**LEARNER SUMMATIVE ASSESSMENT GUIDE AND PoE**

**Use Communication Skills To Handle And Resolve Conflict In The Workplace**

Unit Standard 9533

NQF Level 3 Credits 3

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## Contact Details

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| **Unit Standard:** |  | | | | | | | |
| **Course:** | Business Administration Level 3 Business Administration 1 to 6 | | | | | | | |
| 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 following programs:

* Demonstrate an understanding of a selected business environment
* Function in a business environment
* Operate in a team
* Introduce new staff to the workplace
* Use communication skills to handle and resolve conflict in the workplace
* Maintain a secure working environment
* Monitor and control reception area
* Monitor and control the receiving and satisfaction of visitors
* Attend to customer enquiries face-to-face and on the telephone in a banking environment
* Monitor and control office supplies
* Monitor and control the maintenance of office equipment
* Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations
* Investigate life and work related problems using data and probabilities
* Use mathematics to investigate and monitor the financial aspects of personal, business and national issues

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:

* **Foundational competence**: an understanding of what you do and why
* **Practical competence**: the ability to perform a set of tasks in an authentic context
* **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 the 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 two 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. This Candidate’s Assessment Portfolio directs you in the activities that need to be completed so that your competence can be assessed and so that you can be awarded the credits attached to the programme.

#### 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 Training provider 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.

**Abbreviations used in this guide:**

C = Competent

NYC = Not Yet Competent

## 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**

**SETA to register on National Learner Database**

**Certificate of Competencies issued to successful candidates**

# ASSESSMENT STRATEGY

These assessment exercises will cover the assessment criteria for the unit standard in order to prove competence. The purpose of the assessment process is to gather enough evidence to prove that the assessment criteria were achieved.

Competency will be assessed through a knowledge questionnaire as well as workplace activities and assignments recorded in POE. Assessment evidence should be sufficient to prove that the candidate is capable in all required tasks set by the unit standards and a competency judgement will be made regarding the exit level outcome. Principles of fairness, validity, practicability, reliability and consistency will be adhered to throughout.

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| --- | --- | --- | --- | --- | --- |
| **Unit standard** | Use communication skills to handle and resolve conflict in the workplace | | **Unit Standard Codes** | | 9533; |
| **Level** | Level 3 | | Credits | | 3 |
| **Purpose of Assessment** | The purpose of this assessment is to achieve the first step into applying the acquired skills and knowledge in 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 |
| Questionnaires  Work sample  Observation | Input based assessments | | Assessor | Immediate |

## Record Of Learning

National Certificate Business Administration Services

SAQA ID 67465

**Level 4 Credits 120**

**Exit level outcomes: Function in a team and overall business environment and Set personal goals**

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| --- | --- | --- | --- | --- | --- | --- |
| 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 |
| 9533 | 3 | 3 |  |  | |  |

# UNIT STANDARD 9533

#### Unit Standard Title

Use communication skills to handle and resolve conflict in the workplace

#### NQF Level

3

#### Credits

3

#### Specific Outcomes

Specific Outcome 1: Demonstrate an understanding of different conflict situations in the workplace

Specific Outcome 2: State and explain the difference between feelings and actual problem (contents) when dealing with conflict

Specific Outcome 3: Handle and resolve a conflict in the workplace

#### Critical Cross-Field Outcomes

Upon successful completion of this course, you will be able to:

* Communicate effectively using language skills
* Contribute to the full development of each learner and the social and economic development of the society at large because learners gain confidence

# 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:** | | | | |
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### 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.

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| Assessor Name | Signature |
|  |  |

## Agreed Assessment Plan

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **Candidate's Name:** |  | | | | | | |
| **Assessor's Name:** |  | | | | | | |
| **Unit Standard Title:** | 9533 Use communication skills to handle and resolve conflict in the workplace | | | | | | |
| **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 * Work sample * Observation | | | | | | |
| **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 | | |  | |

## Knowledge Questionnaire

**Specific Outcome 1:** Demonstrate an understanding of different conflict situations in the workplace

**Assessment Criteria**

* Different conflict situations that occur in the workplace are listed
* Examples of conflict situations are given and the conflicts described
* Role-players in conflict situations are listed
* Reasons why conflict occurs are listed and discussed

1. List five things that can lead to conflict in the workplace. (5)

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1. List five consequences of unresolved conflict. (5)

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1. When is conflict constructive? List five instances. (5)

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1. When is conflict destructive? List three instances. (3)

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1. Name and explain at least three role players in a conflict situation. (6)

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**Specific Outcome 2**: State and explain the difference between feelings and actual problem (contents) when dealing with conflict

**Assessment Criteria**

* Behaviour of different people in a conflict situation is discussed
* Own feelings when in a conflict situation is discussed
* Own behaviour when in a conflict situation is discussed
* The process of reaction in a conflict situation to solving the problem is demonstrated through exercises

1. Explain the five basic approaches to managing conflict. (10) two points each, one for the name and one for the explanation

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1. Name four questions to ask when determining your approach to the person with whom you have a conflict. (4)

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1. Name and explain three outcomes of conflict. (6)

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1. Which outcome is the ideal? (2)

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1. List four things you can do as the communicator to improve communication. (4)

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**Specific Outcome 3**: Handle and resolve a conflict in the workplace 

**Assessment Criteria**

* Methods to resolve conflict are identified and explained
* Conflict situation and possible methods of resolving the conflict are demonstrated by means of a role-play

1. Name the six steps involved in managing conflict. (6)

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1. Explain one form of conflict that has occurred in your group in class. What was the reason for the conflict? (1)
2. Who were the role players? (2) at least two role players
3. How was the conflict resolved? (1)
4. What was your reaction to the conflict? (1)
5. What were your feelings about the conflict? (1)
6. What were the feelings of the other role players about the conflict? (2)
7. What would you do differently next time? (1)

**TOTAL 65**