**LEARNNER SUMMATIVE ASSESSMENT GUIDE AND PoE**

**67465 National Certificate:**

**Business Administration Services**

**Level 3**

Unit Standard 13934 Level 3 Credits 4

Plan and prepare meeting communications

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## Contact Details

|  |  |
| --- | --- |
| **Unit Standard:** |  |
| **Course:** | Business Administration Level 3 Business Administration 1 to 6 |
| Assessor Details |
| **Name** |  |
| **Branch** |  | **Registration No:** |  |
| **Contact Details** | **email:** |  |
| **Phone:** |  | **Fax:** |  |
| Moderator Details |
| **Name** |  |
| **Branch** |  |
| **Contact Details** | **email:** |  | **Registration No:** |  |
| **Phone:** |  | **Fax:** |  |
| Candidate Details |
| **Surname** |  | **Name** |  |
| **College** |  | **ID No** |  |
| **Branch** |  |
| **Contact Details** | **Email:** |  |
| **Phone:** |  | **Fax:** |  |

## Competence

Congratulations on completing the programs. We sincerely hope you enjoyed the programme and that the learning experience was enriching.

The fact that you have attended training, however, is not sufficient evidence of your competence for us to award you a certificate and the credits attached to this programme. You are required to undergo assessment in order to prove your competence to achieve credits leading to a national qualification.

#### Being Declared Competent Entails:

Competence is the ability to perform whole work roles, to the standards expected in employment, in a real working environment.

There are three levels of competence:

* **Foundational competence**: an understanding of what you do and why
* **Practical competence**: the ability to perform a set of tasks in an authentic context
* **Reflexive competence**: the ability to adapt to changed circumstances appropriately and responsibly, and to explain the reason behind the action

To receive a certificate of competence and be awarded credits, you are required to provide evidence of your competence by compiling a portfolio of evidence, which will be assessed by a SETA accredited assessor.

#### You Have to Submit a Portfolio of Evidence

A portfolio of evidence is a structured collection of evidence that reflects your efforts, progress and achievement in a specific learning area, and demonstrates your competence.

#### The Assessment of Your Competence

Assessment of competence is a process of making judgments about an individual's competence through matching evidence collected to the appropriate national standards. The evidence in your portfolio should closely reflect the outcomes and assessment criteria of the unit standards of the learning programme for which you are being assessed. To determine a candidate’s knowledge and ability to apply the skills before and during the learning programme, formative assessments are done to determine the learner’s progress towards full competence. This normally guides the learner towards a successful summative (final) assessment to which the assessor and the candidate only agree when they both feel the candidate is ready.

Should it happen that a candidate is deemed not yet competent upon a summative assessment, that candidate will be allowed to be re-assessed. The candidate can, however, only be allowed two reassessments. When learners have to undergo re-assessment, the following conditions will apply:

* Specific feedback will be given so that candidates can concentrate on only those areas in which they were assessed as not yet competent
* Re-assessment will take place in the same situation or context and under the same conditions as the original assessment
* Only the specific outcomes that were not achieved will be re-assessed

Candidates who are repeatedly unsuccessful will be given guidance on other possible and more suitable learning avenues. In order for your assessor to assess your competence, your portfolio should provide evidence of both your knowledge and skills, and of how you applied your knowledge and skills in a variety of contexts. This Candidate’s Assessment Portfolio directs you in the activities that need to be completed so that your competence can be assessed and so that you can be awarded the credits attached to the programme.

#### Appeals & Disputes

The candidate has the right to appeal against assessment decision or practice they regard as unfair. An Appeals and Disputes procedure is in place and communicated to all assessment candidates in order for them to appeal on the basis of:

* Unfair assessment
* Invalid assessment
* Unreliable assessment
* Unethical practices
* Inadequate expertise and experience of the assessor

Appeals have to be lodged in writing (Candidate Appeal Form) & submitted to Training provider internal moderator within 48 hours, following the assessment in question. The moderator will consider the appeal & make a decision regarding the granting of a re-assessment. The learner will be informed about the appeal-outcome within 3 days of lodging the appeal. Should the learner not be satisfied with the internal appeal outcome, the learner will be advised of the rights to refer the matter to the SETA ETQA.

