## 9015 Workplace Research Assessment

1. Do a survey about people’s feelings about the 2010 Soccer World Cup that will by hosted by South Africa. You must do a survey using a sample of at least 25 people. Note the category of your target group
	1. Use simple random sampling to select the people you will request to complete the questionnaire. Explain how you chose your sample.
	2. Define the population of your survey.
	3. Describe your sample.
	4. Specify the variables.
	5. Design a questionnaire of at least six questions. Attach the questionnaires to your assessment at the end of your assessment.
	6. Analyse the questionnaires and display your findings in a graph.
	7. Find out what US$ exchange rate, or the gold price or the price of oil or the platinum price was for the last six months. Use one price or exchange rate per week and plot the fluctuations on a line chart, indicating only monthly fluctuations
2. You have to analyse and interpret staff attendance reports generated by your department / section. Draw conclusions about staff absenteeism based on the reports. Make predictions and recommendations about staff absenteeism based on the reports. Draw up graphs to illustrate the current situation and to illustrate your predictions and recommendations.
3. You have to do research about the tyres one of the vehicle uses in a period of 6 months. You may also do research about uniform requisitions. Do the following:
	1. Make sure that you collect information about the type of tyre, the number of kilometres travelled using the same tyres, the cost of replacing the tyres, the revenue the truck brings in while using the same tyres.
		1. Compare the tyre usage of the chosen truck with two other trucks in your organisation
		2. Draw up a questionnaire of at least 6 questions that will help you to answer the above questions
		3. Collect, collate and analyse your information
		4. Once you have all the information present your information in the form of a suitable graph
	2. Write a report to your supervisor, using the format approved in your organisation. Make sure that you
		1. State the purpose of the research
		2. Attach copies of your questionnaire
		3. State the method you used to gather the information. (this can include looking at reports, sales invoices, repairs and maintenance, interviews, etc.)
		4. State how you analysed the information
		5. State your conclusion
		6. Provide a graphical representation of your analysis and conclusion
		7. Make a recommendation
4. Compare the actual and budgeted expenses from the table in a graph.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Payments and Expenses** | **Budget** | **Actual** |
| 1 | Vehicle Licence | R54 | R54 |
| 2 | Vehicle Loan | R300 | R300 |
| 3 | Petrol | R200 | R250 |
| 4 | Owner’s Salary | R600 | R600 |
| 5 | Wages | R346 | R596 |
| **Totals** | **1 500** | **1 800** |

1. Show the expenses in this table in a pie chart.

|  |  |
| --- | --- |
| **EXPENSES** | 14 300.00 |
| **Bank Charges** | 1 000.00 |
| **Cleaning** | 500.00 |
| **Consumables** | 200.00 |
| **Entertainment Expenses** | 1 500.00 |
| **Interest Paid** | 100.00 |
| **Printing & Stationary** | 3 000.00 |
| **Telephone & Fax** | 5 000.00 |
| **Vehicle Expenses** | 3 000.00 |

1. Attach the scatter plot you did in your summative assessment to this assessment.

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| Logbook 9015 |
| **Date** | **Assignment No** | **Start** | **Finish** | **Total Hours** |
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| Date | Candidate signature | Date | Mentor/supervisor signature |

