**LEARNER**

**SUMMATIVE ASSESSMENT GUIDE & PoE**

**Apply marketing team work strategies**

**Unit Standard 252201**

**Level 4 Credits 4**

# TABLE OF CONTENTS

[TABLE OF CONTENTS i](#_Toc126738100)

[Contact Details 1](#_Toc126738101)

[Competence 2](#_Toc126738102)

[Appeals & Disputes 3](#_Toc126738103)

[Assessment Process Flow 4](#_Toc126738104)

[PORTFOLIO OF EVIDENCE 5](#_Toc126738105)

[Portfolio Building 5](#_Toc126738106)

[Plan Your Portfolio 5](#_Toc126738107)

[Gather The Evidence 5](#_Toc126738108)

[Evaluate Your Evidence 5](#_Toc126738109)

[Cross-Reference Your Evidence To The Unit Standards 5](#_Toc126738110)

[Organise Your Information 6](#_Toc126738111)

[Learner Documents 7](#_Toc126738112)

[Learner Curriculum Vitae 7](#_Toc126738113)

[Attendance Registers 8](#_Toc126738114)

[ASSESSMENT STRATEGY 9](#_Toc126738115)

[Assessment Preparation 10](#_Toc126738116)

[Preparing The Candidate 10](#_Toc126738117)

[Assessor’s declaration: 10](#_Toc126738118)

[Agreed Assessment Plan 12](#_Toc126738119)

[UNIT STANDARD 252201 15](#_Toc126738120)

[Formative Assessments 19](#_Toc126738121)

[Summative Assessment Readiness Statement 20](#_Toc126738122)

[Assessor’s / Facilitator declaration: 20](#_Toc126738123)

[SUMMATIVE ASSESSMENTS 21](#_Toc126738124)

[Workplace Assignment 21](#_Toc126738125)

[Knowledge Questionnaire and Project 21](#_Toc126738126)

Contact Details

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Assessor Details | | | | | | | | |
| Name |  | | | | | | | |
| Branch |  | | Registration No: | | | | |  |
| Contact Details | email: |  | | | | | | |
| Phone: |  | Fax: | |  | | | |
| Moderator Details | | | | | | | | |
| Name |  | | | | | | | |
| Branch |  | | | | | | | |
| Contact Details | email: |  | Registration No: | | | |  | |
| Phone: |  | Fax: | |  | | | |
| Candidate Details | | | | | | | | |
| Surname |  | | | Name | |  | | |
| College |  | | | ID No | |  | | |
| Branch |  | | | | | | | |
| Contact Details | Email: |  | | | | | | |
| Phone: |  | | Fax: |  | | | |

Competence

Congratulations on completing the program*.* We sincerely hope you enjoyed the programme and that the learning experience was enriching.

The fact that you have attended training, however, is not sufficient evidence of your competence for us to award you a certificate and the credits attached to this programme.

You are required to undergo assessment in order to prove your competence to achieve credits leading to a national qualification.

#### Being Declared Competent Entails:

Competence is the ability to perform whole work roles, to the standards expected in employment, in a real working environment.

There are three levels of competence:

1. **Foundational competence**: an understanding of what you do and why
2. **Practical competence**: the ability to perform a set of tasks in an authentic context
3. **Reflexive competence**: the ability to adapt to changed circumstances appropriately and responsibly, and to explain the reason behind the action

To receive a certificate of competence and be awarded credits, you are required to provide evidence of your competence by compiling a portfolio of evidence, which will be assessed by a SETA accredited assessor.

#### You Have to Submit a Portfolio of Evidence

A portfolio of evidence is a structured collection of evidence that reflects your efforts, progress and achievement in a specific learning area, and demonstrates your competence.

#### The Assessment of Your Competence

Assessment of competence is a process of making judgments about an individual's competence through matching evidence collected to the appropriate national standards. The evidence in your portfolio should closely reflect the outcomes and assessment criteria of the unit standards of the learning programme for which you are being assessed.

To determine a candidate’s knowledge and ability to apply the skills before and during the learning programme, formative assessments are done to determine the learner’s progress towards full competence. This normally guides the learner towards a successful summative (final) assessment to which assessor and the candidate only agree when they both feel the candidate is ready.

Should it happen that a candidate is deemed not yet competent upon a summative assessment, that candidate will be allowed to be re-assessed. The candidate can, however, only be allowed three reassessments.

