**119462 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 Assignment 119462**

**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. Does 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.

*Check that learner’s notes reflect all the above*

**Observation Sheet**

Prepare a short presentation on a subject of your choice. Your presentation should not last longer than eight 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.

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.

|  |
| --- |
| Name of learner being assessed: |
| Date and time of presentation: |
| Purpose of presentation: |
| **Evaluation** | **Motivation of your answer** | **Yes/No** |
| Did the learner use strategies to be an effective speaker, such as style and tone that will attract an audience?  | Give examples of the strategies. |  |
| 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 |  |
| Did the learner use rhetorical devices? | Give an example of the visual aids that were used |  |
| When confronted by opposing views, own position is put forward with confidence in a manner appropriate to the interaction | Give an example of techniques that were used |  |
| Learner signature | Date |
|  |  |
| Supervisor/facilitator signature | Date |

**Workplace Assignment**

You have to attend at least two team meetings and a workshop or other learning activity. During the meetings, you must take your turn to take the minutes of the meeting and chair the meeting or merely attend the meeting. A copy of the minutes must be attached to this assessment.

You will be assessed by your peers about our conduct during the meetings using the checklist provided

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| --- |
| Name of learner being assessed: |
| Date and time of meeting: |
| Purpose of meeting: |
| **Evaluation** | **Motivation of your answer** | **Yes/No** |
| Did the learner ask questions to check understanding?  | Give an example of a question asked by the learner. |  |
| Did the learner ask questions to clarify meaning? | Give an example of a question asked by the learner |  |
| Did the learner listen to what other people were saying? | Give an example  |  |
| Did the learner use conflict management techniques to defuse potential conflict situations? | Give an example  |  |
| Did the learner use strategies to be an effective speaker, such as style and tone that will attract an audience? | Give an example  |  |
| Did the learner’s body language reinforce the main ideas of the presentation? | Give an example  |
| Did the learner use rhetorical devices? | Give an example  |
| When confronted by opposing views, own position is put forward with confidence in a manner appropriate to the interaction | Give an example  |
| Learner signature | Date |
| Observer signature | Date |

|  |
| --- |
| **Logbook 119462** |
| **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, withdrawnNon processing of Learner Achievement submissions to the SETA pending the outcome of an investigationDe-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 119462**

