## 119472 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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 20\_\_\_\_\_\_

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

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Signature of Learner

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

Name of Facilitator/Mentor/Supervisor:

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

Signature of Facilitator/Mentor/Supervisor

**Workplace Assignments 119472**

**Project**

1. In your group, have a debate about a controversial subject, such as practicing safe sex to prevent HIV/AIDS, abortions or any other subject of which the members of the group have opposing views. Choose a different subject from the one used in exercise 1 and the summative assessment.
2. Divide the members of the group into two groups, for and against. The groups must be equal in number, which could mean that some of the members of the group have to take a side that they do not necessarily agree with. This is fine, it is only role play.
3. You have one day in which to select the group leader and prepare for the debate.
4. The rules of the debate are as follows:

The leader of the group in favour of whatever the subject is speaks first. He/she gives a three minute talk about why s/he is in favour of the subject. Nobody may interrupt the speaker. The group on the opposing side must take notes of points they with to challenge or ask questions about.

Once the speaker has finished, one person from the opposing group asks one question or makes one statement about one point the speaker has made. Just that, nothing more. Nobody may interrupt while the person is talking – make notes about statements you would like to ask questions on.

The speaker has the opportunity to reply to the question or statement. Nobody may interrupt the speaker – make notes if you have a question.

Then the leader of the other group talks for three minutes about why s/he is against the subject. Nobody may interrupt the speaker.

Once the speaker has finished, one member of the other group asks one question or makes one statement about one point the speaker has made. Just that, nothing more. Nobody may interrupt while the person is talking – make notes about statements you would like to ask questions on.

The speaker has the opportunity to reply to the question or statement. Nobody may interrupt the speaker.

Now the members of each group each have one opportunity to ask questions of the other group. Each person is allowed one chance to ask a question or make an opposing statement. Nobody may interrupt another person speaking or make any comments while that person is speaking.

Start with a member of the opposing group asking one question or making one statement. One member of the other group may reply.

Then a member of the group in favour asks a question or makes a statement. A member of the opposing group replies.

This process carries on until every member of each group has had an opportunity to ask a question and reply to a question or statement of the other group.

Your facilitator will monitor the process.

Everyone has to take notes of points that are important, since you will be evaluated on your notes.

1. Attach your notes to the assessment. Do your notes show that you understood the issue that was discussed?
2. Do your notes show that you listened to everyone’s statements and questions.
3. When it was your turn to speak, did you handle the subject with sensitivity?
4. In a manner that supports the goals of your group?
5. Do your notes show that you were able to identify underlying assumptions while the speaker was talking?
6. Note one of the underlying assumptions.
7. When it was your turn to speak, did you do so in a way that was appropriate to the debate? (1)
8. Did you speak with confidence?
9. Was your tone and manner of speaking done in a way without aggravating and offending the members of the other group?
10. When it was your turn to speak, did you make sure that the debate would proceed peacefully after your turn?
11. One of the speakers must have adopted a style that attracted the audience. Explain what the speaker did to attract the audience with reference to tone and volume of voice.
12. How did the speaker’s body language attract the audience? Think of gestures and posture.
13. Which rhetorical devices did the speaker use? List at least two.
14. When it was your turn, which rhetorical devices did you use? List at least two.
15. The speaker who attracted the audience, what was this person’s point of view about the subject?
16. What do you think the person’s attitude is towards the subject?
17. Was there a question that the speaker did not answer directly? State the question and the reply.
18. What was the impact of the speaker’s statement on you?
19. What was the impact of the speaker’s statement on your group.

