Learner PoE Guide

LP2:
Business communication

Learner Name and Surname	
Learner ID	
Company / Branch	
Date	
Learner Signature	

SAQA ID 119462: Engage in sustained oral/signed communication and evaluate spoken/signed texts;
NQF Level 4, 5 Credits
SAQA ID 119469: Read/view, analyse and respond to a variety of texts; NQF Level 4, 5 Credits
SAQA ID 119459: Write/present/sign for a wide range of contexts; NQF Level 4, 5 Credits
SAQA ID 12153: Use the writing process to compose texts required in the business environment;
NQF Level 4, 5 Credits

Table of Contents

Foreword to the Learner

The purpose of this guide is to provide the learners with process and requirements of successfully completing and submitting a Portfolio of Evidence for assessment against the unit standards of this learning programme:

Programme	LP2: Business Communication
Unit Standards	SAQA ID 119462: Engage in sustained oral/signed communication and evaluate spoken/signed texts; NQF Level 4, 5 Credits SAQA ID 119469: Read/view, analyse and respond to a variety of texts; NQF Level 4, 5 Credits SAQA ID 119459: Write/present/sign for a wide range of contexts; NQF Level 4, 5 Credits SAQA ID 12153: Use the writing process to compose texts required in the business environment; NQF Level 4, 5 Credits

Assessment in Outcomes Based Education is not only focused on what learners can do, but intends to develop learners holistically. In other words, learners are also required to demonstrate certain life-skills, which will not only enhance their learning, but will also ensure that these skills are transferable to their private lives.

In Outcomes-based education and training we use both formative and summative assessments:

- **Formative assessment** refers to assessment that takes place during the process of learning and teaching.

- **Summative assessment** is assessment for making a judgement about achievement. This is carried out when a learner is ready to be assessed at the end of a programme of learning.

Results initially collected for formative assessment, can be used for summative assessment, thus avoiding repetition.

Assessment Process

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Learner Signature	Date

Assessment Process Steps

Step 1: Plan and prepare for the assessment

Assessor needs to:
• Understand and review all the requirements of the assessment in terms of evidence required to prove competence
• Identify logistical arrangements that have to be made such as the venue
• Familiarise him/herself with assessment instruments and tools
• Identify and prepare any resources required for assessment, such as equipment, people and other resources for the assessment
• Ensure that he/she is familiar with the related policies - Assessment, Moderation, RPL and Appeals policy
	Document:
	☐ Unit Standard
	☐ Curriculum, Strategy and Alignment document
	☐ Assessment Guide
	    ☐ Assessment Strategy and process
	☐ Assessment related policies
	☐ Assessment Feedback document
	    ☐ Assessment Preparation Checklist

Learner needs to:
• Be informed of, and agreement reached over: the requirements for the assessment; the roles and responsibilities of the learner with regard to his/her assessment; the special needs of the learner (and how these can be accommodated) and how the evidence is to be collected; and also guided in preparing for assessment by the facilitator and/or assessor as per the Pre-Assessment Preparation Sheet criteria and then complete and sign the document in agreement with the assessment process
• Be given the contact details of the facilitator, assessor and any other support person from the training provider, for possible future assessment process assistance needs
• Be guided in planning for the assessment by the facilitator and/or assessor as per the Assessment Plan criteria and then complete and sign the document in agreement with the assessment plan that he/she created
• Be guided in understanding of the requirements of authenticity as per the Declaration of Authenticity form by the facilitator and/or assessor and then complete and sign the document in agreement with the authenticity requirements in the assessment process
• Be guided in understanding the Appeals Policy and Procedure, as well as the Appeals Form by the facilitator and/or assessor and then complete and sign the declaration of understanding on the Appeals Procedure form
• Be given answers to any assessment process related questions
	Document:
	☐ Learner Guide
	☐ Learner Workbook
	☐ Learner Portfolio of Evidence Guide
	    ☐ Pre-Assessment Preparation Sheet
	    ☐ Assessment Plan
	    ☐ Declaration of Authenticity
	    ☐ Declaration of understanding the Appeals Procedure
	    ☐ Assessment Activities Checklist
	    ☐ Learner ID, CV and certificates
	    ☐ Learner Workbook placeholder
	    ☐ Knowledge questions
	    ☐ Practical Activity for completion in the workplace
	    ☐ Witness Testimony for supervisor observation and feedback
	    ☐ Logbook

