## 12153 Workplace Assessments

## Case Study

Your manager has asked you to collect information regarding strikes and stay always that have taken place so far this year. He wants to know: in which business sectors did the strikes/stay away take place, which trade union arranged the strikes/stay away, how many days each strike/stay away lasted and what was the reason for the strike/stay away. Once you have the required information, you must write a report. You will find this information in magazines and newspapers, through contacting unions and talking to business.

1. Who will your audience be?
2. What is the purpose of the research?
3. Quote the resources you used. You must use at least two resources.
4. How did you verify (check) the facts in your report?
5. Develop a checklist for yourself to help you sort your information. Attach the checklist to your assessment.
6. Select a format and structure for the first draft that you will write. Choose headings, subheadings, titles, font type and style and colour, visual aids and numbers or bullets.
7. Identify the main points of your document and add the supporting details
8. Write your first draft and attach it to the assessment.
9. Check your first draft for grammar, spelling, etc. Is it right for your audience?
10. Is your language clear enough? Does your facilitator understand the meaning of your document?
11. Play around with the layout of your document: change the style of the headings, titles and font, move the visual aids around. Make the changes.
12. Check your use of technical language, legalese and jargon – will the audience understand your message?
13. Is your information presented in a logical way? Does your facilitator agree.
14. Prepare the finished product and hand it to the facilitator.
15. Does your document look attractive, neat, readable.
16. Did you make use of headings and subheadings.
17. Did you use numbers or bullets?
18. Will your document arouse the interest of the reader?
19. Are your paragraphs not too long or too short?
20. Do the visual aids enhance the value of your document?
21. Will the audience understand your writing?
22. Did you stay with the purpose of the document?
23. Did you use the checklist?

### Evidence Locator

| Evidence required (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment)U/S 12153 | Sources of evidence(where/how the assessor can find the evidence)  |  | **Assessor’s comments in support of judgement** **(where required)** |
| --- | --- | --- | --- |
| **✓** | **X** |  |
| SO1, AC1Texts specific to a particular function in a business environment are identified and an indication is given of industry specific and/or legislative requirements for each text | Knowledge questionnaire 1-2Case study 14 |  |  |  |
| SO1, AC2Texts specific to a particular function in a business environment are produced in response to defined requirements | Knowledge questionnaire 4-5Case study 14 |  |  |  |
| SO1, AC3The implications of not following the industry specific or legislative requirements for a specific type of text are explained and an indication is given of the possible consequences of non-compliance | Knowledge questionnaire 3 |  |  |  |
| SO1, AC4Terminology and conventions specific to a particular function in a business environment are used appropriately | Knowledge questionnaire 4-5Case study 14 |  |  |  |
| SO2, AC1The intended or incidental audience for whom the text is to be written, are identified for a specific field or sub field in order to focus the information needs | Case study 1 |  |  |  |
| SO2, AC2The purpose of the text is identified within a specific field or sub-field and according to the information | Case study 2 |  |  |  |
| SO2, AC3Questions are asked to help understand client needs and to focus information gathering | Case study 3 |  |  |  |
| SO2, AC4Information required for the document is accessed from a variety of sources | Case study 4 |  |  |  |
| SO2, AC5Information accessed is checked for accuracy, bias, stereotypes, and other offensive details | Case study 4 |  |  |  |
| SO2, AC6The focus of the proposed text is defined and decision is made about what information should be included or omitted in order to ensure the focus | Case study 2, 4 |  |  |  |
| SO2, AC7A checklist is created to facilitate reflection and editing | Case study 5, 23 |  |  |  |
| SO3, AC1A format and structure is selected for the text that is appropriate for the intended audience and function | Case study 6 |  |  |  |
| SO3, AC2The main points to be included in the text are identified and the necessary supporting details are added | Case study 7 |  |  |  |
| SO3, AC3A first draft of the text is written that collates the necessary information in a rough framework | Case study 8 |  |  |  |
| SO4, AC1The first draft is checked to ensure that appropriate grammar has been used and where necessary the draft is rewritten in plain language using clear accessible language that avoids over-complex syntax | Case study 9-10 |  |  |  |
| SO4, AC2Different ways of presenting the same information are considered and used where these enhance the meaning of the text | Case study 11 |  |  |  |
| SO4, AC3Technical or marketing terms and jargon are interpreted and rephrased in plain language or used appropriately in the correct context where the terminology is essential to the understanding of the text | Case study 9-10, 12 |  |  |  |
| SO4, AC4All information is checked for accuracy, and factual correctness | Case study 9-13 |  |  |  |
| SO4, AC5The document is ordered to ensure that the sequence is logical and meaningful.  | Case study 13 |  |  |  |
| SO5, AC1A text type, format and layout are selected that is appropriate for the audience and purpose | Case study 14-23 |  |  |  |
| SO5, AC2Layout and formatting techniques are used correctly to enhance the readability of the text | Case study 14-23 |  |  |  |
| SO5, AC3Information in the document is evaluated in terms of its appropriateness for the intended audience and business function | Case study 14-23 |  |  |  |
| SO5, AC4The final draft is proof read to check that it is completely correct | Case study 14-23 |  |  |  |
| SO5, AC5The final copy is self assessed using a rubric or checklist based on the requirements of the writing task and the items on the checklist created in Specific Outcome to Identify and collect information needed to write a text specific to a particular function | Case study 14 |  |  |  |

|  |
| --- |
| Logbook 12153 |
| **Date** | **Assignment No** | **Start** | **Finish** | **Total Hours** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| 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** | 12153 Use the writing process to compose texts required in the business environment |
| **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 | 12153 Use the writing process to compose texts required in the business environment |
| **ASSESSMENT DECISION** |
| Source of Evidence | C | NYC | Comments |
| Assessment |  |  |  |
| 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:  |  |
| 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

|  |  |  |  |
| --- | --- | --- | --- |
| Candidate's Name |  | ID No. |  |
| Assessor's Name |  | Reg. No. |  |
| Unit Standard Title | 12153 Use the writing process to compose texts required in the business environment |
| **ASSESSMENT DECISION** |
| Specific Outcome | C | NYC | Comments |
| Use textual features and conventions specific to business texts for effective writing |  |  |  |
| Identify and collect information needed to write a text specific to a particular function |  |  |  |
| Compose a text using plain language for a specific function |  |  |  |
| Organise and structure a text appropriately for a business function: |  |  |  |
| Present a written text for a particular function in a business environment |  |  |  |
| 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 | 12153 Use the writing process to compose texts required in the business environment |
| **MODERATION DECISION** |
| Specific Outcome | C | NYC | Comments |
| Use textual features and conventions specific to business texts for effective writing |  |  |  |
| Identify and collect information needed to write a text specific to a particular function |  |  |  |
| Compose a text using plain language for a specific function |  |  |  |
| Organise and structure a text appropriately for a business function |  |  |  |
| Present a written text for a particular function in a business environment |  |  |  |
| 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