**Observation Sheet**

**Specific Outcome 1: Interact successfully with audience during oral communication**

Assessment criterion: Research skills are evident in the way data and information relevant to the context is identified, located and selected for inclusion in the final text. Accessing information from different sources; sorting; categorising; classifying; sifting for relevance, validity and reliability; recording; reporting; formulating conclusions

1. Do research on future career prospects applicable to the qualification that you are studying. Ensure that you obtain information from more than one source. You can, for example look at advertisements in newspapers, discuss career possibilities with employment agencies or make an appointment with the HR manager of an organisation to discuss career opportunities. You have to consult at least two sources. Attach the rough copy of your research to the assessment.
2. Make sure that you sort and categorise your information.
3. Is your information valid and reliable? Motivate your answer.
4. Formulate your conclusions and record your findings and conclusions on paper.

**Specific Outcome 2: Use strategies that capture and retain the interest of an audience**

Key words, pace and pause, stress, volume and intonation are used in appropriate ways to reinforce the message

Body language is appropriate to context and topic, and reinforces main ideas and attitudes

Formal communications are planned in writing, and plans are detailed, complete, and realistic with respect to time allocation and content

Visual aids are appropriate to topic and context, and enhance the presentation and the transfer of information and understanding

Techniques are used to maintain continuity and interaction

**Specific Outcome 1: Interact successfully with audience during oral communication.**

Arguments are supported with sound reasons and facts, and writing reflects a clear point of view, and shows logical development of a clearly articulated premise.

1. Prepare a short presentation regarding your research.. Your presentation should not last longer than 15 minutes, which should include time for questions from the audience. Write out a plan of your presentation, what visual aids you intend using and also give details of the techniques to maintain continuity and interaction you plan to use. Highlight key words that you are going to use.
2. Prepare visual aids to enhance your presentation. Use at least two visual aids. Which strategies to be an effective speaker do you plan on using? Explain how you will use at least two techniques. Give the presentation to your facilitator/supervisor and group members.
3. Attach the plan of your presentation to the assessment

|  |  |  |  |
| --- | --- | --- | --- |
| Name of learner being assessed: | | | |
| Date and time of presentation: | | | |
| Purpose of presentation: | | | |
| **Evaluation** | **Motivation of your answer** | | **Yes/No** |
| Did the learner stay within the time limit? |  | |  |
| Did the learner allow time for questions? |  | |  |
| Did the learner capture and maintain the attention of the audience by using key words? | Give examples | |  |
| Did the student vary the tone, pitch and volume of his/her voice? |  | |  |
| Did the learner maintain eye contact with the audience? |  | |  |
| Did the learner’s body language reinforce the main ideas of the presentation? | Quote examples | |  |
| Were the visual aids appropriate to the topic that was discussed? | Give an example of the visual aids that were used | |  |
| Did the visual aids enhance the presentation? | Give an example of the visual aids that were used | |  |
| Which techniques to maintain continuity and interaction did the learner use? |  | |  |
| Were the learner’s arguments are supported with sound reasons and facts, reflect a clear point of view, and show logical development of a clearly articulated premise? |  | |  |
| Learner signature | | Date | |
|  | |  | |
| Supervisor/facilitator signature | | Date | |

**Assignment**

**Specific Outcome 1: Interact successfully with audience during oral communication**

Contributions to group work are appropriate to the task and nature of the group, and promote effective communication and teamwork.

Participation in formal meetings is appropriate to the purpose and context of the meeting. Participation is consistent with meeting procedures and contributes to the achievement of meeting objectives.

Responses to the ways others express themselves are sensitive to differing socio-cultural contexts

1. Arrange a meeting with a fellow student to discuss your future plans. Draw up an agenda for the meeting. Attach the agenda to your assessment.
2. What is the purpose of the meeting?
3. Hold the meeting according to the correct procedures as listed in the notes. Take minutes of the proceedings and attach the minutes to your assessment. Your fellow student must sign the minutes to indicate agreement
4. List one question that the fellow student asked and your response thereto. Your fellow student must sign this.

**Specific Outcome 3: Identify and respond to manipulative use of language**

Assessment criteria:

Facts and opinion are identified and distinguished

Omission of necessary information is noted and addressed.