## Assessment Process Flow

**Assessment Activities conducted per the Assessment Plan**

**Assessment Plan agreed by candidate & completed by the assessors before the actual assessment**

**CANDIDATE**

**Detailed Assessor Report compiled & forwarded for Moderation**

**ASSESSMENT**

**Assessment Guide submitted to Training provider as per Assessment Plan**

**Feedback Report Completed by Assessor & individual feedback given to candidate**

**Appeal form completed by the candidate in event of dispute**

**Record of Learning Updated**

**Assessment Results Moderated**

**Action Plan completed by Assessor**

**All records & evidence filed**

**SETA**

**Completed Assessor report/Moderator report/Record of Learning forwarded to SETA**

**Approval and Certification obtained from SETA**

**SETA to register on National Learner Database**

**Certificate of Competencies issued to successful candidates**

# ASSESSMENT STRATEGY

Exit level outcome: Participate in meetings and process documents and communications related thereto

These assessment exercises will cover the unit standards for exit level outcome **Participate in meetings and process documents and communications related thereto** in order to achieve a competency certificate. The purpose of the assessment process is to gather enough evidence to prove that the exit level outcomes were achieved.

Competency will be assessed through a knowledge questionnaire as well as workplace activities and assignments recorded in POE. Assessment evidence should be sufficient to prove that the candidate is capable in all required tasks set by the unit standards and a competency judgement will be made regarding the exit level outcome. Principles of fairness, validity, practicability, reliability and consistency will be adhered to throughout.

|  |  |  |  |
| --- | --- | --- | --- |
| **Qualification** | National Certificate: Business Administration Services  | **Unit Standard Codes** | 13934 |
| **Level** | Level 3  | Credits  | 4 |
| **Purpose of Assessment**  | The purpose of this assessment is to achieve the first step into applying the acquired skills and knowledge in the workplace |
| **Assessment Procedures** | * An integrated assessment approach will be followed to allow for practical and theoretical components. The entails the assessment of a number of unit standards, outcomes and criteria together in one assessment activity
* Candidates are not only assessed against specific outcomes, but also on critical outcomes, attitudes and values
* A summative competence judgment will be made on the basis of all assessment evidence produced, that proves that the candidate can be consistently judged as competent against the outcomes of the unit standards and the qualification as a whole.
* Candidates take responsibility for their own assessment and should notify the assessor when they are ready for assessment
* Candidates will receive feedback after the summative assessment, which will be discussed after all assessments have been completed
* All assessments will be reviewed to ensure that assessment practices are valid, fair, transparent, consistent and current
* An Internal/External moderator will moderate assessment practices
* The SETA will also conduct external moderation
 |
| **Context of Assessment** | Assessment Method | Assessment Conditions | Who will conduct assessment | Assessment results and feedback |
| Questionnaires projects | Input based assessments | Assessor | Immediate |

## Record Of Learning

National Certificate Business Administration Services

SAQA ID 67465

**Level 4 Credits 120**

**Exit level outcome: Participate in meetings and process documents and communications related thereto**

|  |  |  |
| --- | --- | --- |
| Candidate's Name:  | ID No |  |
| Assessor's Name: | Ass. Reg. No |  |
| Moderator's Name:  | Mod. Reg. No |  |
| Date: |  |
| UNIT STANDARD | NQF LEVEL  | CREDITS | DATE OF COMPLETION | SIGNATURE OF ASSESSOR | SIGNATURE OF MODERATOR |
| 13934 | 3 | 4 |  |  |  |

# UNIT STANDARD 13934

#### Unit Standard Title

Plan and prepare meeting communications

#### NQF Level

3

#### Credits

4

#### Specific Outcomes

**Specific Outcome 1:** Demonstrate an understanding of the agenda of meetings

**Assessment Criteria**

* The advantages of a well-constructed agenda are explained
* Matters on agenda appear in a logical and systematical order
* Sources of agenda matters are identified and explained
* An agenda is produced in the required format and time frame

