocated (in hrs)	Completion date	HRS IN WKSHOP// WKPLACE
WEEK 7	**Unit 1:** **Explain the concept of ethics in relation to property and personal rights** **TO3SO1LO1-3**	(4) The source of ethics is outlined in relation to property and personal rights. (5) The role of the South African Constitution in defining the source of ethics for South African society is explained in the context of the business environment. (6) The relationship between ethics and generally accepted codes of conduct is explained for project management.	Section 1 Property and personal rights within a business concept	Tests based: Class test – integrated summative assessment of the module:- - Define terms. - Q&A - Task based Task-based Respond to a case study of a project where compliance and non-compliance to ethics in the project data can be identified	(5)		
WEEK 8	**Unit 2:** **Apply ethical principles in a specific context**		Section 1 Ethical practices Section 2	Apply theory in Assignment /	(5)		

| TO3SO2LO1-2 | (3) The ethical principles are applied to the project to illustrate their application.
(4) The process to be followed when the code of conduct is breached is explained according to Standard operating Practices. | Breach of Code of Conduct | Contemplative document / project.

Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team

Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.

Observation based

2. Students to document a summary of the group discussion

• Retain evidence for each assessment standard in the POE | | | |

Chapter 4:   Project Estimating and Costing

WEEKS	Unit	Assessment standards	Sections		Time Allocated (in hrs)	Completion date	HRS IN WKSHOP// WKPLACE
WEEK 9	**Unit 1:** **Identify elements and resources to be**	(2) Identify elements and resources to be costed through interpreting the	Section 1 Work elements of a project	Tests based: Class test – integrated summative assessment of	(5)		

costed through interpreting the project scope statement, work breakdown structure and other project data. <u>**TO4SO1LO1-4**</u>	project scope statement, work breakdown structure and other project data. Range: - Elements of work may include but is not limited to projects, sub projects, phases of a projects, stages, tasks or activities or work packages. - Elements of costing and budgeting may include but is not limited to forecasting, estimating. - Fixed costs may include but is not limited to rent, labour and overheads. - Variable costs may include but is not limited to materials, equipment, transport and resource. • Agreed standards and procedures may include but is not limited to an organization`s project procedures and standards, industry best practice.	Section 2 Types of costs in a project Section 3 Resource requirements of the project	the module:- - Define terms. - Q&A - Task based a. Calculations <u>Task-based</u> Respond to a case study of a project where elements and resources to be costed through interpreting the project scope statement, work breakdown structure and other project data can be identified Apply theory in Assignment / Contemplative document / project. *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team* *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.*	 (5)		

				Observation based			
				Students to document a summary of the group discussion			
					(5)		
				Retain evidence for each assessment standard in the POE			
WEEK 10				See Theme 4 SO1 AC1			
	Unit 2 Participate in the preparation and production of a cost budget <u>**TO4SO1LO1-4**</u>						
		(5) The elements of cost for each work element / package are estimated using agreed rules and procedures. (6) A cost budget is documented in agreed format and within		See Theme 4 SO1 AC1			

WEEK 11						
	Unit 3 **Contribute to the monitoring and controlling of cost budget perfromance by maintaining records and communicating** TO4SO1LO1-4	agreed time frames. (7) Underlying assumptions of the estimate are explained, motivated and documented in agreed format. (8) Approval is obtained for the budget from higher authority in accordance with established standards and procedures. (5) Cost budget figures are balanced and correct in accordance with standard accounting practices. (5) Cost budget is communicated in a manner that ensures all relevant parties are clear on its contents. (6) Actual costs against the budget elements are obtained and records updated correctly (7) Deviations of actual against budgeted costs are identified and communicated to higher authority. (8) Opportunities for corrective action or improvement are				

		identified and communicated to relevant individuals/teams. (5) Financial records are maintained according to agreed standards and procedures.						

Chapter 5:	Develop a Project Plan for a Simple Project							

WEEKS	Unit	Assessment standards	Sections		Time Allocated (in hrs)	Com pletio n date	HRS IN WKSH OP// WKPLA CE
WEEK 14/15	Unit 1: **Develop a project plan for a simple project** <u>TO5SO1LO1-3</u>	(4) A project plan is developed for a simple project/sub project, within identified frames. *Range: project, sub-project, programme, phase, stage, life cycle, process, activities, tasks, milestones, close out, scope, risk, scheduling, timeline, planning, controlling, deliverables/product/ser vice, hierarchy, breakdown structures, operational, stakeholders, budget, estimating, communications*	Section 1 Component of a project plan Section 2 Characteristics of and individual project or sub-project Section 3 Guidelines for a simple project plan	Assessment Tasks/ Activities <u>Tests based:</u> Class test – integrated summative assessment of the module:- - Define terms. - Q&A - Task based <u>Task-based</u> Respond to a case study of a project where the plan for a simple project can be identified Investigate / Research to plan for a simple project and explain why project management tools used in the project were chosen over other options.	(10) (10)		

			Evidence of management & Leadership styles & skills, application of ethics, estimation & costing and project environment must be included. *Apply theory in Assignment / Contemplative document / project.*			
			Retain evidence for each assessment standard in the POE	(10)		
			Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team			
			Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.			
			Observation based			
			Students to document a summary of the group discussion			

| WEEK 16/17 | Unit 2: **Demonstrate an understanding of the use of project management tool & techniques** <u>TO5SO2LO1-3</u> | **(2)** Project Management tools and techniques are applied to project plan.

 Range: *The range of project management tools and techniques may include but are not limited to Gantt charts, network diagramming, spreadsheets, budget administration, documentation management, e-mail and internet usage and word processing, presentations, desktop calendar, computerized applications (software).*
 (5) Problems with the usage of project | Section 1 Preparation of work elements and cost budgets in accordance with standard accounting practices | <u>Task-based</u>
 Respond to a case study of a project where project management tools and techniques of a project can be identified

 Investigate/Research the project management tools and techniques of a project and explain with examples the advantages & disadvantages of each

 Apply theory in Assignment / Contemplative document / project.

 Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team

 Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.

 <u>Observation based</u> | | | |

WEEK 18/19	Unit 3: **Participate in the costing & budgeting of a small project** <u>TO5SO3LO1-2</u>	management tools and techniques are identified against project requirements. (3) Possible solutions are identified and discussed in consultation with higher authority.	Section 1 Maintenance of records and communication Section 2 Identification of deviations and communication of corrective actions Section 3 Templates	Students to document a summary of the group discussion Retain evidence for each assessment standard in the POE <u>Task-based</u> • Respond to a requirements of a project where the costing & budgeting of a small project can be identified • Apply theory in Assignment / Contemplative document /for project plan. • *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team* • *Collect, analyse and organise information to gain the required*			

				understanding of the fundamentals of project management.			

		(2) Costing & monitoring mechanisms are included in the project plan
		Range:
		- *Elements of costing and budgeting may include but is not limited to forecasting, estimating.*
		- *Fixed costs may include but is not limited to rent, labour and overheads.*
		- *Variable costs may include but is not limited to materials, equipment, transport and resource.*
		Agreed standards and procedures may include but is not limited to an organization's project procedures and standards, industry best practice
				<u>Observation based</u>
				
				• Students to document a summary of the group discussion
				
				• Retain evidence for each assessment standard in the POE
				
				<u>Tests based:</u>
				• Class test – integrated summative assessment of the module:-
				  - Define terms.
				  - Q&A
				  - Task based
				
				<u>Task-based</u>
				• Respond the requirements of a project where templates for team members of a project can be identified
				• Apply theory in Assignment / Contemplative document /for the			

WEEK 20/21	**Unit 4:** **Provide project templates to team**						

| | member
TO5SO4LO1-4 | | Section 1

This will be covered in chapter 6 | project plan.

• *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team*
• *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.*

Observation based

• Students to document a summary of the group discussion

• Retain evidence for each assessment standard in the POE | | | |
| | | (2) Templates are prepared in accordance with requirements and accepted standards | | | | | |

Chapter 6:   Project Administration

WEEKS	Unit	Assessment standards	Sections	Assessment Tasks/ Activities	Time Allocated (in hrs)	Completion date	HRS IN WKSHOP// WKPLACE

WEEK 22	**Unit 1: Use a paper based and/or electronic filing system for a project TO6SO1LO2**	(5) A filing system exclusively for the project is developed and utilised according to project needs.
		(6) Project files are clearly named and structured to enable easy filing or retrieval.
		(7) An inventory of the project documentation is prepared and maintained in accordance with agreed filing system.
		(8) An audit trail for project documentation is maintained according to agreed filing system.
		(5) All files and
			Section 1
			Different types of filling system
			
			Section 2
			Identify specific features of an appropriate filing system.
			
			Section 3
			Maintenance of a filing system
				<u>Tests based:</u>
				• Class test – integrated summative assessment of the module:-
				  - Define terms.
				  - Q&A
				  - Task based
				
				• *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team*
				• *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.*
					(5)		

WEEK 23		documentation are maintained to ensure they are current, up-to-date, neat and clean.		Observation based • Students to document a summary of the group discussion <u>Practical Task-based</u> **Apply theory to develop & use a paper based and/or electronic filing system for a project** • Retain evidence for each assessment standard in the POE			
	Unit 2: Use standardised processes for identifying, securing and finding documents <u>TO6SO2LO1</u>			(5)		
				(5) <u>Tests based:</u>		

| WEEK 24 | Unit 3:
Provide project templates to team members
TO6SO3LO1-2 | (1) All documents are named and filed to agreed standards.
(2) Filing system is structured and indexed reflecting project, sub-project, phase and stage levels, management, quality and specialist (technical) products.
(3) Multiple versions of documents are correctly filed and annotated in accordance with agreed filing system.
(4) Back-up and archive processes are identified and utilised in accordance with agreed filing system.
• Sensitive and /or confidential documents are kept in safe custody

5. Templates are prepared in accordance with requirements and accepted standards
6. Templates and their components are identified and explained in terms of how they should be used.
3. Templates and their components are identified and | Section 1
Examples of templates within administrative processes | • Class test
  - Define terms.
  - Q&A

Task-based
• Respond to a case study of a project where project templates to team members can be identified
• Investigations/Research the project templates to team members of a project and explain with examples
• *Apply theory in Assignment / Contemplative document / project.*