## Assessment Evidence Guide 9015

| Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment)U/S 9015 | Sources of evidence(where/how the assessor can find the evidence)  |  | Assessor’s comments in support of judgement (where required) |
| --- | --- | --- | --- |
| ✓ | X |  |
| SO1, AC1Situations or issues that can be dealt with through statistical methods are identified correctly | Questionnaire 1 |  |  |  |
| SO1, AC2Appropriate methods for collecting, recording and organising (data are used so as to maximise efficiency and ensure the resolution of a problem or issue | Questionnaire 2-12 |  |  |  |
| SO1, AC3Data sources and databases are selected in a manner that ensures the representativeness of the sample and the validity of resolutions | Questionnaire 2-12 |  |  |  |
| SO1, AC4Activities that could result in contamination of data are identified and explanations are provided of the effects of contaminated data | Questionnaire 13-21 |  |  |  |
| SO1, AC5Data is gathered using methods appropriate to the data type and purpose for gathering the data |  |  |  |  |
| SO1, AC6Data collection methods are used correctly | Questionnaire 13-21Workplace assignment 1- 3 |  |  |  |
| SO1, AC7Calculations and the use of statistics are correct | Workplace assignment 1.6, 1.7, 3 |  |  |  |
| SO1, AC8Graphical representations and numerical summaries are consistent with the data, are clear and appropriate to the situation and target audience | Questionnaire 31Workplace assignment 1.6, 1.7, 2-6 |  |  |  |
| SO1, AC9Resolutions for the situation or issue are supported by the data and are validated in terms of the context | Questionnaire 21-22Workplace assignment 1-3 |  |  |  |
| SO2, AC1Experiments and simulations are chosen and/or designed appropriately in terms of the situation to be modelled | Questionnaire 21-22Workplace assignment 1-3 |  |  |  |
| SO2, AC2Predictions are based on validated experimental or theoretical probabilities | Questionnaire 22-26Workplace assignment 1-3 |  |  |  |
| SO2, AC3The results of experiments and simulations are interpreted correctly in terms of the real context | Questionnaire 28-30Workplace assignment 1-3 |  |  |  |
| SO2, AC4The outcomes of experiments and simulations are communicated clearly | Questionnaire 33-35Workplace assignment 1-3 |  |  |  |
| SO3, AC1Statistics generated from the data are interpreted meaningfully and interpretations are justified or critiqued | Workplace assignment 1.6, 1.7 2-3 |  |  |  |
| SO3, AC2Assumptions made in the collection or generation of data and statistics are defined or critiqued appropriately | Workplace assignment 1.6, 1.7, 2-3 |  |  |  |
| SO3, AC3Tables, diagrams, charts and graphs are used or critiqued appropriately in the analysis and representation of data, statistics and probability values | Workplace assignment 1.6, 1.7, 2, 4-6 |  |  |  |
| SO3, AC4Predictions, conclusions and judgements are made on the basis of valid arguments and supporting data, statistics and probability models | Workplace assignment 1.6, 1.7, 2, 3-6 |  |  |  |
| SO3, AC5Evaluations of the statistics identify potential sources of bias, errors in measurement, potential uses and misuses and their effects | Workplace assignment 3 |  |  |  |

## 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 | 9015 |
| 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

|  |  |  |  |
| --- | --- | --- | --- |
| Candidate's Name |  | ID No. |  |
| Assessor's Name |  | Reg. No. |  |
| Unit Standard Title | Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems  |
| **ASSESSMENT DECISION** |
| Source of Evidence | C | NYC | Comments |
| Assessment |  |  |  |
| Product |  |  |  |
| Indirect Evidence |  |  |  |
| Overall Assessment Decision |  |
| Additional Notes |  |
| Date  |  |

## Candidate Appeal Form

|  |  |  |
| --- | --- | --- |
| Candidate's Name:  |  ID No. |  |
| Assessor's Name:  | Reg. No. |  |
| Unit Standard Title:  |  |
| 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 9015

|  |  |  |  |
| --- | --- | --- | --- |
| Candidate's Name |  | ID No. |  |
| Assessor's Name |  | Reg. No. |  |
| Unit Standard Title | Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems  |
| **ASSESSMENT DECISION** |
| Specific Outcome | C | NYC | Comments |
| Critique and use techniques for collecting, organising and representing data |  |  |  |
| Use theoretical and experimental probability to develop models, make predictions and study problems |  |  |  |
| Critically interrogate and use probability and statistical models in problem solving and decision making in real world situations |  |  |  |
| Overall Assessment Decision |  |
| Comments |  |
| Date  |  |
|  |  |
| Signature of Assessor | Signature of Candidate |

## Moderator's Report 9015

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| --- | --- | --- | --- |
| Moderator's Name |  | Reg. No. |  |
| Assessor's Name |  | Reg. No. |  |
| Candidate's Name |  | ID No. |  |
| Unit Standard Title | Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems  |
| **MODERATION DECISION** |
| Specific Outcome | C | NYC | Comments |
| Critique and use techniques for collecting, organising and representing data |  |  |  |
| Use theoretical and experimental probability to develop models, make predictions and study problems |  |  |  |
| Critically interrogate and use probability and statistical models in problem solving and decision making in real world situations |  |  |  |
| Overall Moderation Decision |  |
| Feedback to Assessor |  |
| Action Required  |  |
| Date of Moderation |  |
| Signature of Moderator |  |
| Signature of Assessor |  |
| Signature of Candidate |  |

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| Competence Declaration |
| **Exit level outcome: Provide support to the administration of a project** |
| **Unit standard** | **C** | **NYC** | **Comments** |
| 9016 |  |  |  |
| 7468 |  |  |  |
| 9015 |  |  |  |
| **Competent** |
| **Source of evidence** | **Yes** | **No** | **Candidate’s comments** |
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| **Assessor signature** | **Date** | **Candidate signature** | **Date** |
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| **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 (Stanford Business College)
	* 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