**Specific Outcome 2**: Explain the purpose and objective of minutes of meetings

**Assessment Criteria**

* Types of minutes are identified and explained
* The importance of accurate recording and producing of minutes is explained
* The distribution list is described
* Methods of distributing minutes is explained
* The reasons for distributing minutes promptly is explained

**Specific Outcome 3**: Take minutes of meetings

**Assessment Criteria**

* Resources required for minute taking are identified, listed and explained
* Items to be included in minutes of meeting are listed and explained
* Attendees to meeting are identified
* The characteristics of good minutes are identified and explained
* Minutes are concise and accurate and reflect proceedings
* Minutes are produced and distributed in required format and time frame

#### Critical Cross-Field Outcomes

* Identify and solve problems pertaining to taking of minutes
* Work effectively with others in the preparing of the meeting agenda.
* Organise oneself and one’s activities in order to have an organised agenda and for the preparation of minute taking
* Collect, analyse, organise and critically evaluate information during the meeting in order to write concise and accurate minutes
* Communicate effectively with all stakeholders of the meeting.
* Understand the world as a set of related systems understanding the consequences of poor minutes.

## Assessment Preparation

### Preparing The Candidate

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of Candidate** |  | **Date** |  |
| **Time** |  |
| **Name of Assessor** |  | **Venue** |  |
| **How to prepare the candidate** | **Document Requirements** | **Agree (tick)** | **Action Required** |
| Explain to the candidate why your are meeting and the purpose of the assessment | NQF Framework Assessment process |  |  |
| Discuss the assessment plan in detail | Assessment strategy |  |  |
| Explain assessment process, show assessment instruments to candidate and describe assessment conditions | Assessment instruments |  |  |
| Identify the role-players during assessment | AssessorsModerator |  |  |
| Describe the evidence required to be declared competent | Examples of evidence |  |  |
| Explain how evidence will be judged |  |  |  |
| Explain to the candidate how to prepare: Give candidate summative task description | Summative task description |  |  |
| Confirm with the candidate what he/she should bring to the assessment | Detailed briefing on exact requirements to be given to candidate |  |  |
| Ensure that candidate understands the procedures of all assessment practices | Appeals procedureModeration procedureAssessment policy |  |  |
| Ask the candidate if he/she foresees any problems or identify any special needs | List needs |  |  |
| Check with candidate that he/she clearly understands the assessment procedure |  |  |  |
| **Comments or questions:** |
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### Assessor’s declaration:

I hereby declare that I have prepared the candidate for assessment, the candidate was consulted and all stakeholders have been informed and the workplace is prepared to ensure valid and fair assessment.

|  |  |
| --- | --- |
| Assessor Name | Signature |
|  |  |

## Agreed Assessment Plan

|  |  |
| --- | --- |
| **Candidate's Name:**  |  |
| **Assessor's Name:** |  |
| **Unit Standard Title:**  | 13934 Plan and prepare meeting communications |
| **Special Assessment Requirements** |  |
| **Event** | **Date, time and location** | Resources required | **Evidence to be generated** |
| Attend Training |  | Training material, Facilitator | Attendance Register |
| Complete assessments |  | Assessments | Completed Assessments |
| Complete Portfolio of Evidence |  | Portfolio of Evidence guide | Completed Portfolio of Evidence |
| Submit Portfolio of Evidence to training provider |  |  | Acknowledgement of receipt from training provider |
| **Assessor roles and responsibility** |
| **Roles** | * Assessor
* Guide
* Feedback Agent
* Reviewer
 |
| **Responsibilities** | * Consult candidate re assessment, assessment process and plan
* Agree assessment process and plan with candidate
* Forward documentation to candidate: plan, guide and assessment instruments
* Assess candidate with the use of different instruments
* Provide feedback on assessment findings
* Support candidate through assessment process
* Source feedback from candidate on assessment process
* Review assessment process and outcome
* Use assessment process as opportunity to transform assessment activities and outcomes
 |