• *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team*
• *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* | (5) | | |

		explained in terms of how they should be used.		Observation based			
			Section 1 Preparation of project documents	• Students to document a summary of the group discussion			
				• Retain evidence for each assessment standard in the POE			
				• Respond to a case study of a project where documents for handover at the end of a project or a project can be identified			
WEEK 25				• Investigations/Research the project documents for handover at the end of a project or a project phase / stage and explain with examples			
				• *Apply theory in Assignment / Contemplative document / project.*			
	Unit 4: Assist in preparing project documents for handover at the end of a project or a project phase/stage.		Section 1 Features of the Project documentation management processes	• *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving,*			

| | TO6SO4LO1 | | | *Collect, analyse and organise information work in a team*
• *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.*

<u>Observation based</u>

• Students to document a summary of the group discussion

• Retain evidence for each assessment standard in the POE

Task-based
• Respond to a case study of a project where project documentation management processes can be identified
• Investigations/Research the project documentation management processes of a project and explain with examples | | | |
| | | 3. Handover project documents are prepared in correct format and within agreed time frame.
2. Handover project documents are complete, concise and in the required location and are handed over to appropriate individuals. | | | | | |

WEEK 25	**Unit 5: Describe and explain project documentation management processes** <u>TO6SO5LO1</u>			• *Apply theory in Assignment / Contemplative document / project.* • *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team* • *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* <u>Observation based</u> • Students to document a summary of the group discussion • Retain evidence for each assessment standard in the POE			
		5. The documentation system requirements are				

		explained in relation to quality, access and trace ability. 6. Document control requirements for a project are explained with reasons for the control 7. Storage and retrieval functions and processes are explained with examples of each. . 4. Benefits of documentation management for a project are explained with examples.					

Chapter 7:   <u>Leadership within the Project</u>

WEEKS	Unit	Assessment standards	Sections	Assessment Tasks/ Activities	Time Allocated (in hrs)	Completion date	HRS IN WKSHOP// WKPLACE
WEEK 26	**Unit 1:** **Explain the concept of leadership** <u>**TO7SO1LO1-2**</u>	1. Various definitions of leadership are identified and explained with examples. Range: At least four definitions are provided. 2.The roles and qualities of a leader are explained	Section 1 What is leadership Section 2 Differences between a leader and a manager Section 3	<u>Tests based:</u> • Class test – integrated summative assessment of the module:- - Define terms. - Q&A - Task based	(5)		

		using examples.	Comparisons in the roles which both a leader and a manager play	• Retain evidence for each assessment standard in the POE			
WEEK 27	**Unit 2: Differentiate between the concepts, roles and qualities of leadership and management** <u>TO7SO2LO1-2</u>	*Range: Qualities of a leader should include at least five examples but are not limited to humaneness, empathy, objectivity, transparency, accountability, responsibility, honesty, integrity, assertiveness, consistency, reference to historical and present leaders.* *Leadership roles include but are not limited to being a visionary, motivating self and others, creating synergies, facilitating a developmental environment, being an innovator, being creative.* 1. The concepts of Leadership and management are differentiated using examples. Range: **The management styles include, but are not limited to;**	Section 1 Different leadership styles Section 2 How are the different leaderships styles utilsized per individual projects Section 3 Relationships between the behaviours and styles of leaders	<u>Task-based</u> • Respond to a case study of a project where the difference between Leadership & management can be identified • Investigations/Research the difference between Leadership & management of a project and explain with examples • *Apply theory in Assignment / Contemplative document / project.* • *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team*	(5) (5)		

		administer/organise; **maintains/controls**; **focuses on structures & systems.** 2. The roles and qualities of a leader are differentiated and compared with those of a manager in a work context. 3. The role of a leader in the project and a manager is compared in terms of their complementary roles in the work place.		• *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* Observation based • Students to document a summary of the group discussion • Retain evidence for each assessment standard in the POE	(5)	
WEEK 28	**Unit 3:** **Identify Leadership styles** **TO7SO3LO1-4**	1. The four basic leadership styles used by project managers are named and explained and an indication is given of when it is appropriate to use each style. **Range:** *The project leadership styles include, but are not limited to; directing, coaching, supporting and delegating*		Task-based • Respond to a case study of a project where leadership styles of a project can be identified • Investigations/Research the leadership styles of a project and explain with examples • *Apply theory in Assignment / Contemplative document / project.* • *Incorporate Critical Crossfields Outcomes*	(5)	

		2. The basic behaviours that a leader can use to influence someone else are named and an indication is given of their relationship to the four basic leadership styles **of** project situational management *Range: The basic behaviours of leaders may include - directive and supportive*		*(CCFO) such as problem solving, Collect, analyse and organise information work in a team* • *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.* Observation based • Students to document a summary of the group discussion	(5)	
		1. The opportunities for application of leadership skills and techniques to a project, are discussed with examples or using case studies		• Retain evidence for each assessment standard in the POE Task-based • Respond to a case study of a project where application of leadership skills and techniques of a project can be identified • Investigations/Researc h the application of leadership skills and		

| WEEK 29 | Unit 4:
Apply Leadership Skills & Techniques to the project
TO7SO4LO1-3 | | Section 1
Application of the skills and techniques of a leader within an individual project | techniques of a project and explain with examples

• *Apply theory in Assignment / Contemplative document / project.*

• *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team*
• *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.*

Observation based

• Students to document a summary of the group discussion

• Retain evidence for each assessment standard in the POE | | | |
| | | 1, The importance of praise and personal recognition is explained with examples

2. Possible systems for recognising achievement at team level are explained and a personal plan is devised to show recognition in own team | | | | | |

| Week 30 | Unit 5:
**Recognise
achievement
TO7SO5LO1-5** | 1. Tasks allocated to the team are analysed and suggestions are made as to how individual team members can be given responsibility for their own achievement

2. Aspects of team performance that are supervised by the junior manager are analysed and an indication is given of which aspects of team performance could better be handled by the team | Section 1 | Tests based:

• Class test
 - Define terms.
 - Q&A

Task-based
• Respond to a case study of a project where recognition of achievement in a project can be identified
• Investigations/Research the recognition of achievement in a project and explain with examples
• *Apply theory in Assignment / Contemplative document / project.*

• *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information* | | | |

			Definition of recognition	*work in a team*			
				• *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.*			
			Section 2 Techniques for rewarding and recognition of individuals and teams				
				Observation based			
			Section 3 Recognition plan	• Students to document a summary of the group discussion			
				Retain evidence for each assessment Enter in POE			
				Task-based			
				• Respond to a case study of a project where project management tools and techniques of a project can be identified			
				• Investigations/Research the project management tools and techniques of a project and explain with examples			

| Week 31 | Unit 6:
Indicate how leaders can empower members of a team
TO7SO6LO1-5 | | Section 1
Task identification and the responsibilities of a project team

Section 2
Methods and application of self evaluation | • Apply theory in Assignment / Contemplative document / project.
• *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team*
• *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.*

Observation based

• Students to document a summary of the group discussion

• Retain evidence for each assessment standard in the POE | | | |

WEEKS	Unit	Assessment standards	Sections	Assessment Tasks/ Activities	Time Allocated (in hrs)	Completion date	HRS IN WKSHOP// WKPLACE
WEEK 32	**Unit 1: Demonstrate an understanding of working as a member of a team** <u>**TO8SO1LO1-5**</u>	1. Criteria and behaviours conducive to working as a member of a team are identified and explained with practical examples. 2. Team interfaces are described and the roles explained with actual examples. *__Range :__ Range includes but not limited to customer/client, sponsor, project manager, project management team, project team and other stakeholders.* 3. Disruptive behaviours to team performance are identified and explained with examples of the	Section 1 Characteristic of a team Section 2 Interfaces and roles of a team Section 3 Identification and Consequences of disruptive behaviour	<u>Tests based:</u> • Class test – integrated summative assessment of the module:- - Define terms. - Q&A - Task based **Task-based** Respond to a case • study of a project where working as a member of a team in a project can be identified • Investigations / Research working as a member of a team in a project and explain with examples	(5) (5)		

| | | consequences. | | • Apply theory in Assignment / Contemplative document / project.

• *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team*
• *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.*

Observation based

• Students to document a summary of the group discussion

• Retain evidence for each assessment standard in the POE

Task-based
Respond to a case study | (5) | | |

| Week 33 | Unit 2: **Collaborate with other team members to improve performance TO8SO2LO1-8** | 1. The importance of consultation and joint decision-making is explained with examples of how this affects team performance.

2. Other team members are consulted for ideas relating to project work and joint decisions are made according to team needs.
3. Other team members are worked with in order to achieve project objectives
Constructive, non-disruptive behaviours and how others are influenced positively are provided, described and explained with examples.
Range: *Constructive, non-disruptive behaviours may include showing sensitivity, grasping others perspectives, being* | Section 1
Team dynamics

Section 2
Influence of constructive and non-destructive behaviours

Section 3
Methods and techniques to improve performance

Section 4
Methods of measuring performance and providing feedback to team members

Section 5
Minimize conflict situations in a team

Section 6
Strategies for creating a positive working environment | of a project

• where collaboration with other team members to improve performance of a project can be identified
• Investigations / Research the project collaboration with other team members to improve performance of a project and explain with examples
• Apply theory in Assignment / Contemplative document / project.

• *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team*
• *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.*

Observation based | (5)

(5) | | |

Week 34						
		attentive, showing interest, showing positive attitude, positive reinforcement. 4. Situations that are a cause of conflict in a group are identified and a plan is made to minimise their negative effect on the team and project objectives.		• Students to document a summary of the group discussion • Retain evidence for each assessment standard in the POE <u>Task-based</u> • Respond to a case study of a project where participation in building relations between team members and other stakeholders of a project can be identified • Investigations / Research the participation in building relations between team members and other stakeholders of a project and explain with examples • Apply theory in Assignment / Contemplative document / project. • *Incorporate Critical*		
	Unit 3: Participate in building relations between team members and other stakeholders	1. The importance of building relations between team members and stakeholders is explained with examples. 2. Project stakeholders are identified and their needs are explained in terms of				

| | TO8SO3LO1-4 | teamwork.

