**119467 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.

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

Signature of Learner

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

Name of Facilitator/Mentor/Supervisor:

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

Signature of Facilitator/Mentor/Supervisor

**Workplace Assignments 119467**

1. You must attend at least two team meetings and a workshop or other learning activity
2. 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.
3. You have to do research about the following

Communication channels in the organisation: upwards, downwards, horizontal

Communication resources such as telephone, fax, computers: which resources does your organisation make use of

Technological resources used by the organisation, such as computers: which resources does your organisation make use of

What multilingual needs exist in the organisation: how many languages are spoken in your organisation, how are the multilingual needs addressed

1. Plan your research, using the following guidelines. You have put your plan in writing, in the form of a report to your mentor / supervisor.

Identify the industry in which your organisation operates.

What learning resources are available in your organisation? Make sure that you include magazines, newsletters, manuals, technical or otherwise, operations manuals, etc. – in short, everything that is available in your organisation.

Plan your learning resources: what learning resources do you plan on using?

How will you gather information? You have to list at least two techniques, of which one must be interviews.

Design a questionnaire with that you will use to interview the HR department and other relevant departments and employees. The questions should give you information as required regarding communication channels in the organisation, communication resources as used in the organisation, technological resources used by the organisation and the multilingual needs of the organisation. You have to include at least 4 questions for each category.

1. Do the research as planned. You have to send the questionnaire to at least 20 people in the organisation. Include employees, supervisors and managers in your survey. It is also important to include the HR manager in your survey.
2. Once you have done the research:

Classify and sort your information in writing.

Summarise your findings. Attach your summary to the assignment.

Write a report about your findings. Your headings should include at least: communication strategies, communication resources, technological resources, multilingual needs of the organisation as well as a conclusion of how this impacts on the occupational learning of employees.

Make a recommendation of how to improve occupational learning in your organisation through the use of learning resources and communication channels in the organisation. Also make recommendations on how to lessen the impact of different languages on the learning process in your organisation.

1. During the previous assignment you were requested to trace all the learning resources available in your organisation.

Develop a database for the learning resources.

Send it to your HR manager under cover of a memo.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 1. **Logbook 119467** | | | | | | |
| **Date** | **Assignment No** | | **Start** | | **Finish** | **Total Hours** |
| *e.g.*  *12/9/2014* | *1* | | *10:00* | | *14:00* | *4* |
|  |  | |  | |  |  |
|  |  | |  | |  |  |
|  |  | |  | |  |  |
|  |  | |  | |  |  |
|  |  | |  | |  |  |
|  |  | |  | |  |  |
|  |  | |  | |  |  |
|  |  | |  | |  |  |
|  |  | |  | |  |  |
|  |  | |  | |  |  |
|  |  | |  | |  |  |
|  |  | |  | |  |  |
|  |  | |  | |  |  |
|  |  | |  | |  |  |
|  |  | |  | |  |  |
| Date | Learner Signature | Date | | Mentor/Supervisor Signature | | |
|  |  |  | |  | | |

