242824 Practical Workplace Logbook

Attach the completed workplace logbook and workbook behind this page

**Acknowledgment of Receipt**

I \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Learner) acknowledge receipt of my Workplace assignment workbook on this the \_\_\_\_\_\_\_\_\_\_ day of \_\_\_\_\_\_\_\_\_\_\_\_ 200 \_\_\_

The process of on-the-job training has been explained to me.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Learner

Name of Facilitator/Mentor/Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature of Facilitator/Mentor/Supervisor

**Indirect Evidence**

Indirect Evidence is evidence produced about the learner from another source. This is usually in the form of reports of third party sources, i.e. sources other than the assessor.

Indirect evidence can be used to verify the authenticity of other forms of evidence. In addition, it may be necessary to corroborate these forms of evidence. Please note that this evidence may not be older than 3 years.

Sources of indirect evidence include:

* Team outputs
* Work completed at an earlier stage
* Performance appraisals
* Training records
* Testimonials
* Reviews and commendations
* Certificates and qualifications
* Medals, prizes and trophies
* Customer / client ratings

Please attach any indirect evidence you may have on the required outcomes within the PoE behind this page.

**Declaration Of Authenticity Of Evidence**

|  |  |
| --- | --- |
| I (Initials and Surname) | |
| ID No: | |
| declare/certify that the learning activities completed in the Learner Activity Workbook in its entirety is my own original and authentic work (interpreter declaration to be completed where necessary) I acknowledge that should it come to the attention/reported to the Training Provider/ SETA or relevant authorities, and there is sufficient evidence to prove that there is an irregularity regarding the authenticity of this submission the necessary steps will be taken against me which can result in one or more of the following decisions being taken: | |
| * A criminal case being opened, * Learner achievement certificate cancelled, withdrawn * Non processing of Learner Achievement submissions to the SETA pending the outcome of an investigation * De-registration as an Assessor/Moderator (where unauthorised assistance is provided by the Assessor/Facilitator) * Investigation into the accreditation status of the Training Provider if there is an irregularity on the part of the Training Provider | |
| I know and understand the contents of this declaration: I have no objection to signing the prescribed declaration. The declaration was also explained to me by the Training Provider/Facilitator | |
| Signature of Learner: | Date |
| Signature of Facilitator/Assessor: | Date |

**Evidence Locator and sign off**

| Evidence required  (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment)U/S 242824 | Sources of evidence  (where/how the assessor can find the evidence) |  | | **Assessor’s comments in support of judgement**  **(where required)** | |
| --- | --- | --- | --- | --- | --- |
| **✓** | **X** |  |
| SO1, AC1  Various definitions of leadership are identified and explained with examples. At least four definitions are provided | Questionnaire 1-2 |  |  |  |
| SO1, AC2  The roles and qualities of a leader are explained, using examples | Questionnaire 3-4, 7-8, 19-20 |  |  |  |
| SO2, AC1  The concepts of Leadership and management are differentiated, using examples | Questionnaire 5-6  Assessment 3 |  |  |  |
| SO2, AC2  The circumstances when a team leader manages and leads are explained with examples from the work context | Assessment 3 |  |  |  |
| SO3, AC1  At least four examples should be explained, including, but not limited to, trait leadership, leadership based on behaviour styles, servant leadership, transformational leadership, and visionary leadership should be analysed | Questionnaire 9-18  Assessment 3 |  |  |  |
| SO3, AC2  Various theories of leadership are identified according to theory and practice | Assessment 2 -3 |  |  |  |
| SO3 AC 3  The leadership approach of the team is diagnosed according to individual needs and organisational requirements | Assessment 2.1-2.2, 3 |  |  |  |
| SO3 AC4  Leadership techniques are implemented in order to improve group dynamics and achieve objectives | Questionnaire 6  Assessment 2.3 – 2.4  Role play |  |  |  |
| SO4 AC1  The impact of leadership techniques is measured against organisational requirements | Assessment 2.4 |  |  |  |
| SO4 AC2  The effectiveness of the techniques is evaluated against theory and practice | Assessment 2.4 |  |  |  |
| SO4 AC3  Corrective actions are taken, where appropriate, to improve the effectiveness of the individual or team | Assessment 2.5 |  |  |  |
| EEK  N/A |  |  |  |  |
| CCFO  Identify and solve problems using critical and creative thinking processes to diagnose which leadership theories are appropriate to own work context | Assessment 2.1-2.2, 3 |  |  |  |
| Work effectively with others as a member of a team, group, organisation or community to determine leadership approach within own context | Assessment 2.1-2.2, 3 |  |  |  |
| Organise and manage oneself and one's activities responsibly and effectively in order to ensure effective leadership | Questionnaire 5-6  Assessment 3 |  |  |  |
| Collect, analyse, organise and critically evaluate information in order to apply leadership techniques within own work context | Questionnaire 6  Assessment 2.3 – 2.4  Role play |  |  |  |