3. Instances of building relations between team members and stakeholders are documented and implemented according to procedures

4. The importance or honouring commitments to stakeholder is explained with practical examples.

5. Methods and techniques for building team coherence and spirit are identified and explained with practical examples.
6. Feedback is provided on an ongoing basis which leads to constructive and productive working relationships

1. The differences between team members are identified and explained | Section 1
Needs of specific Project stakeholders

Section 2
Relationships with project stakeholder | *Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team*
• *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.*

Observation based

• Students to document a summary of the group discussion

• Retain evidence for each assessment standard in the POE

Task-based
• Respond to a case study of a project where respect personal, ethical, religious and cultural differences to enhance interaction between team members of a project | | | |

| Week 35 | Unit 4:
Respect personal, ethical, religious and cultural differences to enhance interaction between team members.
TO8SO4LO1 | with examples.

2. The importance, of showing respect to each other is explained with examples.
Behaviours that are of concern to individuals are discussed promptly and openly with those involved.

3. Examples are given of how own behaviour is modified and changed to support other team member`s feelings and needs. | Section 1
Ethical issues in a team | can be identified
• Investigations/Researc h the project management tools and techniques of a project and explain with examples
• *Apply theory in Assignment / Contemplative document / project.*

• *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team*
• *Collect, analyse and organise information to gain the required understanding of the fundamentals of project management.*

<u>Observation based</u>

• Students to document a summary of the group discussion

• Retain evidence for each assessment standard in the POE | | | |

				Tests based:
				
				 • Class test
				   - Define terms.
				   - Q&A
				Task-based
				• Respond to a case study of a project where use of a variety of strategies to deal with potential or actual conflict in a project team can be identified
				• Investigate / Research the use of a variety of strategies to deal with potential or actual conflict in a project team and explain with examples
				• *Apply theory in Assignment / Contemplative document / project.*
				
				• *Incorporate Critical Crossfields Outcomes (CCFO) such as problem solving, Collect, analyse and organise information work in a team*
				• *Collect, analyse and organise information to*			

Week 36		1. The kinds of conflict that could arise in a project team are identified and strategies to deal with issues in a team are demonstrated in role-play situations or through discussion. 2. Strategies for creating a positive working environment for a project					

	Unit 5: **Use a variety of strategies to deal with potential or actual conflict in a project team.** **TO8SO5LO1-3**	team are explored and an indication is given of the role of the team leader/project manager in creating a positive work environment. 3. Situations that hamper efficiency in a project team are identified and suggestions are made to improve these situations 4. Support systems available to the project team are identified and an indication is given of the learner`s own role in being supportive and using a support system.	Section 1 Strategies to deal with actual and potential conflict.	*gain the required understanding of the fundamentals of project management.* <u>Observation based</u> • Students to document a summary of the group discussion • Retain evidence for each assessment standard in the POE		
WEEK 37 - 40	**REVISION**					

Operations Management level 3 assessment guidelines

1. topics that form part of the internal assessment for the PoE

No of units	Assessment	Coverage
2	Formal written tests	2 or more completed topics **Assessment Task 6.1** **Class test:** Based on a Case study/studies Case study to address QA systems and principles Same assessment task as above (6.1) for Learning outcome 2. Class test: Case studies Case study should address non-compliance examples and issues and how the operation dealt with it.
1	Internal written exam	All completed topics
	Practical assessments: The assessment activities referred to in the 'coverage' column, is elaborated on in the Assessment and Activities column in the table to follow.	**Assessment Task 1.1: Research: POE Task** • A selected business is observed with permission to retrieve information as listed in the Assessment Guideline Table on: Customer services and Stakeholder evaluations **Assessment Task 1.2** **Project : POE Task** Learner's stakeholder services evaluated via an approved instrument like a customer services satisfaction questionnaire etc. (Within a structured business environment) **Assessment Task 2.1** **POE Task** Case study OR Simulated Environment OR Investigation research in a company

		Coverage: Inter-linkages between business systems and failure impacts
		Assessment Task 3.1 Project / Assignment POE **Purpose of this task:** Monthly operational plan to be drafted for implementation in assistance to a manager Section 1 to 6 to form the POE for this Assessment Task.
		Assessment Task 4.1 **To link as a continuation of Assessment Task 3.1** **POE Task** **Section 10:** Resources plan for monthly operational plan Sections 7 to 10 to be compiled as the POE.
		Assessment Task 5.1 (Continuation of Task 3.1): POE Task Identifying Hazards, managing hazards and preventing hazards. Includes sections 11 to 14
		Assessment Task 6.2 **Application Task for POE** Quality Techniques and Practical evaluation **Assessment Task 6.2** **Investigation:** Quality Needs analysis and the motivation for the address of these identified needs.

2. specifications for the external assessment - level 2
Integrated Summative Assessment Task (ISAT):

A compulsory component of EASS is the **Integrated Summative Assessment Task (ISAT),** which is a major task that draws on the learners' cumulative learning achieved throughout the full year. The task requires integrated application of competence and is executed and record in compliance with assessment conditions.

(Notes: Two possible approaches to the ISAT may be as follows:

The students could be assigned a task at the beginning of the year which they will have to complete in various phases in the year to obtain part assessment. The final assessment is made at the end of the year upon completion of the task.
OR
The other option is that learners ill have achieved the competencies through the year but the competencies will be assessed cumulatively in a single assessment / exam session at the end of the year.

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

National Examination

A formal theory examination is conducted in October/November each year by means of a paper set externally and marked and moderated externally. The ff. distribution of cognitive application should be followed.

Level 2	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	30 %	50 %	20 %

The ff guidelines are offered for the setting of the Operations Management Level 2 exam:

Nature of paper	:	**External**
Number of papers	:	**One**
Duration	:	**2 ½ hours**
Total mark allocation	:	**100 marks**
Number of sections	:	**2 sections**
Compulsory sections	:	**2 sections**
Total number of questions	:	**4 questions**
Mark allocation per question:		

Section 1: Compulsory (must cover all Topics)

2 questions of 20 marks each, covering short questions, e.g. true/false, leave out words, monkey puzzle etc.

Total: 40 marks

Section 2: Compulsory

3 questions, which is compulsory. These must be application questions to cover all topics, must be integrated via a relevant case study.

Question 1:   Planning and Implementation of Operational plans, Mobilisation of Resources and Implement Risk Management
         35 marks
Question 2:   Implementation of the Total Quality Management System, Linkages between Business systems and Stakeholder satisfaction   25 marks

Total 60 marks
Grand Total 100 marks
3. assessment guidelines

Topic1: Stakeholder satisfaction

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
Implement techniques to ensure stakeholder satisfaction	1. Organisational stakeholder/customer service policy is retrieved and analysed with the purpose of evaluating current practices 2. Local customer/stakeholder service trends are investigated and documented.	• Retrieve an Organisational stakeholder/customer service policy and analyse it with the purpose of evaluating current business practices • Investigate Local customer/stakeholder service trends and document the findings for the purpose of evaluating own practices. • Evaluate current practices wrt stakeholder services of a particular business, against	**Assessment Task 1.1: POE Research:** A selected business is observed with permission to retrieve the following: • Customer service policy • Local Customer service trends in same industry or field • Current practices ito service

		the analysis of policy and investigation of local trends, and document the findings.	levels • Results of a stakeholder evaluation that was done
		• Document the shortcomings of a particular business ito stakeholder practices, keeping the findings of the investigations and evaluations in mind.	• Make recommendations on analysis of the above mentioned results
	3. Techniques for building, maintaining and retaining stakeholder relationships are explained.	• Explain techniques for building and maintaining stakeholder relationships within a particular business sector and business. • Discuss ways in which a favourable stakeholder response can be obtained in various contexts of case studies and examples from real business scenarios.	Case study that will cover the outcomes – facilitator to guide accordingly
		• Demonstrate the ability to fulfil obligations promised to stakeholders with the purpose of gaining and retaining stakeholder support, by performing stakeholder services.	**Assessment Task 1.2** **Project : POE Task** Learner's stakeholder services evaluated via an approved tool like a customer services satisfaction questionnaire etc. (Within a structured business environment)

Topic 2: <u>Linkages between Business systems</u>

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
Describe the information flow between business linkages related to the functioning of an organisation	1. The linkages between business systems are described in relation to the functioning of a business.	• Describe the linkages between business systems in relation to the functioning of a business with reference to a particular case study.	**Assessment Task 2.1** **POE Task** **Case study OR Simulated Environment OR Investigation research in a company**
	2. The way in which information is exchanged between the Business Systems is Illustrated.	• Investigate and document by using a flow chart diagram, the way in which information is exchanged between the Business Systems so that their interdependence is highlighted.	**POE to include:** **Flow chart:** should be based on the given case study, researched company or simulated environment.
	3. The disruptive impact of breakdown of linkages is explained to illustrate the inter-relatedness of business systems.	• Explain the disruptive impact of breakdown of linkages to illustrate the inter-relatedness of business systems with reference to a particular case study.	**Explanation** based on an example from the chosen environment.