| Evidence required(Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment) U/S 119462 | Sources of evidence(where/how the assessor can find the evidence) |  | **Assessor’s comments in support of judgement** **(where required)** |
| --- | --- | --- | --- |
| **✓** | **X** |  |
| SO1, AC1Responses show a clearly developed understanding of complex issues under discussion in one-on-one or group situations. One’s understanding is clarified and further developed during discussions and opportunity is provided during interactions for the clarification of one another’s understanding | Knowledge QuestionnaireAssessment ActivityObservationWorkplace Assignment |  |  |  |
| SO1, AC2Discussions and/or conflicts are managed sensitively and in a manner that supports the goal of group or one-on-one interaction: Disagreements within groups; personality clashes; conflict management, resolving deadlocks, positively summarising conclusions | Knowledge QuestionnaireAssessment ActivityObservationWorkplace Assignment |  |  |  |
| SO1, AC3The underlying assumptions, points of view and subtexts in spoken texts are identified and challenged when appropriate to clarify understanding, remove bias and/or sustain interaction | Knowledge QuestionnaireAssessment ActivityObservationWorkplace Assignment |  |  |  |
| SO2, AC1One’s responses to spoken texts are analysed in relation to audience, purpose and context. Inappropriate responses are identified and adjusted accordingly | Knowledge QuestionnaireAssessment ActivityObservationWorkplace Assignment |  |  |  |
| SO2, AC2When confronted by opposing views, own position is put forward with confidence in a manner appropriate to the interaction | Knowledge QuestionnaireAssessment ActivityObservationWorkplace Assignment |  |  |  |
| SO2, AC3Tone, approach or style is appropriate to context, and is adapted so as to maintain oral interaction when it breaks down or is difficult to initiate or maintain. Pedantic, illogical or aggressive language is identified and modified to sustain interaction | Knowledge QuestionnaireAssessment ActivityObservationWorkplace Assignment |  |  |  |
| SO3, AC1Characteristics of a speaker’s style and tone that attract or alienate an audience are identified with reference to the particular effect of each feature in creating audience response | Knowledge QuestionnaireAssessment ActivityObservationWorkplace Assignment |  |  |  |
| SO3, AC2The impact of non-verbal cues/body language and signals on audiences is analysed and used appropriately | Knowledge QuestionnaireAssessment ActivityObservationWorkplace Assignment |  |  |  |
| SO3, AC3The influence of rhetorical devices is analysed and used for effect on an audience. Pause, rhetorical question, exclamation, analogy, emphasis, repetition, rhythm, use of inclusive/exclusive pronouns, stress, intonation, volume | Knowledge QuestionnaireAssessment ActivityObservationWorkplace Assignment |  |  |  |
| SO4, AC1Point of view in spoken texts is identified and meaning described in relation to context and purpose of the interaction | Knowledge QuestionnaireAssessment ActivityObservationWorkplace Assignment |  |  |  |
| SO4, AC2Values, attitudes and assumptions in discourse are identified and their influence on the interaction described | Knowledge QuestionnaireAssessment ActivityObservationWorkplace Assignment |  |  |  |
| SO4, AC3Techniques used by speakers to evade or dissipate responsibility for an issue are identified and interpretations of the text reflect this insight | Knowledge QuestionnaireAssessment ActivityObservationWorkplace Assignment |  |  |  |
| SO4, AC4The impact (e.g. clarity of purpose, speaker’s capability) is described, explained and judged | Knowledge QuestionnaireAssessment ActivityObservationWorkplace 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 |
| 119462 | 4 | 5 |  |  |  |

**ASSESSMENT REVIEW**

|  |  |
| --- | --- |
| **NAME of LEARNER** | **NAME of ASSESSOR** |
| **VENUE**  | **DATE of REVIEW** |
| **UNIT STANDARD** | 119462 Engage in sustained oral communication and evaluate spoken texts |
| **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 | 119462 Engage in sustained oral communication and evaluate spoken texts |
| **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:  | 119462 Engage in sustained oral communication and evaluate spoken texts |
| 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 119462**

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| --- | --- | --- | --- |
| Candidate's Name |  | ID No. |  |
| Assessor's Name |  | Reg. No. |  |
| Unit Standard Title | 119462 Engage in sustained oral communication and evaluate spoken texts |
| **ASSESSMENT DECISION** |
| Specific Outcome | C | NYC | Comments |
| Respond critically yet sensitively as a listener |  |  |  |
| Analyse own responses to spoken texts and adjust as required |  |  |  |
| Use strategies to be an effective speaker in sustained oral interactions |  |  |  |
| Evaluate spoken discourse |  |  |  |
| Overall Assessment Decision |  |
| Comments |  |
| Date  |  |
|  |  |
| Signature of Assessor | Signature of Candidate |

**Moderator's Report 119462**

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| --- | --- | --- | --- |
| Moderator's Name |  | Reg. No. |  |
| Assessor's Name |  | Reg. No. |  |
| Candidate's Name |  | ID No. |  |
| Unit Standard Title | 119462 Engage in sustained oral communication and evaluate spoken texts |
| **MODERATION DECISION** |
| Specific Outcome | C | NYC | Comments |
| Respond critically yet sensitively as a listener |  |  |  |
| Analyse own responses to spoken texts and adjust as required |  |  |  |
| Use strategies to be an effective speaker in sustained oral interactions |  |  |  |
| Evaluate spoken discourse |  |  |  |
| Overall Moderation Decision |  |
| Feedback to Assessor |  |
| Action Required  |  |
| Date of Moderation |  |
| Signature of Moderator |  |
| Signature of Assessor |  |
| Signature of Candidate |  |