Record Of Learning

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 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 |
| 242824 | 4 | 12 |  | |  | |  |

**ASSESSMENT REVIEW**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| NAME of LEARNER | | | | | | | NAME of ASSESSOR | | | |
|  | | | | | | |  | | | |
| VENUE | | | | | | | DATE of REVIEW | | | |
| UNIT STANDARD | | 242824 Apply leadership concepts in a work context | | | | | | | | |
| Review Dimension | | | | ASSESSOR | LEARNER/  CANDIDATE | | | | ACTION | |
| The principles/criteria for good assessment were achieved. | | | | Agree  Disagree | Agree  Disagree | | | |  | |
| The assessment related to the registered unit standard. | | | | Agree  Disagree | Agree  Disagree | | | |  | |
| The assessment was practical. | | | | Agree  Disagree | Agree  Disagree | | | |  | |
| It was time efficient and cost-effective and did not interfere with my normal responsibilities. | | | | Agree  Disagree | Agree  Disagree | | | |  | |
| The assessment instruments were fair, clear and understandable. | | | | Agree  Disagree | Agree  Disagree | | | |  | |
| The assessment judgements were made against set requirements. | | | | Agree  Disagree | Agree  Disagree | | | |  | |
| The venue and equipment was functional. | | | | Agree  Disagree | Agree  Disagree | | | |  | |
| Special needs were identified and the assessment plan was adjusted. | | | | Agree  Disagree | Agree  Disagree | | | |  | |
| Feedback was constructive against the evidence required. | | | | Agree  Disagree | Agree  Disagree | | | |  | |
| An opportunity to appeal was given. | | | | Agree  Disagree | Agree  Disagree | | | |  | |
| The evidence was recorded. | | | | Agree  Disagree | Agree  Disagree | | | |  | |
| LEARNER’S DECLARATION OF UNDERSTANDING | | | | | | | | | | |
| I am aware of the moderation process and understand that the moderator could declare the assessment decision invalid. | | | | | | | | | | |
|  | | |  | | | | |  | | |
| Learner | Date | | Assessor | | | Date | | Moderator | | Date |

**Assessor Review**

Assessors must review the assessment process by completing this document. Please attach any additional information if required.