Topic 3: **Planning and Implementation of Operational Plans**

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
Participate in the planning and implementation of an operational plan.	1. The implementation plan of a **monthly** maintenance and housekeeping program in a structured business environment is developed and planned. *Plan must include but is not restricted to goals, objectives, activities, timeframes, responsible persons and possible costs against various resources.*	• Define the concept of planning ito the impact that it has on the successful execution of operational plans. • Assist in the development of an implementation plan for a monthly **maintenance and housekeeping program** in a structured business environment. *Plan must include but is not restricted to goals, objectives, activities, timeframes, responsible persons and possible costs against various resources.* • Explain own roles and activities in the execution of the monthly action plan. Roles could be management roles, operational roles and human relation roles.	**Group work:** 2 learners per group to work on definition and feedback for the purpose of a class discussion **Assessment Task 3.1 POE** **Purpose of this task:** Monthly operational plan to be drafted for implementation in assistance to a manager Implementation of the operational plan should be implemented on completion of ALL planning and preparation activities across all themes. The environment could be: • a real business or • a simulated business with a mentor company for the purpose of consultation and observation Include own roles in the operational plan clearly **Section 2:** **Verbal Presentation:** to staff members involved in the implementation of the monthly operational plan. (Printout as evidence)
	2. Roles and Responsibilities pertaining to action plan are explained and assigned in order to execute activities according to company policies	• Assign written roles and activities according to organisational policies and procedures to individuals who	

	and procedures	will be participating in the execution of the operational plan.	**Section 3:** **Written Task:** Explanation of individual roles
		• Explain assigned roles to staff members participating in the operational plan, communicating in a professional and motivating manner, to ensure clarity of all activities and roles.	Draft own Work schedule to indicate how activities will be operationalised
		Describe the purpose of a work schedule before activating organisational work activities.	
Manage own time productively	3. Own work schedule for the monthly maintenance and housekeeping programme	• Design own work schedule including timeframes, activities, role players for the monthly maintenance and housekeeping programme	**Section 4:** **Own work schedule** to be part of the monthly operational plan
	4. Own performance within a drafted operational plan is evaluated and documented via company Quality Evaluation Instrument.	• Evaluate own performance within a drafted operational plan via a company Quality Evaluation Instrument.	**Section 5**: **Evaluation task** to be attached to the project plan and operational plan as part of the project. (Could be an evaluation of the implemented monthly operational plan or an alternate plan that learner was involved in)
		• Record all findings of self-	**Section 6:**

| | | evaluation in a report according to company requirements. | **Written report** as part of the project: monthly operational plan OR Report based on the alternate plan that was participated in. |

Topic 4: <u>Mobilisation of Resources for an operational plan</u>

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
Participate in the Mobilisation of resources for the implementation of an operational plan for an organisation	1. Available resources for the implementation of an action plan are identified and documented.	• Identify and document available resources for the implementation of an action plan for a monthly maintenance and housekeeping programme within a particular business sector.	**Assessment Task 4.1** **To link as a continuation of Assessment Task 3.1** **POE Task** **Section 7:** Resources plan for monthly operational plan
	2. The cost of the usage of the available resources and the cost of obtaining new resources that might be needed for the implementation of an operational plan are determined and documented.	• Determine and document according to company requirements, the cost of the usage of the available resources and the cost of obtaining new resources that might be needed for the implementation of the identified monthly operational plan.	**Section 8:** Costing plan for the required resources, old and new for the operational plan
Resources could include motor vehicles, computers, technicians, telecommunication instruments, consumables, contractors, lawyers, accountants	3. Resources are evaluated ito of their suitable contribution to effective business performance ito the operational plan to be implemented.	• Evaluate resources ito their suitable contribution to effective business	**Section 9:** **Evaluation** of resources ito their suitable contribution to the

		performance ito the identified monthly operational plan to be implemented.	business's operations for the monthly operational plan to be implemented
		• Sought advice, record it and use this advice wrt resources to ensure that resources are identified and used effectively. Advice could be sought from subcontractors, outsourcing, professional advice and informal advice	**Advice** that was sought to be documented
	4. Resources that were identified are utilised according to the plan to perform own documented tasks in the operational plan	• Account for Interruptions and defaults with resources and build this into the schedule to ensure that productivity levels remain high at all times. • Utilise Resources that were identified according to the plan to perform own documented tasks in the operational plan	**Section 10:** Declaration of Store – SIM Manager to declare that resources that were part of the resource plan were utilised appropriately.

Topic 5: <u>Implement Risk Management</u>

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
Implement risk management	1. Hazards are identified ito the designed action plan.	• Identify environmental and other hazards that can affect the smooth outcome of activities and plans within an operational plan for a company. Hazards could	**Assessment Task 5.1 (Continuation of Task 3.1): POE Task** **Section 11:** **Listed** hazards for the monthly

		include but is not limited to environmental risks, operational risks, technology risks, credit and legal compliance.	operational plan.
	2. Hazards are discussed ito their affect/impact on the smooth execution of the operational plan.

3. Actions to manage the identified hazards are documented and implemented during the execution of the operational plan. | • Identify Hazards ito the designed monthly action plan

• Discuss Hazards ito their affect/impact on the smooth execution of the monthly operational plan.

• Document actions to manage the identified hazards during the execution of the monthly operational plan.

• Discuss the impact that the identified hazards had on the smooth flow of activities within the monthly operational plan. | **Section 12:** Documented discussion

Section 13: Action plan to manage the identified hazards

Section 14: **Documented Discussion** on impact of hazards on smooth flow of operational plan. |

Topic 6: <u>Implementation of the Total Quality Management System</u>

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
Explain quality concepts, systems and principles.	1. Quality concepts, systems and principles are explained	• Explain Quality concepts, systems and principles with	**Assessment Task 6.1** **Class test:** Based on a Case

	with examples from given case studies as well as real business scenarios.	examples from given case studies as well as real business scenarios.	study/studies Case study to address QA systems and principles
	2. The consequences and risks associated with non-compliance to quality procedures are explained with examples from given case studies.	• Explain the consequences and risks associated with non-compliance to quality procedures with examples from given case studies.	Same assessment task as above (6.1) Class test: Case studies Case study should address non-compliance examples and issues and how the operation dealt with it.
	3. The various techniques and tools of TQM are applied in various contexts through case studies to ensure the awareness of continues improvement.	• Apply the various techniques and a tool of TQM in various contexts through case studies and actual examples to ensure the awareness of continues improvement.	**Assessment Task 6.2** **Application Task for POE** 1. QA Instruments are used to determine quality delivery within the Implementation of the operational plan (Topic 3 and 4)
		• Evaluate and record the findings of the monthly operational plan ito TQM via an approved Quality Management tool	2. Quality Evaluation on the implemented monthly operational plan recorded in an agreed format
2. Identify actions necessary to meet the quality needs of a business	4. An analysis of the quality needs of an organisation is conducted and the needs are documented.	• Conduct an analysis of the quality needs of an organisation and document the needs ito the enhancement of quality	**Assessment Task 6.2** **Investigation:** A selected Business environment is analysed for quality needs

	5. Motivations are given why the particular quality needs were identified and what benefit they would hold for the company.	processes. • Supply written motivations as to why the particular quality needs were identified and what benefit they would hold for the company.	A **written motivation** is attached to the quality needs that are identified.

Operations Management level 3 – 40 week plan

PROGRAMME: Certificate in Management
SUBJECT & LEVEL: Operations Management Level 3

Key for Shaded Areas:

Operations Management
Stakeholder satisfaction (10%)
Linkages between Business systems (10%)
Planning and Implementation of Operational Plans (30%)
Mobilisation of Resources for an Operational Plan (20%)
Implement risk management (10%)
Implementing Total Quality Management (20%)

WEEKS	Units	Assessment Standards	Sections	Assessment Tasks / Activities (PoE)	Time Allocated (in hrs)		Completion date	HRS IN WKSHOP// WKPLACE/ sim/ practical
WEEK 1	REGISTRATION/ preparation week							
WEEK 2	REGISTRATION/ preparation week							
Chapter 1	**Stakeholder satisfaction**							
WEEK 3	Implement techniques to ensure stakeholder satisfaction	1. Organisational stakeholder / customer service policy is retrieved and analysed with the purpose of evaluating current practices	a. Organisational stakeholder / customer service policy.	• A selected business is observed with permission to retrieve the following: • Customer service policy	3 learner/ educator contact hours			0
WEEK 4			b. Business practices and service levels.	• Local Customer service trends in same industry or field	1			2
WEEK 5		2. Local customer/stakeholder service trends are investigated and documented.	a. Local customer / stakeholder service trends.	• Current practices ito service levels	2			5

WEEK 6		3. Techniques for building, maintaining and retaining stakeholder relationships are explained.	a. Techniques for building and maintaining stakeholder relationships in business. b. Techniques for gaining and retaining stakeholder support.	• Results of a stakeholder evaluation that was done	3		3
Chapter 2	**Linkages between Business systems**						
WEEK 7	Describe the information flow between business linkages related to the functioning of an organisation	1. The linkages between business systems are described in relation to the functioning of a business.	a. The linkages between business systems.	• **Assessment Task 2.1 POE Task** • **Case study OR Simulated Environment OR Investigation research in a company**	3		4
WEEK 8		2. The way in which information is exchanged between the Business Systems is Illustrated.	a. Information exchange between the Business Systems (flow chart diagram).	• **POE to include:** • **Flow chart:** should be based on the given case study, researched company or simulated environment.	1		4
WEEK 9		3. The disruptive impact of breakdown of linkages is explained to illustrate the inter-relatedness of business	a. The disruptive impact of breakdown of linkages.	• **Explanation** based on an example from the chosen environment.	1		3

		systems.					
Week 10:	**Revision and Formal Assessment Chapter 1 and 2**						
Chapter 3	**Planning and Implementation of Operational Plans**						
WEEK 11	Participate in the planning and implementation of an operational plan.	1. The implementation plan of a **monthly** maintenance and housekeeping program in a structured business environment is developed and planned. *Plan must include but is not restricted to goals, objectives, activities, timeframes, responsible persons and possible costs against various resources.*	a. Planning and execution of operational plans.	• **Group work:** 2 learners per group to work on definition and feedback for the purpose of a class discussion • **Assessment Task 3.1 POE** • **Purpose of this task:** Monthly operational plan to be drafted for implementation in assistance to a manager	2		4
WEEK 12		As per unit 1	b. Development of an implementation plan for a monthly maintenance and housekeeping program.	• Implementation of the operational plan should be implemented on completion of ALL planning and preparation activities across all themes.	1		4
WEEK 13		2. Roles and Responsibilities pertaining to action plan are explained and assigned in order to	a. Roles and activities in the execution of the monthly action plan.	The environment could be: • a real business or • a simulated business with a mentor company for the purpose of consultation	4		5

		execute activities according to company policies and procedures		and observation • Include own roles in the operational plan clearly			
WEEK 14: Simulation/ practical based week						**4**	
WEEK 15			b. Roles and activities in line with organisational policies and procedures.	• **Verbal Presentation:** to staff members involved in the implementation of the monthly operational plan. (Printout as evidence)			5
WEEK 16				• **Written Task:** Explanation of individual roles • Draft own Work schedule to indicate how activities will be operationalised			5

WEEK 17	Manage own time productively	3. Own work schedule for the monthly maintenance and housekeeping programme	a. The purpose of a work schedule.	• **Own work schedule** to be part of the monthly operational plan	5		