When learners have to undergo re-assessment, the following conditions will apply:

* Specific feedback will be given so that candidates can concentrate on only those areas in which they were assessed as not yet competent
* Re-assessment will take place in the same situation or context and under the same conditions as the original assessment
* Only the specific outcomes that were not achieved will be re-assessed

Candidates who are repeatedly unsuccessful will be given guidance on other possible and more suitable learning avenues.

In order for your assessor to assess your competence, your portfolio should provide evidence of both your knowledge and skills, and of how you applied your knowledge and skills in a variety of contexts.

Appeals & Disputes

The candidate has the right to appeal against assessment decision or practice they regard as unfair. An Appeals and Disputes procedure is in place and communicated to all assessment candidates in order for them to appeal on the basis of:

* Unfair assessment
* Invalid assessment
* Unreliable assessment
* Unethical practices
* Inadequate expertise and experience of the assessor

Appeals have to be lodged in writing (Candidate Appeal Form) & submitted to ICT internal moderator within 48 hours, following the assessment in question. The moderator will consider the appeal & make a decision regarding the granting of a re-assessment. The learner will be informed about the appeal-outcome within 3 days of lodging the appeal. Should the learner not be satisfied with the internal appeal outcome, the learner will be advised of the rights to refer the matter to the SETA ETQA.

## Assessment Process Flow

Assessment Activities conducted per the Assessment Plan

Assessment Plan agreed by candidate & completed by the assessors before the actual assessment

**CANDIDATE**

Detailed Assessor Report compiled & forwarded for Moderation

**ASSESSMENT**

Assessment Guide submitted to training provider as per Assessment Plan

Feedback Report Completed by Assessor & individual feedback given to candidate

Appeal form completed by the candidate in event of dispute

Record of Learning Updated

Assessment Results Moderated

Action Plan completed by Assessor

All records & evidence **filed**

**SETA**

Completed Assessor report/Moderator report/Record of Learning forwarded to SETA

Approval and Certification obtained from SETA

Certificate of Competencies issued to successful candidates

SETA to register on National Learner Database

# PORTFOLIO OF EVIDENCE

## 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 (The training provider)
* Your name, position and organisation
* Your contact details
* The name of your assessor
* The name of your moderator
* The date

1. An index
2. Background information

* Curriculum Vitae
* Organisation profile
* Job profile
* Organisation/department structure

1. A copy of the unit standard/s
2. Your assessment plan
3. Your completed Knowledge Questionnaire
4. An evidence locator grid
5. The evidence itself
6. Supporting evidence e.g. witness testimonies, reflections and witness status list
7. Assessment records

## Learner Documents

### Learner Curriculum Vitae

Please file your CV behind this page. Please remember to include a copy of your Identity Document (ID).

### Attendance Registers

File your attendance registers behind this page.

# ASSESSMENT STRATEGY

This assessment exercise will cover the unit standards for the learning program in order to achieve a competency certificate. The purpose of the assessment process is to gather enough evidence to prove all unit standard outcomes were achieved.

Competency will be assessed through class hands on tasks, input and performance based assessment, assignments which will require a fair amount of research and observation. Assessment evidence should be sufficient to prove that the candidate is competent in all require tasks set by the unit standards. A summative assessment will be conducted at end of the course to confirm assessment judgments. Principles of fairness, validity, practicability, reliability and consistency will be adhered to throughout.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Unit standard** | Apply marketing team work strategies | | **Unit Standard Codes** | | 252201 |
| **Level** | Level 4 | | **Credits** | | 4 |
| **Purpose of Assessment** | The purpose of this assessment is to check your understanding of the selected unit standard in order to prepare you for the workplace | | | | |
| **Assessment Procedures** | * An integrated assessment approach will be followed to allow for practical and theoretical components. The entails the assessment of a number of unit standards, outcomes and criteria together in one assessment activity * Candidates are not only assessed against specific outcomes, but also on critical outcomes, attitudes and values * A summative competence judgment will be made on the basis of all assessment evidence produced, that proves that the candidate can be consistently judged as competent against the outcomes of the unit standards and the qualification as a whole. * Candidates take responsibility for their own assessment and should notify the assessor when they are ready for assessment * Candidates will receive feedback after the summative assessment, which will be discussed after all assessments have been completed * All assessments will be reviewed to ensure that assessment practices are valid, fair, transparent, consistent and current * An Internal/External moderator will moderate assessment practices * The SETA will also conduct external moderation | | | | |
| **Context of Assessment** | Assessment Method | Assessment Conditions | | Who will conduct assessment | Assessment results and feedback |
| Questionnaire,  Project | Input based assessments | | Assessor | Immediate |