|  |  |  |  |
| --- | --- | --- | --- |
| **Evaluation Criteria** | | **YES** | **NO** |
| Was the assessment preparation adequate? | |  |  |
| Was the learner informed of the assessment and policies? | |  |  |
| Design/prepare the assessment tools & - documentation according to ETQA and company QMS correct? | |  |  |
| Integration into work or learning: Was the assessment as unobtrusive as possible? | |  |  |
| Was maximum use made of naturally occurring events & readily available evidence? | |  |  |
| Systematic Process: Was the assessment process properly planned & structured? | |  |  |
| Involvement of the learner: Was the learner involved throughout the assessment process? | |  |  |
| Did the learners contribute to the planning of assessment & the collection of evidence? | |  |  |
| Open: Did the learners understand the assessment process and the criteria, which apply? | |  |  |
| Environment: A supportive, non-threatening environment is created for assessment. | |  |  |
| Was the assessment Valid? | |  |  |
| Was the assessment Reliable? | |  |  |
| Was the assessment Consistent? | |  |  |
| Was the assessment Authentic? | |  |  |
| Was the assessment Sufficient? | |  |  |
| Was the assessment Current? | |  |  |
| Was the feedback given? | |  |  |
| Completed the result of the assessment according to the requirements of the organization and/or employer, as well as the relevant ETQA. | |  |  |
| Records & assessment instruments have to be kept for quality assurance purposes, as well as possible appeals. | |  |  |
| What did you as assessor do well? | | | |
| What did you as assessor not do well? | | | |
| Did you identify any weaknesses in the design of the assessment? If so, suggest improvements | | | |
| Quality of the unit standard: is it fit for the purpose it was designed for? If not, please make suggestions for improvements | | | |
| Additional comments | | | |
|  | | | |
|  | | | |
|  | | | |
|  |  | | |
| Assessor signature | Date | | |

**NB: Abbreviations C=Capable; NYC = Not yet capable**

**Candidate Feedback Report**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Candidate's Name** |  | | | | **ID No.** |  |
| **Assessor's Name** |  | | | | **Reg. No.** |  |
| **Unit Standard Title** | 242824 Apply leadership concepts in a work | | | | | |
| **ASSESSMENT DECISION** | | | | | | |
| Source of Evidence | | C | NYC | Comments | | |
| Assessments | |  |  |  | | |
| Product | |  |  |  | | |
| Indirect Evidence | |  |  |  | | |
| Overall Assessment Decision | |  | | | | |
| Additional Notes | |  | | | | |
| Date | |  | | | | |
|  | |  | | | | |
| Signature of Assessor | | Signature of Candidate | | | | |

**Candidate Appeal Form**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Candidate's Name: | | ID No. |  | |
| Assessor's Name: | | Reg. No. |  | |
| Unit Standard: 242824 Apply leadership concepts in a work | | | | |
| Date: | |  | | |
| SECTION 1 | |  | | |
| Candidate's reason for disagreeing with the assessment decision. |  | | | |
| Assessor's rationale for the assessment decision. |  | | | |
| Candidate's signature. |  | | | |
| Assessor's signature. |  | | | |
| **SECTION 2** | | | |
| Internal Moderator’s reconsidered decision and rationale |  | | |
| Internal Moderator's Signature |  | | |
| Advising Assessor’s Signature |  | | |
| Decision and rationale of the investigatory panel |  | | |
| Learner Declaration | The above decisions have been explained to me and I accept the assessment decision | | |
| Learner’s Signature |  | | |
| Date |  | | |

**Assessor's Report**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Candidate's Name |  | | | | ID No. |  |
| Assessor's Name |  | | | | Reg. No. |  |
| Unit Standard Title | 242824 Apply leadership concepts in a work | | | | | |
| **ASSESSMENT DECISION** | | | | | | |
| Specific Outcome | | C | NYC | Comments | | |
| Explain the concept of leadership | |  |  |  | | |
| Differentiate between the concepts of leadership and management | |  |  |  | | |
| Apply leadership techniques to individuals and teams within the work context | |  |  |  | | |
| Evaluate the impact of the leadership technique | |  |  |  | | |
| Overall Assessment Decision. | |  | | | | |
| Comments | |  | | | | |
| Date | |  | | | | |
|  | |  | | | | |
| Signature of Assessor | | Signature of Candidate | | | | |