WEEK 18			b. The design of an individual work schedule.	• **Evaluation task** to be attached to the project plan and operational plan as part of the project. (Could be an evaluation of the implemented monthly operational plan or an alternate plan that learner was involved in).	2		3
WEEK 19		4. Own performance within a drafted operational plan is evaluated and documented via company Quality Evaluation Instrument.	a. Quality Evaluation Instruments and self evaluation of performance.	• **Written report** as part of the project: monthly operational plan OR • Report based on the alternate plan that was participated in.	1		3
WEEK 20: Completion of Written assignment for chapter 3						5	
WEEK 21: Revision and formal assessment Chapter 3					5		
Chapter 4	**Mobilisation of Resources for an operational plan**						
WEEK 22	Participate in the Mobilisation of resources for the implementation of an operational plan for an organisation	1. Available resources for the implementation of an action plan are identified and documented.	a. Resources available for the implementation of a monthly maintenance and housekeeping action plan.				3
WEEK 23		2. The cost of the usage of the available resources and the cost	a. Differences in costs between available and new		4		1

WEEK 24		of obtaining new resources that might be needed for the implementation of an operational plan are determined and documented.	resources.		4	1
WEEK 25		3. Resources are evaluated ito of their suitable contribution to effective business performance ito the operational plan to be implemented.	a. identification and effective use of resources.		4	
WEEK 26		4. Resources that were identified are utilised according to the plan to perform own documented tasks in the operational plan	a. Building interruptions and defaults into the planning schedule.		4	
WEEK 27					3	3
WEEK 28: Revision and formal assessment Chapter 3						
Chapter 5	**Implement Risk Management**					
WEEK 29	Implement risk management	1. Hazards are identified ito the designed action plan.	a. Identification of hazards within an operational plan.	o **Assessment Task 5.1 (Continuation of Task 3.1): POE Task** • **Section 11:** o **Listed** hazards for the monthly operational plan.	3	4

WEEK 30		2. Hazards are discussed ito their affect/impact on the smooth execution of the operational plan.	a. How hazards affect / impact on the monthly operational plan.	• Documented discussion • Action plan to manage the identified hazards			3
WEEK 31					2		3
WEEK 32		3. Actions to manage the identified hazards are documented and implemented during the execution of the operational plan.	a. Methods to manage hazards identified in the operational plan.	• **Documented Discussion** on impact of hazards on smooth flow of operational plan.	3		2
Chapte r 6	**Implementation of the Total Quality Management (TQM) System**						
WEEK 33	Explain quality concepts, systems and principles.	1. Quality concepts, systems and principles are explained with examples from given case studies as well as real business scenarios.	a. Quality concepts, systems and principles.	• **Assessment Task 6.1** • **Class test:** Based on a Case study/studies • Case study to address QA systems and principles	3		2
WEEK 34		2. The consequences and risks associated with non-compliance to quality procedures are explained with examples from given case studies.	a. Consequences and risks associated with non-compliance.	• **Assessment Task 6.2** • **Application Task for POE** • QA Instruments are used to determine quality delivery within the Implementation of the operational plan (Topic 3 and 4)	3		3

WEEK 35		3. The various techniques and tools of TQM are applied in various contexts through case studies to ensure the awareness of continues improvement.	a. Application of techniques and tools of Total Quality Management (TQM).	• Quality Evaluation on the implemented monthly operational plan recorded in an agreed format	3		
WEEK 36					1		4
WEEK 37	2. Identify actions necessary to meet the quality needs of a business	4. An analysis of the quality needs of an organisation is conducted and the needs are documented	a. Analysis and documentation of the quality needs of a business.	• **Assessment Task 6.2** • **Investigation:** • A selected Business environment is analysed for quality needs	2		5
WEEK 38		5. Motivations are given why the particular quality needs were identified and what benefit they would hold for the company.		• A **written motivation** is attached to the quality needs that are identified.	1		4
WEEK 39: Revision Chapters 1-6				5			
Week 40: Formal assessments Chapter 1-6				2			

Management Practices level 3 assessment guidelines

1. topics that form part of the internal assessment for the PoE

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

2. specifications for the external assessment - level 2
Integrated Summative Assessment Task (ISAT):

A compulsory component of EASS is the **Integrated Summative Assessment Task (ISAT),** which is a major task that draws on the learners' cumulative learning achieved throughout the full year. The task requires integrated application of competence and is executed and record in compliance with assessment conditions.

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The students could be assigned a task at the beginning of the year which they will have to complete in various phases in the year to obtain part assessment. The final assessment is made at the end of the year upon completion of the task.
OR
The other option is that learners ill have achieved the competencies through the year but the competencies will be assessed cumulatively in a single assessment / exam session at the end of the year.

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

National Examination

A formal theory examination is conducted in October/November each year by means of a paper set externally and marked and moderated externally. The ff. distribution of cognitive application should be followed.

Level 2	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	30 %	50 %	20 %

 The ff guidelines are offered for the setting of the Management Practice Management Level 2 exam:

Nature of paper   :   **External**
Number of papers   :   **One**
Duration   :   **2 ½ hours**
Total mark allocation   :   **100 marks**
Number of sections   :   **2 sections**
Compulsory sections   :   **2 sections**
Total number of questions   :   **5 questions**
Mark allocation per question:

Section 1: Compulsory (must cover all Topics)

2 questions of 20 marks each, covering short questions, e.g. true/false, leave out words, monkey puzzle etc.

Total: 40 marks

Section 2: Compulsory

3 questions, which are compulsory. These must be application questions to cover all topics, must be integrated via a relevant case study.

Question 1:   Corporate culture   15 marks
Question 2:   Impact of legislation on business operations and Strategic planning
                                                               30 marks
Question 3:   Maintain an existing information system   15 marks

Total 60 marks

Grand Total 100 marks

3. assessment guidelines

Topic 1: Corporate culture

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
1. Maintain the image of the organisation	1.1 Organisational policies and procedures are obtained and explained according to company standards 1.2 Organisational dress code and operating practices are identified and explained according to set company standards 1.3 Organisational policies and procedures are applied according to set company standards	1.1 Identify and explain the organisational policies and related procedures that exist within own organisation 1.2 Compare the dress code and operating practices within own and another organisation 1.3 Discuss how organisational policies and procedures are applied according to set	**Assessment Task 1.1** Research task - Students to retrieve own and another organisation's policies and procedures and summarise them; Summary to include comparison between own policy and that of other organisation; Case study – students to indicate how policy could be applied within given context.

		company standards, within a specific context	
2. Demonstrate an understanding of and apply company ethics	2.1 The purpose of the organisational code of conduct and ethics is identified and explained in line with set standards and procedures	2.1.1 Define the terms 'ethics' and 'code of conduct' 2.1.2 Define the purpose of an organisational code of conduct 2.1.3 Retrieve and analyse own organisational code of conduct with a view to identifying the ethics that are evident therein	Class Test – terms, concepts and purpose
	2.2 The principles of the code of conduct and ethics are identified and explained according to organisational procedures	2.2 Explain the principles of the code of conduct and ethics according to organisational procedures	**Assessment Task 1.2** Students' own organisational code of conduct to be analysed with a view to identifying ethics, explaining their principles and the implications of ethics for the organisation within its internal and external environment.
	2.3 The implications of the code of conduct and ethics for an organisation are explained and outlined, within the parameters of the business and its practices	2.3 Explain the implications of the code of conduct and ethics for an organisation, within the parameters of the business and its practices	
	2.4 The principles of the code of conduct and ethics are applied using organisational standards	Apply the principles of the code of conduct and ethics within a given context, using organisational standards	**Assessment Task 1.3** Case study- code of conduct and

			ethics applied within given context
3. Co-operate with other service suppliers	**3.1 Service suppliers are identified using organisational procedures**	3.1.1 Define the term 'service supplier' 3.1.2 Match current service suppliers within own organisation with services supplied 3.1.3 Describe own organisational procedures used to identify and select service suppliers	Class Test **Assessment Task 1.4** Within a simulated environment: i. Service suppliers are identified ii. Their impact on the business explained iii. Organisational procedures used to identify and select service suppliers are described iv. Internal and external providers are identified v. The importance of external service suppliers with regard to their impact on the business is discussed using particular supplier as example
	3.2 Internal and external service supplier groups are differentiated using organisational operating standards	3.2 Differentiate between internal and external service supplier groups using organisational operating standards	v. The importance of internal service suppliers with regard to their impact on the business is discussed using particular supplier as example
	3.3 The importance of external service suppliers is explained regarding their impact on the business	3.3 Explain the importance of external service suppliers with regard to their impact on the business	vi. Operating and co-operation criteria with service suppliers are identified and explained
	3.4 The importance of internal service suppliers is explained regarding their impact on the business	3.4 Explain the importance of internal service suppliers with regard to their impact on the business	
	3.5 Operating and co-operation criteria with service suppliers are identified and explained within organisational requirements	3.5.1 Explain operating and co-operation criteria with service suppliers and explain within organisational requirements	Assignment

		3.5.2 Analyse specific service providers in terms of their operating and co-operation criteria within organisational requirements	
Interface and interact with clients	4.1 Clients are greeted in accordance with company practices	4.1.1 Explain company practices with regard to the greeting of clients 4.1.2 Greet clients according to company practice 4.1.3 Identify the established company standards used to communicate with clients	**Assessment Task 1.5** i. Role-play-students to greet and communicate with clients according to identified policy. Facilitator to provide checklist. (Assessment to take form of observation);
	4.2 Communication with clients is conducted using established company standards	4.2 Communicate with clients orally and in writing, according to company standards	ii. Written task: Letter, memo, fax to client within given context
	4.3 Clients are treated with respect and in accordance with organisational protocol	4.3 Describe organisational protocol with regard to the treatment of clients	**Assessment Task 1.6** i. Case study based on given context
	4.4 Internal and external clients are treated in the same manner and as specified in organisational policies and procedures	4.4.1 Differentiate between internal and external clients 4.4.2 Identify internal and external clients within own organisation 4.4.3 Explain own organisational policies and procedures with	ii. Case study (as above) Practical Assignment

		regard to the treatment of internal and external clients	Practical Assignment
		4.4.4 Treat internal and external clients as specified in organisational policies and procedures	iii. Role-play / Observation according to checklist
5. Demonstrate an understanding of an organisational structure	5.1 Organisational structure is obtained within company policies and procedures	5.1 Describe the term 'organisational structure'	Class discussion
	5.2 Organisational structure is evaluated and each role explained in line with organisational structure		Research / Case Study
		5.2.1 Identify and discuss the organisational policies and procedures that are used to determine the organisational structure	
	5.3 Integration between roles and responsibilities are identified and explained throughout the organisation, in line with an organisational flow chart	5.2.2 Illustrate organisational structure of an organisation in the form of an organogram 5.3 Explain each role within organogram and identify the persons within an organisation, responsible for each role	**Assessment Task 1.7** i. Students to use own organisation as example ii. Each role within organogram and the persons responsible for each role within students' own organisation are identified.
			iii. Integration between roles and responsibilities explained using flow chart.
		5.4.1 Identify and explain the	

	5.4 One's responsibilities and integration with other roles are identified and explained within organisational requirements	integration between roles and responsibilities throughout the organisation, in line with an organisational flow chart 5.4.2 Identify and explain one's responsibilities and integration with other roles within organisational requirements	iv. Students' own roles and responsibilities explained.