|  |
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| **Candidate roles and responsibility** |
| **Roles** | * Candidate
* Feedback agent
* Reviewer
 |
| **Responsibilities** | * Be available for assessment
* Be actively involved in the consultative process
* Learn from the assessment process
* Provide feedback to the assessor in terms of the assessment as learning activity
* Provide feedback to the assessor on the efficacy of the assessment process
* Review own role and assessor role in the assessment process
 |
| **Assessment Instruments** | * Portfolio of evidence
* Project
* Questioning
 |
| **Assessment Process** |
| **Step** | **Date** |
| * Evaluation of POE addressing Essential Embedded Knowledge in unit standards
* Evaluation of Research Projects and other evidence address specific unit standards
* Consultation: assessment plan and assessment activities and instruments. Pre-assessment moderation and interviews conducted at this stage
* Observation: feedback on assessment against specific outcomes, critical outcomes and constructs in unit standards
* Feedback: to candidate regarding sufficiency of evidence and possible interview to gain supplementary evidence
* Feedback to candidate regarding assessment findings as well as review process
 |  |
| **Feedback** | Written feedback to be given to all stakeholders at the end of the assessment process, as well as verbal feedback to the candidate during assessment activities |
| **Recording Process** | Process and findings to be recorded and submitted for record keeping purposes as well as moderation and verification |
| **Review Process** | The review process is the responsibility of the assessor and the candidate. Joint reviewing will take place after feedback has been given to the candidate |
| **Right to appeal** | The candidate must be advised of the right to appeal |
| **Accessibility and safety of environment** | **Step** | **Date** |
| Site inspection conductedPre-assessment moderation conducted |  |
| **Resources Required** | * Assignments
* POE
* Assessments
 |
| I confirm that:* I have been consulted on and have agreed to the training and assessment process as detailed in the assessment guide
* I have been advised of my right to appeal against any assessment that is unfair, unreliable, invalid or impracticable
* I have read and understood the appeal procedure
* I know that assessments may be moderated or verified by an external party
* The purpose of the assessment has been clearly explained to me
* The criteria have been discussed with me, and I know I will be assessed against these criteria
* I know when and where I will be assessed, and I was given fair notice
* I know how the assessment will be done, and any other requirements related to the assessment
* I am ready to be assessed

**Signed: Date:**  |
| **Overall Assessment Decision** | Competent | Not yet competent |
| **Candidate’s Signature** |  | **Date** |  |
| **Assessor’s Signature** |  | **Date** |  |
| **Moderator’s Signature** |  | **Date** |  |

## Knowledge Questionnaire

**Unit Standard 13934 Plan and prepare meeting communications**

**Specific Outcome 1: Demonstrate an understanding of the agenda of meetings**

**Explain the advantages of a well-constructed agenda**

1. Describe the advantage of a well-constructed agenda (1)

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**Sources of agenda matters are identified and explained**

1. List at least two things you can refer to when drawing up an agenda. (2)

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**Specific Outcome 2: Explain the purpose and objective of minutes of meetings**

**Identify and explain the types of minutes**

1. In the training programme, you learnt about four types of minutes. Name them and then explain each one. (8)

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**Explain the importance of accurate recording and producing of minutes**

1. Explain why it is important to record and produce accurate minutes of meetings. List three reasons. (3)

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|  |

**The distribution list is described**

1. Describe one purpose of the distribution list. (1)

|  |
| --- |
|  |

**The reasons for distributing minutes promptly is explained**

1. Why should minutes be distributed promptly? List at least two reasons, (2)

|  |
| --- |
|  |

**Methods of distributing minutes is explained**

1. List three methods of distributing minutes. (3)

|  |
| --- |
|  |

**Specific Outcome 3: Take minutes of meetings**

**Identify and explain the characteristics of good minutes**

1. Identify and explain the characteristics of good minutes with specific reference to style (1), Apologies for absence (2) layout (4) and who must sign the minutes (1)

**TOTAL 28**