## 110009 Workplace Project

1. Describe what documents and information is considered confidential at your organisation
2. Explain the system and procedures used for dealing with confidential information in your organisation
3. Evaluate this system and suggest improvements
4. At your place of work you have to secure documents according to the procedures dictated by your organisation and you also have to take the utmost care so that confidential information is secure in your hands. Describe the procedures you follow to ensure this. Your supervisor has to sign the document to confirm that you always adhere to the procedures and policies of your organisation.
5. Investigate the procedure of issuing and replenishing stationery in your organisation. If there is no procedure, develop a procedure and describe how the procedure will work.
6. Describe the procedure for issuing stationery
7. Describe the procedure for ordering stationery
8. Design a requisition form for ordering stationery.
9. Design a stationery stock sheet.
10. Describe the controls in place in order to limit shrinkage
11. Attach stationery stock sheets as well as issuing of stationery sheet that you have completed to this assessment.
12. Have a meeting with your team, section or department and explain the stationery issuing and control system to them. You also have to explain how the forms should be completed. During the meeting you and the attendees have to evaluate the system and make suggestions for improvements. Attach the minutes of the meeting to your assessment
13. Have a follow up meeting in two or three weeks in order to evaluate the new system. Did the changes improve the system? What other changes would you recommend? Attach the minutes of the meeting to your assessment.
14. Describe how the document control system is implemented in your organisation.
15. Explain what non-conformances occurred in your team, section or department and why these non-conformances happen
16. Who should these non-conformances be reported to?
17. Describe the procedures followed in your organisation to deal with these non-conformances and how these non-conformances are recorded.
18. Suggest ways of improving this system

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Logbook 110009 | | | | | | | |
| **Date** | **Assignment No** | | | **Start** | | **Finish** | **Total Hours** |
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| Date | | Learner signature | Date | | Mentor/supervisor signature | | |
|  | |  |  | |  | | |

## 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 the one or more of 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 |

## Assessment Review

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **NAME of LEARNER** | | | | | **NAME of ASSESSOR** | | | | | |
| **VENUE** | | | | | **DATE of REVIEW** | | | | | |
| **UNIT STANDARD** | | 110009 Manage administration records | | | | | | | | |
| **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

**Abbreviations: C = capable NYC = Not yet capable**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Candidate's Name |  | | | | ID No. |  |
| Assessor's Name |  | | | | Reg. No. |  |
| Unit Standard Title | 110009 Manage administration records | | | | | |
| **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: | | 110009 Manage administration records | |
| 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 |  | | |

Please send this form to: training provider

## Assessor's Report

**Abbreviations: C = capable NYC = Not yet capable**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Candidate's Name |  | | | | | | ID No. |  |
| Assessor's Name |  | | | | | | Reg. No. |  |
| Unit Standard Title | 110009 Manage administration records | | | | | | | |
| **ASSESSMENT DECISION** | | | | | | | | |
| Specific Outcome | | | C | | NYC | Comments | | |
| Control and deal with confidential information and documents | | |  | |  |  | | |
| Control and evaluate ordering and distribution of office stationery | | |  | |  |  | | |
| Implement control measures with individuals | | |  | |  |  | | |
| Overall Assessment Decision | |  | | | | | | |
| Comments | |  | | | | | | |
| Date | |  | | | | | | |
|  | | | |  | | | | | |
| Signature of Assessor | | | | Signature of Candidate | | | | | |

## Moderator's Report

**Abbreviations: C = capable NYC = Not yet capable**

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Moderator's Name |  | | | Reg. No. | |  | |
| Assessor's Name |  | | | Reg. No. | |  | |
| Candidate's Name |  | | | ID No. | |  | |
| Unit Standard Title | 110009 Manage administration records | | | | | | |
| **MODERATION DECISION** | | | | | | | |
| Specific Outcome | | | C | | NYC | | Comments |
| Control and deal with confidential information and documents | | |  | |  | |  |
| Control and evaluate ordering and distribution of office stationery | | |  | |  | |  |
| Implement control measures with individuals | | |  | |  | |  |
| 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.