**Moderator's Report**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Moderator's Name |  | | | Reg. No. | |  |
| Assessor's Name |  | | | Reg. No. | |  |
| Candidate's Name |  | | | ID No. | |  |
| Unit Standard Title | 242824 Apply leadership concepts in a work | | | | | |
| **MODERATION DECISION** | | | | | | |
| Specific Outcome | | C | NYC | | Comments | |
| Explain the concept of leadership | |  |  | |  | |
| Differentiate between the concepts of leadership and management | |  |  | |  | |
| Apply leadership techniques to individuals and teams within the work context | |  |  | |  | |
| Evaluate the impact of the leadership technique | |  |  | |  | |
| Overall Moderation Decision | |  | | | | |
| Feedback to Assessor | |  | | | | |
| Action Required | |  | | | | |
| Date of Moderation | |  | | | | |
| Signature of Moderator | |  | | | | |
| Signature of Assessor | |  | | | | |
| Signature of Candidate | |  | | | | |

MODERATION

**Moderation Of Assessments Must Be Planned In Order To:**

Identify the outcomes as per unit standards

Identify the evidence to be collected

Identify steps of a logical process

Design an appropriate assessment (criteria and tool)

Review success or adjustments to be made to the assessments

Provide appropriate feedback and set targets and action plans

**Pre-Assessment Moderation**

This occurs prior to assessment taking place and includes moderation of:

Assessor suitability/qualifications

Assessment guidelines which are explained to all assessors in bi-weekly meetings

Standardised assessment tools which are reviewed in assessor meetings

Guidelines for organising evidence (see Portfolio of Evidence guidelines)

Assessor/candidate appeals process

The assessor must consult with the moderator to ensure that the assessment instrument is valid, reliable and practicable. The moderation model will be the assessor moderator comparison, so as to ensure that the assessment instrument is fit for purpose and that the assessment plan is adequate in order to achieve the outcomes of the assessment process.

**Post Assessment Moderation**

Post-assessment moderation must take place at the end of the assessment process, once feedback has been given to the candidate.

Post-assessment moderation must check specifically that the evidence on which the decision of competence is based is valid, authentic, current and sufficient. Until post-assessment moderation has taken place, the assessment process is incomplete, as there is a chance that the moderator may disagree with the assessor regarding the decision reached in terms of competence.

Even so, the candidate needs to be cautioned that external moderation/verification needs to take place prior to candidate achievement being confirmed and recorded on the National Candidate Record Database.

The focus in post-assessment moderation is also to address continuous improvement of assessment activities and tools. The moderator needs to critically evaluate the review process and ensure that candidate consultation in the review process was both meaningful and constructive i.e. avoid simplistic yes/no questions which give little qualitative data.

25% of all assessment sampling across the board is moderated. The samples are representative of assessments conducted by each assessor and for each project

**WORKPLACE ASSIGNMENT WORKBOOK**

|  |  |
| --- | --- |
| NAME |  |
| CONTACT ADDRESS |  |
|  |
| Code |  |
| Telephone (H) |  |
| Telephone (W) |  |
| Cellular |  |
| Learner Number |  |
| Identity Number |  |
|  | |
| EMPLOYER |  |
| EMPLOYER CONTACT ADDRESS |  |
|  |
| Code |  |
| Supervisor Name |  |
| Supervisor Contact Address |  |
|  |
| Code |  |
| Telephone (H) |  |
| Telephone (W) |  |
| Cellular |  |

**Introduction to the Practical Workplace Logbook**

Congratulations completing the program. As part of your training you are required to keep a logbook of all practical on the job training and exposure you receive during the learning process.

You will now be assigned to a mentor who will oversee your off-site training, usually referred to as on-the-job training.

The mentor will assist and advise you on the practical aspects of the job, how to fit into the company, what is expected of you as an employee and as a future supervisor.

This Practical Workplace Logbook must be used as a guide to enable learners to achieve the specific outcomes, including the critical cross-field outcomes of the unit standard for this Learning Programme.

The purpose of the Logbook is to indicate to learners and their workplace coaches / mentors / assessors the practical skills to be developed and to be demonstrated by them in the workplace in order for them to meet the requirements of the specific outcomes and critical cross-field outcomes listed in the unit standard.

Learners must be able to prove their competence at the prescribed skills by being given the opportunity to participate in and perform the tasks / responsibilities that will expose them to the specific outcomes and critical cross-field outcomes and associated skills.

