## 13935 Project

In your organisation or college or even at the workplace of a friend or family member, plan a research project of your choice. Some ideas could be: researching the computer system, the filing system, customer satisfaction, stationery ordering and supply system, information system, etc. as long as the research project is simple. Do not plan a complicated project that will take months to complete.

1. Consult with the stakeholders involved, such as the supervisor of the department, the employees and any other managers that have to be involved.
2. Establish the need for the research.
3. Define the purpose and the need for the research and confirm this in writing with all the stakeholders.
4. Determine the scope of the research with the stakeholders – where will the research start and where will it stop. Confirm this in writing with the stakeholders. (As an example, rather than researching the entire information system, select one element such as replying to customers’ queries in a specified time, and so on.)
5. Find out if there are any published works about the topic and consult these
6. Compile a list of five research methodologies and describe the suitability of each method for your research topic. Think of personal surveys, telephone surveys, mail surveys, e-mail surveys, in depth interviews with selected people, using the records of the organisation such as sales records, records of customer queries, etc.
7. Choose the methodology that you think will best suit your research project. Motivate your choice.
8. Draw up a research plan, giving the following details in the research plan:

* The purpose of the research
* The question or problem that has to be solved
* The expected outcome
* The methodology you choose
* The questionnaire you will use

1. Gather the data in accordance with the method you selected
2. Once you have gathered the data, collate (sort) the data
3. If it is necessary to change any part of your plan, make the changes and justify the changes in writing
4. Record the data in raw format
5. Compile a list of five data analysis techniques and describe the suitability of each for the data obtained and the research topic in question. Think of analysing the data demographically, sociologically, psychologically, according to product, using psychographics; will you use mean, median or mode and how you will present your data.
6. Select a particular analysis technique that is best suited for the data you collected and your research project.
7. Analyse the data using the technique that you chose
8. Make sure that you only present relevant findings
9. Prepare and present a report and recommendations based on the findings of your research. Remember to include the following:

* Define the purpose and need for the research
* The scope of the research
* Proof that you consulted with the stakeholders
* Your list of research methodologies and why you chose the one you used
* Your research plan
* The collated data
* The analysis of the data
* Your findings
* Discuss any published works relating to the topic
* Appropriate diagrams, graphs or charts that serve to illustrate and enhance understanding of the points you are making
* The effectiveness of the techniques you used in relation to your research project
* How useful you think the research was (2)
* Your recommendations
* A conclusion
* References

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| Logbook 13935 | | | | | | | |
| **Date** | **Assignment No** | | | **Start** | | **Finish** | **Total Hours** |
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| Date | | Candidate signature | Date | | Mentor/supervisor signature | | |

# ASSESSMENT REVIEW

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **NAME of LEARNER** | | | | | **NAME of ASSESSOR** | | | | | |
| **VENUE** | | | | | **DATE of REVIEW** | | | | | |
| **UNIT STANDARD** | | 13935 Plan and conduct basic research in an office environment | | | | | | | | |
| **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 was 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** |

## Candidate Feedback Report

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| --- | --- | --- | --- | --- | --- | --- |
| Candidate's Name |  | | | | ID No. |  |
| Assessor's Name |  | | | | Reg. No. |  |
| Unit Standard Title | 13935 Plan and conduct basic research in an office environment | | | | | |
| **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 Title: 13935 Plan and conduct basic research in an office environment | | | |
| 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** |  | | |
| Moderator's decision. |  | | |
| Moderator's signature. |  | | |

Please send this form to: The training provider

## Assessor's Report

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Candidate's Name |  | | | | | ID No. |  | |
| Assessor's Name |  | | | | | Reg. No. |  | |
| Unit Standard Title | 13935 Plan and conduct basic research in an office environment | | | | | | | |
| **ASSESSMENT DECISION** | | | | | | | | |
| Specific Outcome | | C | | NYC | Comments | | | |
| Plan a simple research project | |  | |  |  | | | |
| Gather and collate data relevant to the research question of problem | |  | |  |  | | | |
| Analyse the data obtained from the research | |  | |  |  | | | |
| Prepare and present a report and recommendations based on the findings of the research | |  | |  |  | | | |
| Evaluate the effectiveness and utility of the research | |  | |  |  | | | |
| Overall Assessment Decision. | | | | |  | | | |
| Comments | | | | |  | | | |
| Date | | | | |  | | | |
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| Signature of Assessor | | | Signature of Candidate | | | | |