## Assessment Preparation

### Preparing The Candidate

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Name of Candidate** |  | | **Date** |  |
| **Time** |  |
| **Name of Assessor** |  | | **Venue** |  |
| **How to prepare the candidate** | | **Document Requirements** | **Agree (tick)** | **Action Required** |
| Explain to the candidate why your are meeting and the purpose of the assessment | | NQF Framework Assessment process |  |  |
| Discuss the assessment plan in detail | | Assessment strategy |  |  |
| Explain assessment process, show assessment instruments to candidate and describe assessment conditions | | Assessment instruments |  |  |
| Identify the role-players during assessment | | Assessors  Moderator |  |  |
| Describe the evidence required to be declared competent | | Examples of evidence |  |  |
| Explain how evidence will be judged | |  |  |  |
| Explain to the candidate how to prepare: Give candidate summative task description | | Summative task description |  |  |
| Confirm with the candidate what he/she should bring to the assessment | | Detailed briefing on exact requirements to be given to candidate |  |  |
| Ensure that candidate understands the procedures of all assessment practices | | Appeals procedure  Moderation procedure  Assessment policy |  |  |
| Ask the candidate if he/she foresees any problems or identify any special needs | | List needs |  |  |
| Check with candidate that he/she clearly understands the assessment procedure | |  |  |  |
| **Comments or questions:** | | | | |
|  | | | | |
|  | | | | |
|  | | | | |

### Assessor’s declaration:

I hereby declare that I have prepared the candidate for assessment, the candidate was consulted and all stakeholders have been informed and the workplace is prepared to ensure valid and fair assessment.

|  |  |
| --- | --- |
| Assessor Name | Signature |
|  |  |

## Agreed Assessment Plan

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Candidate's Name:** |  | | | | | | | | |
| **Assessor's Name:** |  | | | | | | | | |
| **Unit Standard Title:** | 252201 Apply marketing team work strategies | | | | | | | | |
| **Special Assessment Requirements** |  | | | | | | | | |
| **Event** | **Date, time and location** | | | Resources required | | **Evidence to be generated** | | | |
| Attend Training |  | | | Training material, Facilitator | | Attendance Register | | | |
| Complete assessments. |  | | | Assessments | | Completed Assessments | | | |
| Complete Portfolio of Evidence |  | | | Portfolio of Evidence guide | | Completed Portfolio of Evidence | | | |
| Submit Portfolio of Evidence to training provider |  | | |  | | Acknowledgement of receipt from training provider | | | |
| **Assessor roles and responsibility** | | | | | | | | | |
| **Roles** | * Assessor * Guide * Feedback Agent * Reviewer | | | | | | | | |
| **Responsibilities** | * Consult candidate re assessment, assessment process and plan * Agree assessment process and plan with candidate * Forward documentation to candidate: plan, guide and assessment instruments * Assess candidate with the use of different instruments * Provide feedback on assessment findings * Support candidate through assessment process * Source feedback from candidate on assessment process * Review assessment process and outcome * Use assessment process as opportunity to transform assessment activities and outcomes | | | | | | | | |
| **Candidate roles and responsibility** | | | | | | | | | |
| **Roles** | | * Candidate * Feedback agent * Reviewer | | | | | | | |
| **Responsibilities** | | * Be available for assessment * Be actively involved in the consultative process * Learn from the assessment process * Provide feedback to the assessor in terms of the assessment as learning activity * Provide feedback to the assessor on the efficacy of the assessment process * Review own role and assessor role in the assessment process | | | | | | | |
| **Assessment Instruments** | | * Portfolio of evidence * Project * Observation * Self evaluation * Questioning | | | | | | | |
| **Assessment Process** | | | | | | | | | |
| **Step** | | | | | | | | | **Date** |
| * Evaluation of POE addressing Essential Embedded Knowledge in unit standards * Evaluation of Research Projects and other evidence address specific unit standards * Consultation: assessment plan and assessment activities and instruments. Pre-assessment moderation and interviews conducted at this stage * Observation: feedback on assessment against specific outcomes, critical outcomes and constructs in unit standards * Feedback: to candidate regarding sufficiency of evidence and possible interview to gain supplementary evidence * Feedback to candidate regarding assessment findings as well as review process | | | | | | | | |  |
| **Feedback** | | Written feedback to be given to all stakeholders at the end of the assessment process, as well as verbal feedback to the candidate during assessment activities | | | | | | | |
| **Recording Process** | | Process and findings to be recorded and submitted for record keeping purposes as well as moderation and verification | | | | | | | |
| **Review Process** | | The review process is the responsibility of the assessor and the candidate. Joint reviewing will take place after feedback has been given to the candidate | | | | | | | |
| **Right to appeal** | | The candidate must be advised of the right to appeal | | | | | | | |
| **Accessibility and safety of environment** | | **Step** | | | | | **Date** | | |
| Site inspection conducted  Pre-assessment moderation conducted | | | | |  | | |
| **Resources Required** | | * + Assignments   + POE   + Assessments | | | | | | | |
| I confirm that:   * I have been consulted on and have agreed to the training and assessment process as detailed in the assessment guide * I have been advised of my right to appeal against any assessment that is unfair, unreliable, invalid or impracticable * I have read and understood the appeal procedure * I know that assessments may be moderated or verified by an external party * The purpose of the assessment has been clearly explained to me * The criteria have been discussed with me, and I know I will be assessed against these criteria * I know when and where I will be assessed, and I was given fair notice * I know how the assessment will be done, and any other requirements related to the assessment * I am ready to be assessed   **Signed: Date:** | | | | | | | | | |
| Overall Assessment Decision | | | Competent | | Not yet competent | | | | |
| Candidate’s Signature | | |  | | **Date** | | |  | |
| Assessor’s Signature | | |  | | **Date** | | |  | |
| Moderator’s Signature | | |  | | **Date** | | |  | |