The implications of how the choice of language structures and features, specifically tone, style and point of view affect audience’s interpretations of spoken texts are explained.

Distortion of a contributor’s position on a given issue is explored with specific reference to what has been selected and omitted

1. Watch an actuality show or documentary on TV, or listen to such a program on the radio.. Identify the facts and opinions. Motivate your answer. List at least two facts and two opinions. Include the details of the program in your assessment: date, subject, interviewer and interviewee.
2. What information do you think has been omitted by the interviewer? List at least two instances. Motivate your answer.
3. How does the tone of the interviewee affect the audience’s point of view? Motivate your answer.
4. How does the point of view of the interviewer affect the audience’s point of view? Motivate your answer.
5. What information do you think has been selected by the interviewer? List at least two instances. Motivate your answer.

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| --- | --- | --- | --- | --- | --- | --- |
| **Logbook 119472** | | | | | | |
| **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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### 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.

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 & Sign-off 119472

| Evidence required  (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment)  U/S 119472 | Sources of evidence  (where/how the assessor can find the evidence) |  | | **Assessor’s comments in support of judgement**  **(where required)** | |
| --- | --- | --- | --- | --- | --- |
| **✓** | **X** |  |
| SO1, AC1  Contributions to group work are appropriate to the task and nature of the group, and promote effective communication and teamwork. Contributions include: Identifying purposes, agendas, procedures and schedules; monitoring developments and retaining focus; drawing conclusions; preparing and delivering feedback and ensuring group ownership of conclusions | Knowledge Questionnaire  Observation Sheet  Workplace Assignment |  |  |  |
| SO1, AC2  Interviews successfully establish a relationship appropriate to the context, and provide a non-threatening opportunity for participants to share information: Formal and informal; plans, background research; ordering of questions; flexibility in the situation when sequence or focus is disrupted; organisation of data elicited; and conclusions drawn | Knowledge Questionnaire  Research Project  Observation Sheet |  |  |  |
| SO1, AC3  Participation in formal meetings is appropriate to the purpose and context of the meeting. Participation is consistent with meeting procedures and contributes to the achievement of meeting objectives: Spectrum of formal meeting procedures | Knowledge Questionnaire  Workplace Assignment |  |  |  |
| SO1, AC4  Participation in debates or negotiations is appropriate to the purpose and topic. Participation is consistent with formal procedures and contributes to meaningful interaction between participants: Spectrum of informal and formal debating procedures and procedures for negotiations and meetings | Knowledge Questionnaire  Workplace Assignment  Observations Sheet |  |  |  |
| SO1, AC5  Responses to the ways others express themselves are sensitive to differing socio-cultural contexts | Knowledge Questionnaire  Workplace Assignment  Observations Sheet  Research Assignment |  |  |  |
| SO2, AC1  Key words, pace and pause, stress, volume and intonation are used in appropriate ways to reinforce the message | Knowledge Questionnaire  Observations Sheet |  |  |  |
| SO2, AC2  Body language is appropriate to context and topic, and reinforces main ideas and attitudes | Knowledge Questionnaire  Observations Sheet |  |  |  |
| SO2, AC3  Formal communications are planned in writing, and plans are detailed, complete, and realistic with respect to time allocation and content | Knowledge Questionnaire  Workplace Assignment  Observations Sheet |  |  |  |
| SO2, AC4  Visual aids are appropriate to topic and context, and enhance the presentation and the transfer of information and understanding: Cue cards; visual aids; handouts; multi-media | Knowledge Questionnaire  Observation Sheet |  |  |  |
| SO2, AC5  Techniques are used to maintain continuity and interaction: Responding to queries, repetition of information, rewording, asking questions to check understanding, referring to cue cards; timing techniques; responsiveness to audience cues that contact is being lost | Knowledge Questionnaire  Observation Sheet |  |  |  |
| SO3, AC1  Facts and opinion are identified and distinguished | Knowledge Questionnaire  Research Assignment |  |  |  |
| SO3, AC2  Omission of necessary information is noted and addressed | Knowledge Questionnaire  Research Assignment |  |  |  |
| SO3, AC3  The implications of how the choice of language structures and features, specifically tone, style and point of view affect audience’s interpretations of spoken texts are explained | Knowledge Questionnaire  Research Assignment |  |  |  |
| SO3, AC4  Distortion of a contributor’s position on a given issue is explored with specific reference to what has been selected and omitted | Knowledge Questionnaire  Research Assignment |  |  |  |