## Moderator's Report

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Moderator's Name |  | | | | Reg. No. | |  |
| Assessor's Name |  | | | | Reg. No. | |  |
| Candidate's Name |  | | | | ID No. | |  |
| Unit Standard Title | 13935 Plan and conduct basic research in an office environment | | | | | | |
| **MODERATION DECISION** | | | | | | | |
| Specific Outcome | | | C | NYC | | Comments | |
| Plan a simple research project | | |  |  | |  | |
| Gather and collate data relevant to the research question of problem | | |  |  | |  | |
| Analyse the data obtained from the research | | |  |  | |  | |
| Prepare and present a report and recommendations based on the findings of the research | | |  |  | |  | |
| Evaluate the effectiveness and utility of the research | | |  |  | |  | |
| Overall Moderation Decision | | | | | |  | |
| Feedback to Assessor | | | | | |  | |
| Action Required | | | | | |  | |
| Date of Moderation | | | | | |  | |
| Signature of Moderator | |  | | | | | |
| Signature of Assessor | |  | | | | | |
| Signature of Candidate | |  | | | | | |

# PORTFOLIO BUILDING

Your Portfolio of Evidence (PoE) contains the evidence needed to declare you competent and to award credits towards the award of this qualification to you. Evidence should be authentic and reflect both your knowledge of the subject and your ability to apply this knowledge in the workplace. Thus, evidence day to day activities supporting the specific outcomes addressed by this learning programme should complement the theoretical learning you attended and were assessed on.

There are FIVE key steps in creating a portfolio that will reflect your competence.

#### Plan Your Portfolio

Plan and document the sequence, graphics and layout of your portfolio. This will assist you in following a logical sequence, which makes the Portfolio also much more user friendly and understandable for the assessor. It will also reflect your professional approach and attitude towards the subject matter, your work and your life. Impact and appearance always contribute to or affect your chances of being taken seriously and declared competent!

#### Gather The Evidence

An evidence checklist has been provided (Section 4) to tell you what evidence needs to be gathered for assessment purposes. However, there are four broad categories of evidence that you should include:

* Knowledge evidence (your knowledge questionnaire)
* Direct performance evidence (actual samples of your work or records of activities captured on audio or video tape)
* Indirect performance evidence (documentary records of your performance e.g. appraisals, photographs, testimonials, self-assessments, customer ratings etc.)
* Supplementary evidence (to confirm the authenticity of your evidence)

#### Evaluate Your Evidence

Once you have collected your evidence, evaluate each piece by ensuring that it is:

* Valid (relevant to the unit standard/s being assessed)
* Authentic (clearly your own work)
* Current (not more than 2 years old)
* Sufficient (adequate to prove your competence against all of the assessment criteria and range statements in the unit standard/s)

#### Cross-Reference Your Evidence To The Unit Standards

Evidence for assessment against unit standards must be linked to the outcomes of the unit standard in question. An evidence locator grid is useful for this.

#### Organise Your Information

How you structure your portfolio is critical. Your design and layout must look professional and clearly articulate your achievements, and it should make sense to someone seeing it for the first time. Use the following structure as a guide:

1. A title page indicating:
   * The title of the programme
   * The unit standard titles to which the programme is aligned
   * The assessment centre (training provider)
   * Your name, position and organisation
   * Your contact details
   * The name of your assessor
   * The name of your moderator
   * The date
2. An index
3. Background information
   * Curriculum Vitae
   * Organisation profile
   * Job profile
   * Organisation/department structure
4. A copy of the unit standard/s
5. Your assessment plan
6. Your completed Knowledge Questionnaire
7. An evidence locator grid
8. The evidence itself
9. Supporting evidence e.g. witness testimonies, reflections and witness status list
10. Assessment records

## 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