# UNIT STANDARD 252201

#### Unit Standard Title

Apply marketing team work strategies

#### NQF Level

4

#### Credits

4

#### Purpose

The person credited with the unit standard will be able to describe the purpose and structure of teams within the marketing environment. They are also able to describe the role players in a team and evaluate the effectiveness of the team as well as their own performance within the team.

The qualifying learner is capable of:

* Identifying the structure and purpose of a team.
* Describing effective groups and identifying group stages.
* Describing and applying the roles and responsibilities required to work in a team.
* Identifying factors that affect a team in the workplace.
* Respecting personal, ethical, religious and cultural differences to enhance interaction between members.
* Reviewing the effectiveness of the team and own participation in the team.

#### Learning Assumed To Be In Place And Recognition Of Prior Learning

Learners accessing this unit standard will have demonstrated competence in:

* Communication at NQF Level 3 or equivalent.
* Mathematical Literacy at NQF Level 3 or equivalent.

#### Unit Standard Range

Team structures include but are not limited to: team leader, second in charge.

* Factors affective a team could include but are not limited to: disputes, moving targets, changing of objectives, deadlines, additional work on team member, losing of team members.
* Team objectives will include but are not limited to: target, due dates, measurable outcomes, who, what, where and when.

#### Specific Outcomes and Assessment Criteria:

**Specific Outcome 1**

Identify the structure and purpose of a team.

**Assessment Criteria**

* Structure of team is listed in line with own organisational team allocation.
* Purpose of a team is listed and explained in line with organisational or project objectives.
* Own position is shown in an organogram of the team.

**Specific Outcome 2**

Describe effective groups and identify group stages.

**Assessment Criteria**

* Effective groups are described within a given case study.
* Advantages and disadvantages of group work are listed in tabular form.
* Reasons for effective teamwork in marketing are identified and explained with examples.
* The role of group identity for the business is explained, within a given case study.
* The stages in group dynamics are identified and described within a given case study.
* Skills, aptitudes, personality and values within the specific group are identified and differentiated with examples.
* The importance of effective group behaviour is analysed in context of a specific marketing scenario.

**Specific Outcome 3**

Describe and apply the roles and responsibilities required to work in a team.

**Assessment Criteria**

* Roles and responsibilities of team members are listed in line with organisational objectives.
* Own roles and responsibilities are listed and described in line with organisational objectives and project targets.
* Own roles and responsibilities are applied in line with company standards and procedures.

**Specific Outcome 4**

Identify factors that affect a team in the workplace.

**Assessment Criteria**

* Negative factors are identified and explained in line with organisational activities.
* Positive factors are identified and explained in line with organisation activities.
* Uncontrollable factors are identified through investigation outside of the team and organisations control.
* Controllable factors are listed and explained in line with standard organisational practices.

**Specific Outcome 5**

Respect personal, ethical, religious and cultural differences to enhance interaction between members.

**Assessment Criteria**

* Differences between team members are identified and acknowledged within a given case study.
* The importance of showing respect to all stakeholders is explained in terms of the impact on individuals in the team.
* Behaviours which are of concern to individuals are discussed timeously and openly with those concerned.
* Other team member's feelings and perspectives are taken into account and own behaviour modified accordingly.