### 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 |
| 119472 | 3 | 5 |  |  | |  |

# ASSESSMENT REVIEW

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **NAME of LEARNER** | | | | | **NAME of ASSESSOR** | | | | |
| **VENUE** | | | | | **DATE of REVIEW** | | | | |
| **UNIT STANDARD** | | 119472 Accommodate audience and context needs in oral communication | | | | | | | |
| **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** |

## 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 | | | |
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| Assessor signature | Date | | |

## Candidate Feedback Report

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| --- | --- | --- | --- | --- | --- | --- |
| Candidate's Name |  | | | | ID No. |  |
| Assessor's Name |  | | | | Reg. No. |  |
| Unit Standard Title | 119472 Accommodate audience and context needs in oral communication | | | | | |
| **Assessment Decision** | | | | | | |
| Source of Evidence | | C | NYC | Comments | | |
| Assessments | |  |  |  | | |
| Product | |  |  |  | | |
| Indirect Evidence | |  |  |  | | |
| Overall Assessment Decision | | | |  | | |
| Additional Notes | | | |  | | |
| Date | | | |  | | |
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| Signature of Assessor | | | | Signature of Candidate | | |

## Candidate Appeal Form

|  |  |  |  |
| --- | --- | --- | --- |
| Candidate's Name: | | ID No. |  |
| Assessor's Name: | | Reg. No. |  |
| Unit Standard Title: | 119472 Accommodate audience and context needs in oral communication | | |
| 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: The Training Provider

## Assessor's Report 119472

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| --- | --- | --- | --- | --- | --- | --- | --- |
| Candidate's Name |  | | | | | ID No. |  |
| Assessor's Name |  | | | | | Reg. No. |  |
| Unit Standard Title | 119472 Accommodate audience and context needs in oral communication | | | | | | |
| ASSESSMENT DECISION | | | | | | | |
| Specific Outcome | | C | | NYC | Comments | | |
| Interact successfully with audience in oral communication | |  | |  |  | | |
| Use strategies that capture and retain the interest of an | |  | |  |  | | |
| Identify and respond to manipulative use of language | |  | |  |  | | |
| Overall Assessment Decision | | | | |  | | |
| Comments | | | | |  | | |
| Date | | | | |  | | |
|  | | |  | | | | |
| Signature of Assessor | | | Signature of Candidate | | | | |

## Moderator's Report 119472

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Moderator's Name |  | | | | Reg. No. | | |  |
| Assessor's Name |  | | | | Reg. No. | | |  |
| Candidate's Name |  | | | | ID No. | | |  |
| Unit Standard Title | 119472 Accommodate audience and context needs in oral communication | | | | | | | |
| MODERATION DECISION | | | | | | | | |
| Specific Outcome | | | C | NYC | | | Comments | |
| Interact successfully with audience in oral communication | | |  |  | | |  | |
| Use strategies that capture and retain the interest of an | | |  |  | | |  | |
| Identify and respond to manipulative use of language | | |  |  | | |  | |
| Overall Moderation Decision | | | | | |  | | |
| Feedback to Assessor | | | | | |  | | |
| Action Required | | | | | |  | | |
| Date of Moderation | | | | | |  | | |
| Signature of Moderator | |  | | | | | | |
| Signature of Assessor | |  | | | | | | |
| Signature of Candidate | |  | | | | | | |