Topic 2: Impact of legislation on business operations

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
1. Identify the legislation that regulates employment issues	1.1 The six main pieces of labour legislation are named and an indication is given of who is covered by each Act 1.2 The six Acts are analysed and an indication is given of how the four pieces of legislation interact and support the South African Constitution	Identify the six main pieces of labour legislation that regulate employment issues Indicate who is covered by each of the six main pieces of labour legislation Provide an overview of the South African Constitution Analyse the six Acts and indicate how the four pieces of legislation interact and support the South African Constitution	Class test Class Test Class Test Practical Assignment
2. Demonstrate understanding of the main aspects of the Labour Relations Act	2.1 The concept of freedom of association is explained with reference to employers and employees 2.2 Organisational rights protected by the LRA are	Explain the concept of freedom of association with reference to employers and employees Explain 0rganisational rights protected by the LRA with	Class test

	explained with reference, where appropriate, to Trade Unions that are active in specific sector	reference, where appropriate, to Trade Unions that are active in own economic sector	Class Test
	2.3 The importance of handling internal conflict and grievances to prevent unfair labour practice disputes arising is explained and an indication is given of the consequences of unfair labour practice for the organization	Provide examples of unfair labour practice Explain the importance of handling internal conflict and grievances to prevent unfair labour practice disputes arising Give an indication of the consequences of unfair labour practice for the organization	Case Study / Assignment Class test
	2.4 The role of a workplace forum is explained and an indication is given of who should be represented in such a forum	Identify the procedures to be followed within an organisation, to report grievances	
	2.5 The function of the Council for Conciliation, Mediation and Arbitration (CCMA) is explained with reference to its role in dispute resolution	Explain the role of a workplace forum and indicate who should be represented in such a forum	**Assssment Task 2.1** **i.** Case study
	2.6 Steps to be taken to ensure that dismissals are substantively and procedurally correct and fair are explained with reference to the LRA and the Code of Good Practice on Dismissal and human resource policies of an organization	Identify, within an organisation, representatives of a workplace forum Explain the function of the Council for Conciliation, Mediation and Arbitration (CCMA) with reference to its role in dispute resolution	ii. Based on above case study Class test
	2.7 Evidence that could support a recommendation for dismissal is documented	Explain the steps to be taken to ensure that dismissals are	

	in accordance with the human resources policies of a specific organization 2.8 The steps to be followed to ensure procedural fairness in cases of misconduct are described with reference to the LRA and the disciplinary process of a specific organization 2.9 Procedures to be followed at a disciplinary hearing are described with reference to the LRA and the policy of a specific organization	substantively and procedurally correct and fair, with reference to the LRA and the Code of Good Practice on dismissal and human resource policies of an organization Discuss the human resource policies within an organisation with regard to dismissals Document evidence that could support a recommendation for dismissal, in accordance with the human resources policies of own organization Describe the steps to be followed to ensure procedural fairness in cases of misconduct, with reference to the LRA and the disciplinary process of a specific organization Describe the procedures to be followed at a disciplinary hearing, with reference to the LRA and the policy of a specific organization	Class Test Class Test Class Test Case Study **Assessment Task 2.2 i.** Written task: Report

			ii. Case study
			iii. Case study
3. Explain the requirements of the LRA in respect of interviews	3.1 Documents that are required to ensure that interviews are conducted strictly in accordance with the LRA are identified and an indication is given of how each document helps to ensure fair labour practice 3.2 Questions to be asked in an interview relating to work specific criteria for a specific position are composed and an indication is given of why it is necessary to prepare such questions before the interview	Identify documents that are required to ensure that interviews are conducted strictly in accordance with the LRA Indicate how each document helps to ensure fair labour practice Compose questions to be asked in an interview relating to work specific criteria for a	Class Test Class Test Case study

	3.3 Criteria that automatically indicate unfair discrimination are named and an indication is given of how managers can inadvertently discriminate unfairly in an interview	specific position	
		Indicate why it is necessary to prepare questions before an interview for work	
	3.4 Practices specifically defined as unfair in the LRA are listed and an indication is given of why each practice is considered to be unfair labour practice	List the criteria that automatically indicate unfair discrimination	Class test
	3.5 Questions that are unacceptable in any interview with a prospective employee are discussed and an indication is given as to why such questions could be regarded as discriminatory	Discuss how managers can inadvertently discriminate unfairly in an interview	Class test
		List practices specifically defined as unfair in the LRA	Class test
	3.6 Questions to be asked in an interview relating to work specific criteria for a specific position are composed and an indication is given of why it is necessary to prepare such questions before the interview	Indicate why identified practices would be considered unfair labour practice	
		List questions that are unacceptable in any interview with a prospective employee	Class test
		Discuss why such questions could be regarded as discriminatory	Group Discussion based on given context or case study
		Compose questions to be asked in an interview relating to work specific criteria for a specific position	Class test
		Discuss why it is necessary to prepare such questions before	Class test and Group Discussion

		the interview	
			Practical task
			Group discussion
4. Demonstrate understanding of aspects of the Basic Conditions of Employment Act	4.1 An indication is given of how the requirements of the Basic Conditions of Employment Act are applied in a specific organization 4.2 The leave entitlement under the Act is explained and an indication is given of how leave is affected in a specific organisation	Discuss how the requirements of the Basic Conditions of Employment Act are applied within an organization Explain the leave entitlement under the Act Discuss how leave is affected in an organisation	**Assessment task 2.3** i. Case study Class test Class test

Topic 3: Strategic Planning

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
1. Define and discuss the concept of strategic planning in managing business performance	1.1 The concept of strategic planning is defined and discussed using examples 1.2 Benefits of strategic planning for performance monitoring are listed using examples from a business venture 1.3 Aspects of a good strategic plan are identified using examples	Define the concept of strategic planning Discuss the concept strategic planning, using examples List the benefits of strategic planning for performance monitoring using examples from	Class Test Class Test/Assignment Class Test

	1.4 The relationship between the timing of a strategic plan and performance of a venture is determined and evaluated using examples	a business venture Identify aspects of a good strategic plan, using examples	
	1.5 Discuss and explain the role of the various organizational strategies in business performance		**Assessment Task 3.1** **i.** Case study or based on students' own environment or simulated environment
	1.6 The role of key elements – purpose, process, props, prototype – are determined in the strategy/plan	Determine the relationship between the timing of a strategic plan and performance of a venture	
	1.7 Alternative organizational structures are identified and an explanation is given of how key elements operate within each structure	Evaluate the relationship between the timing of a strategic plan and performance of a venture using examples	ii. Based on above case study
	1.8 Advantages and disadvantages are of all organizational structures are explained using examples from a business venture		iii. Based on above case study
	1.9 Reasons for choosing particular organizational structures are described in terms of a particular business venture	Discuss and explain the role of the various organizational strategies in business performance	
	1.10 Examples of organisational structures are provided for own context	Determine the role of key elements – purpose, process, props, prototype – in the strategy/plan	Class test
		Identify alternative organizational structures Explain how key elements operate within each structure Explain the advantages and disadvantages of all organizational structures, using	iv. Based on case study

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		examples from a business venture	v. Based on Case Study
		Discuss the reasons for choosing particular organizational structures in terms of a particular business venture	vi. Based on Case study:
			vii. Based on same Case study:
		Provide examples of organisational structures for a particular context	
			Class Discussion
			Assignment

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

Subject outcomes	Assessment standards	Learning outcomes	Assessment Tasks/Activities
1. Store information using an existing storage system	1.1 Paper based documentation is classified, sorted and recorded according to established requirements 1.2 Information is stored in the correct location and sequence and the learner understands the effect that misfiled documentation has on an organisation	Classify, sort and record paper based documentation according to established requirements Store information in the correct location and sequence	**Assessment Task 4.1** Within a simulated environment: i. Practical task ii. Practical task

1.3 Documents are stored in a manner that ensures that they are undamaged, safe and accessible when required	Discuss the effect that misfiled documentation has on an organisation	Class test
1.4 Information is classified and cross-referenced accurately.	Store specific documents in a manner that ensures that they are undamaged, safe and accessible when required	
1.5 Classification uncertainties are referred to an appropriate authority		iii. Practical task
1.6 The method of classification and cross-referencing is understood and the problems that result from unconventional classification and cross-referencing are explained in a familiar context	Discuss the method of classification and cross-referencing	
1.7 The process for locating information is current, accurate and in a prescribed format according to the organisation's procedures for archiving.	Classify and cross-reference information accurately	iv. Based on students' own simulated environment experience
	Refer classification uncertainties to an appropriate authority	v. Practical task in simulated environment
1.8 The learner understands the implications for productivity when an item cannot be located	Explain, in a familiar context, the problems that result from unconventional classification and cross-referencing	vi. Practical / Observation Facilitator to provide checklist to determine criteria
1.9 Filing documentation is sourced and gathered.	Describe an organisation's procedures for archiving to ensure that information located is current and accurate	vii. To be answered according to students' own experience
1.11 Electronic file is created and labelled according to requirements		
1.12 Electronic documentation is filed according to organisational requirements	Discuss the implications for productivity when an item cannot be located	viii. Based on simulated environment or students' own experience
1.13 Filing is completed within organisational time frames and	Source and gather filing documentation for a specific reason	

	standards		
	1.14 Classification uncertainties are referred to an appropriate authority	Create and label electronic file according to specific requirements	Class test
	1.15 All materials are classified, sorted and stored without damage in safe and secure manner	File electronic documentation according to organisational requirements	ix. Practical task within simulated environment
		Complete filing within organisational time frames and standards	x. Practical task within simulated environment
		Refer classification uncertainties to an appropriate authority	xi. Practical task within simulated environment
		Classify, sort and store all materials without damage in a safe and secure manner	xii. Practical task
			xiii. Observation - Facilitator to provide checklist against which criteria are to be measured
			xiv. Observation
2. Retrieve information from an	2.1 Required information is	Identify the steps to be taken,	Class Test

| existing storage system | promptly located, obtained, copied and dispatched to the correct person or location
2.2 Delays in the supply of information are communicated and the reason for delay is explained politely
2.3 Information retrieved is correctly recorded in order to track all files
2.4 Missing or overdue items are identified and correct procedures followed to locate them | to locate, obtain, copy and despatch required information to the correct person or location

