242819 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| * A criminal case being opened, * Learner achievement certificate cancelled, withdrawn * Non processing of Learner Achievement submissions to the SETA pending the outcome of an investigation * De-registration as an Assessor/Moderator (where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 242819 | Sources of evidence  (where/how the assessor can find the evidence) |  | | **Assessor’s comments in support of judgement**  **(where required)** | |
| --- | --- | --- | --- | --- | --- |
| **✓** | X |  |
| SO1, AC1  Reasons why motivation is important are explained with examples | Questionnaire 1 - 7 |  |  |  |
| SO1, AC2  Indicators of motivation are identified, according to theory and practice | Questionnaire 1 - 7 |  |  |  |
| SO2, AC1  Own strengths and areas for development are identified, based on self-reflection and feedback. | Project 1 - 7 |  |  |  |
| SO2, AC2  Strengths and areas of development of team are identified based on observation and feedback | Questionnaire 8 – 14  Project 8 - 11 |  |  |  |
| SO3, AC1  Compare and contrast two theories of motivation with examples | Questionnaire 8 - 10 |  |  |  |
| SO3, AC2  Elements of group dynamics are identified according to theory and practice. Group dynamics includes, but is not limited to, conflict, personality, skills, culture, value, ethics, knowledge and power | Questionnaire 12 – 14  Project 13 - 15 |  |  |  |
| SO3, AC3  An action plan to strengthen the team is compiled according to Standard Operating Procedures | Project 11, 13 - 158 |  |  |  |
| SO4 AC1  The team leader obtains commitment from the team to achieve the action plan | Questionnaire 11 – 15  Project 13 - 15 |  |  |  |
| SO4 AC2  Implementation is executed according to the action plan | Project 16 - 22 |  |  |  |
| SO4 AC3  Implementation of the plan is monitored and amended accordingly | Project 17 - 22 |  |  |  |
| SO5 AC1  Group dynamics is observed and reflected on by the team leader, according to theory and practice | Questionnaire 11 – 17  Project 13 - 22 |  |  |  |
| SO5, AC2  Feedback is provided to each member of the team according to observation | Questionnaire 15  Project 13 - 22 |  |  |  |
| SO5, AC3  Recognition is given to team members who have contributed to the development of the team | Questionnaire 16 – 17  Project 13 - 22 |  |  |  |
| SO5, AC4  Feedback and observation is used to implement corrective action and provide changes to the action plan, where appropriate | Project 13 - 22 |  |  |  |
| EEK  N/A |  |  |  |  |
| CCFO  The learner is able to work as a member of a team in applying motivational techniques | Project 8 – 11; 13-22 |  |  |  |
| The learner is able to organise and manage him/herself in drawing up action plans | Project 8 – 11 |  |  |  |
| The learner is able to collect, organise and critically evaluate information based on reflection of the teams` current level of motivation | Project 8 – 11 |  |  |  |
| The learner is able to communicate effectively by describing theories of motivation | Questionnaire 8 – 14  Project 13 - 15 |  |  |  |

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** |
| 242819 | 4 | 10 |  | |  | |  |

**ASSESSMENT REVIEW**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name Of Learner | | | | | | | Name Of Assessor | | | |
|  | | | | | | |  | | | |
| Date of review | | | | | | |  | | | |
| Unit Standard | | Motivate and Build a Team | | | | | | | | |
| Review Dimension | | | Assessor | | | Learner | | 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 | Motivate and Build a Team | | | | | |
| Assessment Decision | | | | | | |
| Source of Evidence | C | NYC | Comments | | | |
| Skills Exercise |  |  |  | | | |
| 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: Motivate and Build a Team | | | | | |
| 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 | Motivate and Build a Team | | | | | | | |
| Assessment Decision | | | | | | | | |
| Specific Outcome | | | C | | | NYC | Comments | |
| Explain the importance of motivating a team | | |  | | |  |  | |
| Demonstrate an understanding of self and team members in a workplace | | |  | | |  |  | |
| Apply theories of motivation and group dynamics | | |  | | |  |  | |
| Implement a plan of action to strengthen a team | | |  | | |  |  | |
| Provide feedback and recognise achievements | | |  | | |  |  | |
| 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 | Motivate and Build a Team | | | | | | |
| Moderation Decision | | | | | | | |
| Specific Outcome | | | C | NYC | | Comments | |
| Explain the importance of motivating a team | | |  |  | |  | |
| Demonstrate an understanding of self and team members in a workplace | | |  |  | |  | |
| Apply theories of motivation and group dynamics | | |  |  | |  | |
| Implement a plan of action to strengthen a team | | |  |  | |  | |
| Provide feedback and recognise achievements | | |  |  | |  | |
| 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**

Project

**Reflection questions**

Reflect on your strengths and weaknesses and do the following:

1. Identify three of your own strengths.
2. Identify three weaknesses in yourself.
3. Work out a personal development plan that shows how you are going to turn your weaknesses into strengths
4. In your personal development plan show how you will build on your strengths to improve your life at home and at work. (6)
5. Ensure that your development plan covers the following periods: one month, three months, six months, one year.

**Research project**

1. What support systems are available to your group in the college or workplace? List and explain two.
2. By now you have had many meetings in your group/team at the college or at the workplace. Think about the strengths and weaknesses of the group. List and explain three strengths and three weaknesses.
3. Choose two individual team/group members. List and explain two strengths and weaknesses of each member.
4. Indicate what strategy you would use to ensure that their strengths contribute to the overall success of the team.
5. Indicate what strategies you would use to ensure that their weaknesses are either turned into strengths or do not hamper the team efforts.
6. Identify at least two situations that have occurred that are a cause of concern. Develop an action plan to minimise the negative effect on the team.
7. Identify at least two positive situations that have occurred. Describe in an action plan how you would maximise the positive effect that these situations have on the team. (10)
8. You have to arrange an HIV Information session at one of the schools in the area in which you live. Set the goals and objectives for this information session (at least three goals). Ensure that the objectives are SMART.
9. From your group choose four other team members to assist you with this task. (1) Draw up a plan of action to achieve the goals and objectives of the project. (25)
10. Give at least four reasons for involving all the team members in the setting of goals and objectives.
11. How will you monitor the progress in the implementation of the action plans? Give at least three methods.
12. List two things that can go wrong with the plan and indicate how the action plan can be modified.
13. Your team has to arrange an information session on HIV/AIDS at one of the local schools. List at least four items of information that you have to communicate to the team.
14. How will you measure the performance of the team regarding the HIV/AIDS information session. List and explain three methods of measuring their performance.
15. Give two examples from your own life where praise and personal recognition inspired you to work even harder.
16. Refer back to the HIV/AIDS session that your team has to give at a local school. You have done the action plan. Now, choose one team member and explain how you can give that team member responsibility for his/her own achievement. Name the team member, the tasks and the method of making the team member responsible. Also explain how you will monitor progress.
17. Look at the above action plan again, and list the things that you will supervise, according to the action plan. Which aspects of the team’s performance do you think you can let the team handle? List at least one aspect and explain your answer.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 | | |
|  |  | |  | |  | | |