Workplace coaches / mentors / assessors must assess competence in the workplace by looking for evidence in a learner to perform the different tasks in a manner that meets the requirements of the unit standard.

Workplace coaches / mentors / assessor must also ensure that the workplace:

Is conducive to fair and objective assessments

Enables the learner to apply and demonstrate skill and knowledge

Allows the learners to feel comfortable to learn and to be assessed

Is supportive of the learning interventions

|  |  |
| --- | --- |
| **Organisation Name** |  |
| **Programme Coordinator** |  |
| **Coordinator Contact Details** |  |
| **Training Provider** |  |
| **Provider Role:**   * Manage delivery * Manage assessment * Manage full provision |  |
| **Programme Nature and Name**   * Qualification * Learnership * Learning Programme * Skills Programme |  |
| **Programme Duration (Notional Hours)** |  |
| **Workplace Component (Notional Hours)** |  |

| Criteria | Met | Not Yet Met |
| --- | --- | --- |
| The learner is familiar with all required workplace exposure for this learning programme, and has access to the logbook requirements |  |  |
| The employer / organisation is familiar with all required workplace exposure for this learning programme and has access to the logbook requirements |  |  |
| All required assessment instruments and resources are available in advance to the employer to carry out workplace assessments |  |  |

Responsibilities

**Responsibilities of the learner**

include:

One hundred percent commitment to the learning process. Learners are encouraged to study any additional source of information relevant to this learning process.

Doing all assignments contained in this logbook as well any tasks and assignments received from your mentor or supervisor to whom you have been assigned.

Although the mentor is responsible to sign off all sections completed, it is the learner’s responsibility to ensure that all paperwork is completed and handed in for filing on his/her record of learning. It should be clearly stated to learners that a 100% complete record of learning, as prescribed by this logbook, is their sole responsibility. Any document missing from the record may result in your not being declared competent.

Discuss any problems that you may have with your mentor.

**Mentor**

Congratulations on your appointment as a mentor to the learner. This is a very responsible assignment because you have been tasked with the responsibility of rounding off the learner’s practical exposure.

You must ensure that you are familiar with all aspects of the work covered in this logbook because you must keep a daily account of the learner’s performance.

You are also required to report to the skills development facilitator, or as agreed between yourself, the coordinator and the learner regarding the learner’s progress. Your responsibilities as mentor are as follows:

Attend the mentoring course

Study the logbook and acquaint yourself with its content and format

Remember this logbook is the learner’s full record of learning and workplace exposure. All activities which the learner participates in must be recorded, and all documents produced in relation to this learnership must form part of the record of learning

Get all the learners together and explain its purpose to them and also what is required of them

Remember the mentor is the creator of learning and exposure opportunities. You should therefore not confine the learner’s exposure to this logbook alone

Continuously guide them in doing the assignments and arranging the planned exposure with the relevant departments

File all duplicate records of learning on a file for each learner

Send all original records to the training provider at the end of end of each month. The Seta also requires that copies be held at the companies

This logbook need not be followed chronologically, but please note that the learner is required to work through the entire logbook by the end of the learning period

**Responsibilities of the Employer**

Creating an atmosphere conducive to learning

Giving learners ample access to the working environment. Remember that learners should be productive employees to get practical exposure to all aspects of the transport operation as required by the learnership

Ensure that learners, mentors and assessors attend all training required and arrange and pay travelling and accommodation costs

Ensure availability of sufficient mentors and workplace assessors

**Training Provider Responsibility**

Provide all practical learning material in electronic and/or hard copy, depending on the circumstances

Provide training for mentors and workplace assessors if required and provide the learning material

Visit employers to monitor progress and provide guidance and feedback.

Provide an online and telephonic support system to all mentors and learners

**Workplace Research Assessment**

**Integrated Assessment**

**Exit level outcome: Lead a team to work co-operatively to achieve objectives**

**Assessment criteria**

The principles of leadership are explained and applied within a work unit.