Locate, obtain, copy and despatch required information promptly, to the correct person or location

Identify possible reasons for the delay in the supply of information

Communicate and explain the reasons for delay in communication, politely, in a given context

Describe the procedure to record retrieved information

Explain why it is necessary to record retrieved information

Retrieve and record specific information correctly

List the procedures used to identify and locate missing or overdue items

Locate missing or overdue items, following correct procedures | xiv. Observation against checklist

Class test

xvi. Oral /Observation
Written task: memo / fax

Class test

Class test

xvii. Practical task |

			Class test
			xviii. Practical task
3. Store valuable documentation and reference materials securely	3.1 The process for securing valuable items and for maintaining that security is known and followed meticulously 3.2 Reasons for security procedures are explained with examples of the effects on an organisation when there is a breach of security 3.3 Security risks are identified and corrected within own area of authority 3.4 Violations of security are recognized and reported following the familiar and established procedures	Describe the process within own organisation for securing valuable items Discuss the process used to maintain the security of valuable items and identify the person or persons responsible Identify valuable items within an organisation with reasons as to why they are considered valuable Meticulously follow the process to secure valuable items within own organisation List the reasons for security procedures with regard to valuable items within an organisation Provide examples of the effects on an organisation when there is a breach of security Identify security risks within an	xix. Students' to describe processes of own organisation or simulated environment xx. Based on structured environment Class test xxi. Practical exercise Class test

		area of authority	
		Discuss the procedures to be followed to correct security risks within an area of authority	Class test
		Correct security risks within an area of authority	
		Identify violations of security	xxii. Practical task based on structured environment
		Report violations of security, following the familiar and established procedures	xxiii. Practical task based on structured environment, using specific examples
			xxiv. Practical exercise
			Class test
			xxv. Practical task based on structured environment. Facilitator to provide checklist
4. Establish a recordkeeping system to store records for new projects	4.1 The records necessary for an identified project are identified 4.2 A recordkeeping system is set up to store the relevant records for the identified project 4.3 Records are retrieved upon request	Identify the records necessary for an identified project Set up a recordkeeping system to store the relevant records for the identified project Retrieve specific records as requested	**Assessment Task 4.2** i. Practical exercise within a simulated environment ii. Practical Task

			iii. Practical task
5. Maintain and update a recordkeeping system	5.1 The records within a record-keeping system are updated	Update the records within a record-keeping system, for a specific timeframe, in a given department	iv. Practical task

Management Practices level 3 – 40 week plan

PROGRAMME: Certificate in Management
SUBJECT & LEVEL: Management Practice Level 3

Key for Shaded Areas:

Management Practice
Corporate culture
Impact of legislation on business operations
Strategic Planning
Maintain an existing information system in a business environment

WEEKS	Units	Assessment Standards	Sections	Assessment Tasks / Activities (PoE)	Time Alloc ated (in hrs)	Compl etion date	HRS IN WKSHO P// WKPLAC E
WEEK 1	REGISTRATION/ preparation week						
WEEK 2	REGISTRATION/ preparation week						
Chapte r 1	Corporate culture						

WEEK 3	Maintain the image of the organisation	1. Organisational policies and procedures are obtained and explained according to company standards 2. Organisational dress code and operating practices are identified and explained according to set company standards 3. Organisational policies and procedures are applied according to set company standards	a. Organisational policies and procedures in own organisation b. Comparing dress code and operating practices with another organisation c. Application of organisational policies and procedures	• Assessment Task 1.1 Research task - Summary to include comparison between own policy and that of other organisation; • Case study – students to indicate how policy could be applied within given context.	(5)		
WEEK 4	Demonstrate an understanding of and apply company ethics	1. The purpose of the organisational code of conduct and ethics is identified and explained in line with set standards and procedures 2. The principles of the code of conduct and ethics are identified and explained according to organisational procedures 3. The implications of the code of conduct and ethics for an organisation are explained and outlined, within the parameters of the business and its practices	a. 'Ethics' and 'code of conduct' b. Purpose of an organisational code of conduct c. Principles of the code of conduct and ethics d. Implications of the code of conduct and ethics	• Class Test – terms, concepts and purpose • Assessment Task 1.2 Students' own organisational code of conduct to be analysed • Assessment Task 1.3 Case study- code of	(5)		

		4.The principles of the code of conduct and ethics are applied using organisational standards		conduct and ethics applied within given context			
WEEK 5	Co-operate with other service suppliers			• Class Test • Assessment Task 1.4 Within a simulated environment:	(5)		
		1. Service suppliers are identified using organisational procedures	a. Service supplier	i. Service suppliers are identified ii. Their impact on the business explained			
			b. Identification and selection of service suppliers	iii. Organisational procedures used to identify and select service suppliers are described			
		2. Internal and external service supplier groups are differentiated using organisational operating standards	c. Difference between internal and external service supplier groups	iv. Internal and external providers are identified			
		3. The importance of external service suppliers is explained regarding their impact on the business	d. The importance of external service suppliers	v. The importance of external service suppliers with			

				regard to their impact on the business is discussed using particular supplier as example			
		4. The importance of internal service suppliers is explained regarding their impact on the business	e. The importance of internal service suppliers	v. The importance of internal service suppliers with regard to their impact on the business is discussed using particular supplier as example			
		5. Operating and co-operation criteria with service suppliers are identified and explained within organisational requirements	f. Operating and co-operation criteria with service suppliers	vi. Operating and co-operation criteria with service suppliers are identified and explained • Assignment			
WEEK 6	Interface and interact with clients	1. Clients are greeted in accordance with company practices	a. Greeting and communicating with clients	• Assessment Task 1.5 i. Role-play-students to greet and communicate with clients according to identified policy	(5)		

		2. Communication with clients is conducted using established company standards	b. Oral and written communication	ii. Written task: Letter, memo, fax to client within given context			
		3. Clients are treated with respect and in accordance with organisational protocol	c. Organisational protocol w.r.t. treatment of clients	• Assessment Task 1.6 i. Case study based on given context			
		4. Internal and external clients are treated in the same manner and as specified in organisational policies and procedures	d. Internal and external clients and organisational policies and procedures	ii. Case study (as above) Practical Assignments iii. Role-play / Observation according to checklist			
WEEK 7	Demonstrate an understanding of an organisational structure	1. Organisational structure is obtained within company policies and procedures 2. Organisational structure is evaluated and each role explained in line with organisational structure	a. Organisational structure b. Policies and procedures used to determine organisational structure	• Class discussion • Research / Case Study • Assessment Task 1.7 i. Students to use own organisation as example	(5)		

		ii. Each role within organogram and the persons responsible for each role within students' own organisation are identified.			
		c. Organogram showing organisational structure			
WEEK 8		3. Integration between roles and responsibilities are identified and explained throughout the organisation, in line with an organisational flow chart 4. One's responsibilities and integration with other roles are identified and explained within organisational requirements	d. The integration between roles and responsibilities e. Responsibilities and integration with other roles within the organisation	iii. Integration between roles and responsibilities explained using flow chart. iv. Students' own roles and responsibilities explained.	(5)
Week 9:	Revision and Formal Assessment Chapter 1					
Chapter 2	Impact of legislation on business operations					
WEEK 10	Identify the legislation that regulates employment issues	1. The six main pieces of labour legislation are named and an indication is given of who is covered by each Act	a. Labour legislation regulating employment issues b. Who is covered by each Act	• Class test • Class Test	(5)

		2. The six Acts are analysed and an indication is given of how the four pieces of legislation interact and support the South African Constitution	c. An overview of the South African Constitution d. How legislation interacts and supports the South African Constitution	• Class Test • Practical Assignment			
WEEK 11	Demonstrate understanding of the main aspects of the Labour Relations Act	1. The concept of freedom of association is explained with reference to employers and employees 2. Organisational rights protected by the LRA are explained with reference, where appropriate, to Trade Unions that are active in specific sector	a. Freedom of association: employers and employees b. Organisational rights protected by the LRA	• Class Test • Class Test	(5)		
WEEK 12		3. The importance of handling internal conflict and grievances to prevent unfair labour practice disputes arising is explained and an indication is given of the consequences of unfair labour practice for the organization 4. The role of a workplace	c. Examples of unfair labour practice d. The importance of handling internal conflict and grievances e. Consequences of unfair labour practice for the organization f. Procedures for reporting grievances g. The role of a workplace forum	• Case Study / Assignment • Class Test • Assessment Task 2.1 i. Case study ii. Based on above case study • Class Test	(5)		

		forum is explained and an indication is given of who should be represented in such a forum	h. Representatives of a workplace forum	• Class Test			
WEEK 13		5. The function of the Council for Conciliation, Mediation and Arbitration (CCMA) is explained with reference to its role in dispute resolution	i. The function of the Council for Conciliation, Mediation and Arbitration (CCMA)	• Class Test	(5)		
		6. Steps to be taken to ensure that dismissals are substantively and procedurally correct and fair are explained with reference to the LRA and the Code of Good Practice on Dismissal and human resource policies of an organization	j. Steps to ensure correct and fair dismissals	• Class Test			
WEEK 14		7. Evidence that could support a recommendation for dismissal is documented in accordance with the human resources policies of a specific organization	k. Human resource policies w.r.t. dismissals	• Case Study • Assessment Task 2.2 i. Written Task: Report ii. Case Study	(5)		
		8. The steps to be followed to ensure procedural fairness in cases of misconduct are described with reference to the LRA and the disciplinary process of a specific organization	l. Steps to be followed to ensure procedural fairness m. Procedures to be followed at a	iii. Case Study			

