**LEARNER SUMMATIVE ASSESSMENT GUIDE AND PoE**

**67465 National Certificate:**

**Business Administration Services**

**Level 3**

**Module 5 Administration Skills**

Unit Standard 7796 Level 3 Credits 1

Maintain a secure working environment

# TABLE OF CONTENTS

[TABLE OF CONTENTS 2](#_Toc83643714)

[Contact Details 2](#_Toc83643715)

[Competence 3](#_Toc83643716)

[Assessment Process Flow 4](#_Toc83643717)

[ASSESSMENT STRATEGY 6](#_Toc83643718)

[Exit level outcomes: Function in a team and overall business environment and Set personal goals 6](#_Toc83643719)

[Record Of Learning 7](#_Toc83643720)

[UNIT STANDARD 7796 8](#_Toc83643721)

[Assessment Preparation 10](#_Toc83643722)

[Preparing The Candidate 10](#_Toc83643723)

[Agreed Assessment Plan 12](#_Toc83643724)

[7796 Knowledge Questionnaire 15](#_Toc83643725)

## 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 employmentThere 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.

 ZXXXer

## 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 outcomes: Function in a team and overall business environment and Set personal goals

These assessment exercises will cover the unit standards for exit level outcomes **Function in a team and overall business environment and Set personal goals** 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 Module 5 | **Unit Standard Codes** | 7796 |
| **Level** | Level 3  | Credits  | 18 |
| **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
* Research assessments
 | Input based assessments | Assessor | Immediate |

## Record Of Learning

National Certificate Business Administration Services

SAQA ID 67465

**Level 4 Credits 120**

**Exit level outcomes: Function in a team and overall business environment and Set personal goals**

|  |  |  |
| --- | --- | --- |
| 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 |
| 7796 | 3 | 1 |  |  |  |

# UNIT STANDARD 7796

#### Unit Standard Title

Maintain a secure working environment

#### NQF Level

3

#### Credits

1

#### Specific Outcomes

Upon successful completion of this course, you have to demonstrate knowledge and understanding of the following **specific outcomes:**

Specific Outcome 1: Describe national/ provincial/ company procedures to maintain a secure working environment

Specific Outcome 2: Explain how to maintain a high level of security for staff and customers

Specific Outcome 3: Describe security procedures to avoid and/or handle violent situations

Specific Outcome 4: Explain the importance of securing unauthorised areas from customer access

Specific Outcome 5: Given a violent situation, identify the perpetrators

Specific Outcome 6: Report suspicious items following the correct procedure

Specific Outcome 7: Demarcate customer and staff areas separately and secure against unauthorised access

Specific Outcome 8: Secure storage areas against unauthorised access and give reasons for doing this

Specific Outcome 9: Describe the way in which performance would be adapted

#### Assessment Requirements

**Assessment Criteria applicable to all unit standards:**

* Arrange or create an environment in which the learner can be fairly assessed against the outcomes. This unit standard must be assessed in the workplace or in a realistic working environment
* Evaluate the learner’s ability to meet the outcomes consistently. Assess this unit by a combination of observation, simulation and questioning. Violent situations and suspicious parcels must be assessed by simulation. Question the learner on violent situations. · Question the learner on securing different areas.
* Provide specific feedback to the learner on assessments and the learner’s ability to meet the outcomes
* Complete the declaration of competence and inform the appropriate ETQA once the learner has demonstrated the ability to meet all the outcomes
* Counsel the learner on future assessments, necessary learning and further qualifications.

#### Critical Cross-Field Outcomes

Unit Standard CCFO Contributing: Personal Development: participate as a responsible citizen:

* Describe national/ provincial/ company procedures to maintain a secure working environment.
* Describe security procedures to avoid and/or handle violent situations.
* Given a violent situation, identify the perpetrators and use the correct procedure for reporting and display appropriate conduct.
* Report suspicious items following the correct procedure

## 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:** |
|  |
|  |
|  |
|  |

#### 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:**  | 7796 Maintain a secure working environment |
| **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
 |

|  |
| --- |
| **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 conducted
* Pre-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 |  |

## 7796 Knowledge Questionnaire

Specific Outcome 5: Given a violent situation, identify the perpetrators

1. Describe the person who alerted you of the fire drill: (8)
	1. What is he/she wearing? (1)
	2. How tall is he/she? (1)
	3. Does he/she have any distinguishing features? (1)
	4. How old do you think he/she is? (1)
	5. What does his/her voice sound like? Can you determine whether his/her mother tongue is Zulu or Xhosa or Sotho, English or Afrikaans or any other language? (1)
	6. What is the colour of his/her hair? (1)
	7. What is the colour of his/her eyes? (1)
	8. Is he/she wearing glasses? (1)

|  |
| --- |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

**Specific Outcome 1:** Describe national/ provincial/ company procedures to maintain a secure working environment

|  |
| --- |
|  |
| 1. When would you call the police? (1)
 |
|  |
| 1. In your own words, describe what the role of the police is in ensuring the safety of the community (3)
 |
|  |
|  |
|  |
| 1. What role do private security companies play in ensuring the safety of the community? (3)
 |
|  |
|  |
|  |
| 1. With which organisation must all private security officers be registered? (1)
 |
|  |
|  |
| **Specific Outcome 2**: Explain how to maintain a high level of security for staff and customers |
|  |
| 1. Why should an evacuation procedure be strictly adhered to? (2)
 |
|  |
| 1. Describe a good access control system. (5)
 |
|  |
|  |
|  |
|  |
|  |
| 1. Describe the process of crime prevention. (3)
 |
|  |
|  |
|  |

**Specific Outcome 3**: Describe security procedures to avoid and/or handle violent situations

|  |
| --- |
| 1. List the general points when confronted by a violent situation. (6)
 |
|  |
|  |
|  |
|  |
|  |

**Specific Outcome 4:** Explain the importance of securing unauthorised areas from customer access

|  |
| --- |
| 1. Why should customers not have access to areas other than those demarcated for customers? (1)
 |
|  |
| 1. Why are all employees not allowed access to all areas of the workplace? (1)
 |
|  |
|  |
|  |
|  |

**Specific Outcome 6:** Report suspicious items following the correct procedure

|  |
| --- |
| 1. List the accepted procedure to follow in the event of a suspicious item being found. (10)
 |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
|  |
| 1. Why should nobody touch the item? (1)
 |
|  |
|  |

**Specific Outcome 7:** Demarcate customer and staff areas separately and secure against unauthorised access

|  |
| --- |
| 1. Describe the demarcation of customer and staff areas in a bank. (4)
 |
|  |
|  |
|  |
|  |

**Specific Outcome 8:** Secure storage areas against unauthorised access and give reasons for doing this

|  |
| --- |
| 1. Describe the general guidelines regarding the securing of storage areas. (7)
 |
|  |
|  |
|  |
|  |
|  |
|  |
|  |

**Specific Outcome 9:** Describe the way in which performance would be adapted

|  |
| --- |
| 1. Why do you think it will be necessary to adapt your work performance when you go and work in a different province or country? (2)
 |
|  |
|  |
|  |
|  |

**TOTAL: 58**