The organisation's objectives and Standard Operating Procedures (SOPs) are analysed in order to determine the direction of work units.

Knowledge of group dynamics is applied to build a team

**Critical Cross-Field Outcomes:**

The learner will be expected to demonstrate the ability to:

Work effectively with others as a member of a team, group, organisation or community to achieve work unit objectives.

Organise and manage oneself and one's activities responsibly and effectively to plan, lead, organise and control towards achievement of work unit objectives.

Collect, organise and critically evaluate information in order to measure performance.

**Activities**

This activity requires you to work with a fellow learner – work in pairs

Prepare a report about the following:

Your analysis of the objectives of your organisation and how the standard operating procedures assist work units to achieve these objectives

Make suggestions to improve these standard operating procedures so that teams and work units will be more effective

Discuss your manager/supervisor’s leadership style and how this affects the teamwork and morale

Prepare for a class discussion about applying group dynamics to build a team.

**If you are not employed, volunteer at your local church, community centre or sport centre**

Assessment 2: Research Project

For this project, you have to analyse the leadership approach that your team leader uses. If you are the team leader, you have to analyse your own approach. You will have to provide proof of your actions in the form of minutes of meetings, reports and business correspondence, e.g. memos or e-mails. Any other form of documentary evidence that supports your actions is also acceptable.

1. Describe the different needs of the team members in your team
2. Describe the needs of your organisation regarding the objectives of the team
3. What leadership technique do you think will be most suited to bring the needs of the team members in line with the goals of the organisation? You must also explain why you think this technique will be most effective
4. Apply this technique for at least 3 weeks and then report back about the success or not of implementing this technique:
   1. What impact did this technique have on the team and the needs of the organisation? Did the team members do the work the way it should be done? Did they do so happily and motivated? Did you meet deadlines and other indicators of organisational objectives, etc.?
   2. How effective did you find this leadership technique? Make a list of pros and cons – where did the technique serve you well and for which situations did it not work well, etc?
5. What would you do differently now? Explain why you think a different technique would have better results in certain circumstances. Give examples from the work place or life in general to support your decision.

Assessment 3: Case Studies

Select any South African leader that you admire and discuss the Trait Leadership theory as it applies to this leader. You have to explain the Trait Leadership theory and also identify which characteristics you think the leader has. Also make sure that you motivate your explanation. Is this person a good role-model? Motivate your answer.

**Reflective questions**

Reflect on the training you have attended and leadership in general.

What leadership style do you think your manager uses? Why do you think so? Is your manager a good role model? Motivate your answer. Discuss the different roles your manager plays while doing his job.

Which South African leader do you think is a visionary and an innovative leader? Motivate your answer by comparing the characteristics of a visionary and innovative leader to the characteristics your chosen leader exhibits. Is this person a good role-model? Motivate your answer by stating why you would like to be like this leader.

Assessment 4: Role Play

Make an appointment with your facilitator for this activity. You will be the manager/leader and the facilitator will be the employee. You have to explain the aspects of a specific job to the facilitator. You also have to explain how you will approach the employee for each of the phases.

Phase 1: Low relations and low task: If the team member exhibits…

* A low level of competence in the job or task
* Low confidence

What would you as team leader do? Use specific aspects of the work to explain what you would do.

Phase 2: high relations and high task: If the team member exhibits…

* Limited ability to perform task or assignment, but
* Willingness and motivation to try

Then the leader would…..

Phase Three: high relations and low task: If the team member exhibits

* a moderate to high level of competence in the job, but
* A variable degree of confidence in the job

Then the leader …..

Phase Four: Low relations and low task: If the follower exhibits….

* A high level competency in the job and
* A high level of commitment/ confidence/motivation

The leader would…

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Logbook** | | | | | | | |
| **Date** | | **Assignment No** | | **Start** | | **Finish** | **Total Hours** |
| *e.g.*  *12/9/2014* | | *1* | | *10:00* | | *14:00* | *4* |
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| Date | Learner signature | | Date | | Mentor/supervisor signature | | |
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