		9. Procedures to be followed at a disciplinary hearing are described with reference to the LRA and the policy of a specific organization	disciplinary hearing with reference to the LRA				
WEEK 15	Explain the requirements of the LRA in respect of interviews	1. Documents that are required to ensure that interviews are conducted strictly in accordance with the LRA are identified and an indication is given of how each document helps to ensure fair labour practice	a. Documents to ensure interviews are in accordance with the LRA b. How each document helps to ensure fair labour practice	• Class Test • Class Test • Case Study	(5)		
		2. Questions to be asked in an interview relating to work specific criteria for a specific position are composed and an indication is given of why it is necessary to prepare such questions before the interview	c. Questions to be asked in an interview d. Why it is necessary to prepare interview questions				
WEEK 16		3. Criteria that automatically indicate unfair discrimination are named and an indication is given of how managers can inadvertently discriminate unfairly in an interview	e. Criteria that automatically indicate unfair discrimination f. How managers can inadvertently discriminate unfairly in an interview	• Class Test • Class Test • Class Test	(5)		
		4. Practices specifically defined as unfair in the	g. Practices specifically defined as unfair in the				

		LRA are listed and an indication is given of why each practice is considered to be unfair labour practice	LRA h. Why practices would be considered unfair labour practice	• Group Discussion based on given context or case study			
WEEK 17		5. Questions that are unacceptable in any interview with a prospective employee are discussed and an indication is given as to why such questions could be regarded as discriminatory 6. Questions to be asked in an interview relating to work specific criteria for a specific position are composed and an indication is given of why it is necessary to prepare such questions before the interview	i. Unacceptable interview questions j. Why such questions could be regarded as discriminatory k. Questions to be asked in an interview l. Question preparation prior to an interview	• Class Test • Class Test and Group Discussion • Practical Task • Group discussion	(5)		
WEEK 18	Demonstrate understanding of aspects of the Basic Conditions of Employment Act	1. An indication is given of how the requirements of the Basic Conditions of Employment Act are applied in a specific organization 2. The leave entitlement under the Act is explained and an indication is given of how leave is affected in a specific organisation	a. The Basic Conditions of Employment Act applied within an organization b. The leave entitlement under the Act c. How leave is affected in an organisation	• Assessment task 2.3 i. Case study • Class test • Class test	(5)		
Week 19: Revision and Formal Assessment Chapter 2							

Chapter 3	Strategic Planning						
WEEK 20	Define and discuss the concept of strategic planning in managing business performance	1. The concept of strategic planning is defined and discussed using examples	a. The concept of strategic planning b. Examples of strategic planning	• Class Test • Class Test / Assignment	(5)		
WEEK 21		2. Benefits of strategic planning for performance monitoring are listed using examples from a business venture	c. The benefits of strategic planning for performance monitoring	• Class Test	(5)		
WEEK 22		3. Aspects of a good strategic plan are identified using examples	d. Aspects of a good strategic plan	Assessment Task 3.1 i. Case study or based on students' own environment or simulated environment	(5)		
WEEK 23		4. The relationship between the timing of a strategic plan and performance of a venture is determined and evaluated using examples	e. Determining and f. Evaluating the relationship between the timing of a strategic plan and performance of a venture	ii. Based on above case study iii. Based on above case study	(5)		
WEEK 24		5. Discuss and explain the role of the various organizational strategies in business performance	g. Discuss and explain the role of the various organizational strategies in business performance	• Class test	(5)		

WEEK 25		6. The role of key elements – purpose, process, props, prototype – are determined in the strategy / plan	h. Determine the role of key elements – purpose, process, props, prototype – in the strategy / plan	iv. Based on case study	(5)		
WEEK 26		7. Alternative organizational structures are identified and an explanation is given of how key elements operate within each structure	i. Identify alternative organizational structures j. Explain how key elements operate within each structure	v. Based on Case Study vi. Based on Case study:	(5)		
WEEK 27		8. Advantages and disadvantages are of all organizational structures are explained using examples from a business venture	k. Explain the advantages and disadvantages of all organizational structures, using examples from a business venture	vii. Based on same Case study:	(5)		
WEEK 28		9. Reasons for choosing particular organizational structures are described in terms of a particular business venture	l. Reasons for choosing particular organizational structures	• Class Discussion	(5)		
WEEK 29		10. Examples of organisational structures are provided for own context	m. Examples of organisational structures for a particular context	• Assignment	(5)		
Week 30:	Revision and Formal Assessment Chapter 3						
Chapter 4	Maintain an existing information system in a business environment						
WEEK 31	Store information using an existing storage system	1.1 Paper based documentation is classified, sorted and recorded according to established requirements	a. Classify, sort and record paper based documentation according to established requirements	Assessment Task 4.1 Within a simulated environment: i. Practical task	(5)		

		1.2 Information is stored in the correct location and sequence and the learner understands the effect that misfiled documentation has on an organisation	b. Store information in the correct location and sequence c. Discuss the effect that misfiled documentation has on an organisation	ii. Practical task • Class test iii. Practical task			
		1.3 Documents are stored in a manner that ensures that they are undamaged, safe and accessible when required 1.4 Information is classified and cross-referenced accurately.	d. Store specific documents in a manner that ensures that they are undamaged, safe and accessible when required e. Discuss the method of classification and cross-referencing	iv. Based on students' own simulated environment experience v. Practical task in simulated environment			
			f. Classify and cross-reference information accurately				
		1.5 Classification uncertainties are referred to an appropriate authority	g. Refer classification uncertainties to an appropriate authority	vi. Practical / Observation Facilitator to provide checklist to determine criteria			
		1.6 The method of classification and cross-referencing is understood and the problems that result from unconventional classification and cross-	h. Explain, in a familiar context, the problems that result from unconventional classification and cross-referencing	vii. To be answered according to students' own experience			

		referencing are explained in a familiar context 1.7 The process for locating information is current, accurate and in a prescribed format according to the organisation's procedures for archiving.	i. Describe an organisation's procedures for archiving to ensure that information located is current and accurate	viii. Based on simulated environment or students' own experience			
WEEK 32		1.8 The learner understands the implications for productivity when an item cannot be located 1.9 Filing documentation is sourced and gathered. 1.10 Electronic file is created and labelled according to requirements 1.11 Electronic documentation is filed according to organisational requirements 1.12 Filing is completed within organisational time frames and standards 1.13 Classification uncertainties are referred to an	j. Discuss the implications for productivity when an item cannot be located k. Source and gather filing documentation for a specific reason l. Create and label electronic file according to specific requirements m. File electronic documentation according to organisational requirements n. Complete filing within organisational time frames and standards o. Refer classification	• Class test ix. Practical task within simulated environment x. Practical task within simulated environment xi. Practical task within simulated environment xii. Practical task xiii. Observation - Facilitator to provide checklist against which criteria are to be	(5)		

		appropriate authority	uncertainties to an appropriate authority	measured			
				xiv. Observation			
		1.14 All materials are classified, sorted and stored without damage in safe and secure manner	p. Classify, sort and store all materials without damage in a safe and secure manner				
WEEK 33	Retrieve information from an existing storage system	2.1 Required information is promptly located, obtained, copied and dispatched to the correct person or location	a. Identify the steps to be taken, to locate, obtain, copy and despatch required information to the correct person or location	• Class Test	(5)		
			b. Locate, obtain, copy and despatch required information promptly, to the correct person or location	xv. Observation against checklist			
		2.2 Delays in the supply of information are communicated and the reason for delay is explained politely	c. Identify possible reasons for the delay in the supply of information	• Class test			
				xvi. Oral /Observation Written task: memo / fax			
			d. Communicate and explain the reasons for delay in communication, politely, in a given context				
WEEK 34		2.3 Information retrieved is correctly recorded in order to track all files	e. Describe the procedure to record retrieved information	• Class test	(5)		

			f. Explain why it is necessary to record retrieved information	• Class test			
			g. Retrieve and record specific information correctly	xvii. Practical task			
		2.4 Missing or overdue items are identified and correct procedures followed to locate them	h. List the procedures used to identify and locate missing or overdue items	• Class test			
			i. Locate missing or overdue items, following correct procedures	xviii. Practical task			
WEEK 35	Store valuable documentation and reference materials securely	3.1 The process for securing valuable items and for maintaining that security is known and followed meticulously	a. Describe the process within own organisation for securing valuable items	xix. Students' to describe processes of own organisation or simulated environment	(5)		
			b. Discuss the process used to maintain the security of valuable items and identify the person or persons responsible	xx. Based on structured environment			
			c. Identify valuable items within an organisation with reasons as to why they are considered valuable	• Class test			
				xxi. Practical exercise			
		3.2 Reasons for security procedures are explained	d. Meticulously follow the process to secure valuable items within own organisation	• Class test			

		with examples of the effects on an organisation when there is a breach of security	e. List the reasons for security procedures with regard to valuable items within an organisation f. Provide examples of the effects on an organisation when there is a breach of security	• Class test			
WEEK 36		3.3 Security risks are identified and corrected within own area of authority 3.4 Violations of security are recognized and reported following the familiar and established procedures	a. Identify security risks within an area of authority b. Discuss the procedures to be followed to correct security risks within an area of authority c. Correct security risks within an area of authority d. Identify violations of security e. Report violations of security, following the familiar and established procedures	xxii. Practical task based on structured environment xxiii. Practical task based on structured environment, using specific examples xxiv. Practical exercise • Class test xxv. Practical task based on structured environment. Facilitator to provide checklist	(5)		
WEEK 37	Establish a recordkeeping	4.1 The records necessary for an identified project	a. Identify the records necessary for an	Assessment Task 4.2	(5)		

		are identified	identified project	i. Practical exercise within a simulated environment			
	system to store records for new projects						
			b. Set up a recordkeeping system to store the relevant records for the identified project	ii. Practical Task			
		4.2 A recordkeeping system is set up to store the relevant records for the identified project					
			c. Retrieve specific records as requested	iii. Practical task			
		4.3 Records are retrieved upon request					
WEEK 38	Maintain and update a recordkeeping system	5.1 The records within a record-keeping system are updated	Update the records within a record-keeping system, for a specific timeframe, in a given department	iv. Practical task	(5)		

Week 39: Revision Chapter 1 - 4

Week 40: Revision and Formal Assessment Chapter 1 - 4