**Specific Outcome 6**

Review the effectiveness of the team and own participation in the team.

**Assessment Criteria**

* Team objectives are listed and recorded in required format.
* Team effectiveness against objectives is evaluated in required format and time frame.
* Own performance is evaluated against objectives and listed in required format and time frame.
* Corrective action is implemented following organisational standards and procedures.

#### Unit Standard Accreditation And Moderation Options

* An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA.
* Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA.
* Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA.
* Moderation of assessment will be conducted by the relevant ETQA at its discretion.

#### Unit Standard Essential Embedded Knowledge

* Structures and functions of teams in different environments.
* Factors that influence teams.
* Evaluation techniques.
* Social structures on individual and teams performances.

#### Critical Cross-field Outcomes (CCFO):

**Unit Standard CCFO Identifying**

Identify and solve problems related to team effectiveness.

**Unit Standard CCFO Working**

Work effectively with others when monitoring team's effectiveness against objectives.

**Unit Standard CCFO Collecting**

Collect, evaluate, organise and critically evaluate information when determining team objectives and targets for evaluation purposes.

**Unit Standard CCFO Communicating**

Communicate effectively when working within and evaluating teams and members performance.

**Unit Standard CCFO Contributing**

Being culturally sensitive across a range of social contexts so that all actions and decisions are acceptable to all stakeholders with broad cultural backgrounds.

## Formative Assessments

During your training, you were required to complete a number of activities within each Lesson in your Learner Study Guide. You need to complete these activities and attach the evidence of each in this section of your PoE.

## Summative Assessment Readiness Statement

Note: R = Ready for summative assessment, NYR = Not yet Ready for summative assessment

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Candidate's Name |  | | | | ID No. |  |
| Assessor's Name |  | | | | Reg. No. |  |
| Unit Standard Title | 252201 Apply marketing team work strategies | | | | | |
| **ASSESSMENT DECISION** | | | | | | |
| Specific Outcome | | R | NYR | Comments | | |
| Identify the structure and purpose of a team | |  |  |  | | |
| Describe effective groups and identify group stages | |  |  |  | | |
| Describe and apply the roles and responsibilities required to work in a team | |  |  |  | | |
| Identify factors that affect a team in the workplace | |  |  |  | | |
| Respect personal, ethical, religious and cultural differences to enhance interaction between members | |  |  |  | | |
| Review the effectiveness of the team and own participation in the team | |  |  |  | | |

### 

### Assessor’s / Facilitator declaration:

I hereby declare that I have assessed the learner’s formative assessment and find the learner ready / not yet ready for the summative assessment

|  |  |
| --- | --- |
| Assessor / Facilitator Name | Signature |
|  |  |

# SUMMATIVE ASSESSMENTS

## Workplace Assignment

### Knowledge Questionnaire and Project

1. Make use of the space provided below to draw your organisational organogram /staff structure and then identify your own and the team allocations/positions within. (SO1 AC 1 – 5)
2. Explain the purpose of a team in terms of organisational or project objectives. (SO1 AC2)
3. Identify at least three (3) effective groups/teams existing in your workplace. (SO2 AC1)
4. List the advantages and disadvantages of group work in the following table. (SO2 AC2)
5. Explain the importance of effective teamwork in marketing context. Make use of examples to explain your answer.(SO2 AC3 – 7)
6. Explain the role of group identities (teams) and their purpose in your organisation. Make use of practical examples to explain your answer. (SO2 AC4)
7. List the various stages existing in group dynamics. (SO2 AC5)
8. Identify the different skills, aptitudes, personality and values within the specific group within your organisation. (SO2 AC6)
9. Identify and explain the roles of and responsibilities of team members in line with your organisational objectives. (SO3 AC1)
10. Identify and explain your own roles and responsibilities towards your current projects / tasks in the workplace. (SO3 AC2)
11. Identify negative factors which could affect team performance in your workplace. Make use of examples to explain your answer. (SO4 AC1)
12. Identify the positive factors which could affect team performance in your workplace. Make use o examples to explain your answer. (SO4 AC2)
13. Identify controllable factors which could affect team performance in your workplace. Make use of examples to explain your answer. (SO4 AC4)
14. Explain the difference which exists amongst team members found in your department. (SO5 AC1)
15. Explain the importance of demonstrating respect for all the relevant stakeholders. (SO5 AC2)

**TOTAL: 100**