**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 119467**

| Evidence required  (Evidence required to support the practical components of the specific outcomes & assessment criteria, expressed in the context of the assessment)  U/S 119467 | Sources of evidence  (where/how the assessor can find the evidence) |  | | **Assessor’s comments in support of judgement**  **(where required)** | |
| --- | --- | --- | --- | --- | --- |
| **✓** | **X** |  |
| SO1, AC1  Relevant learning resources are identified: Resource centres, literature, internet, other people | Knowledge Questionnaire  Project |  |  |  |
| SO1, AC2  Learning resources are used effectively through appropriate selection of information and acknowledgement of sources | Knowledge Questionnaire  Project |  |  |  |
| SO2, AC1  Specific techniques are selected and applied appropriately: Group activities such as brainstorming, group analysis, peer and self-assessment mind maps, note taking, memorising, key words, underlining, skimming and scanning | Knowledge Questionnaire  Project |  |  |  |
| SO2, AC2  Relevant questions are asked: Checking understanding, clarifying meaning, getting information, confirm accuracy of information | Knowledge Questionnaire  Project |  |  |  |
| SO2, AC3  Texts are read for detail and interpreted and analysed for a given context | Knowledge Questionnaire  Project |  |  |  |
| SO2, AC4  Spoken input is listened to for detail, interpreted and analysed for a given context | Knowledge Questionnaire  Project |  |  |  |
| SO2, AC5  Learning takes place through communicating with others in groups or as individuals: Facilitators, other learners, colleagues | Knowledge Questionnaire  Project |  |  |  |
| SO3, AC1  Occupational learning materials are well organised: Videos, internet, texts, handouts, text books, charts, maps, plans, diagrams | Knowledge Questionnaire  Project |  |  |  |
| SO3, AC2  Layout and presentation of learning materials are understood and used effectively: Index, contents page, or glossaries, electronic Texts | Knowledge Questionnaire  Project |  |  |  |
| SO4, AC1  Appropriate or relevant topic and scope is identified and defined | Knowledge Questionnaire  Project |  |  |  |
| SO4, AC2  Research steps are planned and sequenced appropriately | Knowledge Questionnaire  Project |  |  |  |
| SO4, AC3  Research techniques are applied: Gathering information, reading, interviewing, using appropriate electronic sources | Knowledge Questionnaire  Project |  |  |  |
| SO4, AC4  Information is evaluated for relevance | Knowledge Questionnaire  Project |  |  |  |
| SO4, AC5  Information is classified, categorised and sorted | Knowledge Questionnaire  Project |  |  |  |
| SO4, AC6  Research findings are analysed and presented in the appropriate format | Knowledge Questionnaire  Project |  |  |  |
| SO5, AC1  Active participation takes place in group-learning situations: Meetings, site/field visits, excursions, discussions, activities, workshops | Knowledge Questionnaire  Project |  |  |  |
| SO5, AC2  Responsibilities in the team are taken up and group work conventions are applied in learning situations: Supervision, mentoring, rotation of roles: conducting, chairing, recording, reporting | Knowledge Questionnaire  Project |  |  |  |
| SO5, AC3  Conflict management and negotiating techniques are practised | Knowledge Questionnaire  Project |  |  |  |
| SO5, AC4  Team work results in meaningful product or outcomes: Reaching consensus, completed projects/assignments | Knowledge Questionnaire  Project |  |  |  |
| SO6, AC1  Features of the occupational environment are described and discussed: Workplace/occupational focus: Services, manufacturing, financial, educational. Organisation type: Government, parastatal, heavy/light industry, large organisation, small business | Knowledge Questionnaire  Workplace Workbook |  |  |  |
| SO6, AC2  Ways in which these features affect learning processes and/or application of learning are described and discussed: Technological resources, communication resources, communication strategies and multilingual needs in relation to necessary client or colleague interaction | Knowledge Questionnaire  Workplace Workbook |  |  |  |

**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 |
|  |  |  |  |  | |  |

**ASSESSMENT REVIEW**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **NAME of LEARNER** | | | | | **NAME of ASSESSOR** | | | | |
| **VENUE** | | | | | **DATE of REVIEW** | | | | |
| **UNIT STANDARD** | | 119467 Use language and communication in occupational learning programmes | | | | | | | |
| **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 | | | |
|  | | | |
|  | | | |
|  | | | |
|  | | | |
| Assessor signature | Date | | |

**Candidate Feedback Report**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Candidate's Name |  | | | | ID No. |  |
| Assessor's Name |  | | | | Reg. No. |  |
| Unit Standard Title | 119467 Use language and communication in occupational learning programmes | | | | | |
| **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: | 119467 Use language and communication in occupational learning programmes | | |
| 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 119467**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Candidate's Name |  | | | | | ID No. |  |
| Assessor's Name |  | | | | | Reg. No. |  |
| Unit Standard Title | 119467 Use language and communication in occupational learning programmes | | | | | | |
| **ASSESSMENT DECISION** | | | | | | | |
| Specific Outcome | | C | | NYC | Comments | | |
| Access and use suitable learning resources | |  | |  |  | | |
| Use learning strategies | |  | |  |  | | |
| Manage occupational learning materials | |  | |  |  | | |
| Conduct basic research and analyse and present findings | |  | |  |  | | |
| Function in a team | |  | |  |  | | |
| Reflect on how characteristics of the workplace and occupational context affect learning | |  | |  |  | | |
| Overall Assessment Decision | | | | |  | | |
| Comments | | | | |  | | |
| Date | | | | |  | | |
|  | | |  | | | | |
| Signature of Assessor | | | Signature of Candidate | | | | |

**Moderator's Report 119467**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Moderator's Name |  | | | | Reg. No. | | |  |
| Assessor's Name |  | | | | Reg. No. | | |  |
| Candidate's Name |  | | | | ID No. | | |  |
| Unit Standard Title | 119467 Use language and communication in occupational learning programmes | | | | | | | |
| **MODERATION DECISION** | | | | | | | | |
| Specific Outcome | | | C | NYC | | | Comments | |
| Access and use suitable learning resources | | |  |  | | |  | |
| Use learning strategies | | |  |  | | |  | |
| Manage occupational learning materials | | |  |  | | |  | |
| Conduct basic research and analyse and present findings | | |  |  | | |  | |
| Function in a team | | |  |  | | |  | |
| Reflect on how characteristics of the workplace and occupational context affect learning | | |  |  | | |  | |
| Overall Moderation Decision | | | | | |  | | |
| Feedback to Assessor | | | | | |  | | |
| Action Required | | | | | |  | | |
| Date of Moderation | | | | | |  | | |
| Signature of Moderator | |  | | | | | | |
| Signature of Assessor | |  | | | | | | |
| Signature of Candidate | |  | | | | | | |

**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.