Step 2: Conduct and record the assessment	5

Assessor needs to:	**Document:**

- Conduct the assessment in an appropriate and nonthreatening manner and/or environment and use the assessment principles when assessing the evidence - Review and assess the evidence as submitted by the learner / candidate in their Learner Portfolio of Evidence Guide, by referring to the Assessment Guide for guidelines and model answers (memoranda): - Learner workbook filed in the Learner PoE - Knowledge questions - Practical Activity completed in the workplace - Witness Testimony and Logbook completed in the workplace - Make a judgement about the evidence against the criteria of the unit standard in the Final Assessment Recording (evidence grid) and the model answers provided, using the principles of good evidence as a guideline - Record the assessment process undertaken and the assessment findings and decisions taken in the required format on the specific documentation in the Assessment Feedback document: - Assessment Checklist - Assessment record - Final assessment recording document - VARCCS evaluation - Assessment outcome - When learners have to undergo re-assessment, they have to be given feedback so that they can concentrate on areas of weaknesses and only be re-assessed on NYC criteria. Re-assessment should comply with the following conditions: - Re-assessment should take place in the same situation or context and under the same conditions - The same method and assessment instrument may be used, but the task and materials should be changed, depending on the QMS requirements of the training provider.	☐ Unit Standard
	☐ Learner PoE guide submitted for assessment
	☐ Assessment Guide
	☐ Assessment Feedback document:
	  ☐ Assessment Checklist
	  ☐ Assessment record
	  ☐ Final assessment recording document
	  ☐ VARCCS evaluation
	  ☐ Assessment outcome

Step 3: Provide assessment feedback to the learner	

Assessor needs to:	**Document:**
- Provide the learner with feedback about the assessment conducted: - Provide feedback in both a positive and constructive manner - Advise / inform the learners of outstanding and/or required evidence - Record all communication with the learner **Learner** needs to: - Confirm receipt, understanding and acceptance of the feedback by completing and signing the declaration in the Assessment Outcome section of the Assessment Feedback document	☐ Assessment Feedback document: ☐ Assessment outcome document

Step 4: Review and report on the assessment		

Learner needs to:
• Review the assessment process by completing the Learner's Review of the Assessment Process (questionnaire)
 	
Assessor needs to:
• Review the assessment process and report on it using either the:
    o Assessor' and Moderator's Review of the Assessment (questionnaire); or
    o Group Assessor' and Moderator's Review of the Assessment (questionnaire)
 	
Training Provider needs to:
• Record the outcome of the assessment in the relevant quality management system database / matrix
• Record and/or submit the assessment results to the NLRD (National Learner Records Database) of the relevant ETQA
• Submit the specific number of learner portfolios for moderation, as per the training provider QMS
• Release the results of assessment to the relevant learner stakeholders, e.g. HR, mentor, supervisor; agreed to by the learner
• Manage any learner appeals against the assessment outcome, according to the Appeals Policy and Procedure
• All the documents or copies thereof, as prescribed previously, must be kept on file as part of the learner portfolio of evidence.
• Learner's portfolios of evidence must be readily available for internal and external moderation and verification by the appropriate practitioners, until after the ETQA verification process has taken place. The portfolios of evidence may then be kept (storage) or returned to the learner according to the training provider's QMS policy.
	Document:
	☐ Assessment Feedback document:
	    ☐ Learner's review of the assessment process
	    ☐ Assessor' and Moderator's Review of the Assessment
	    ☐ Group Assessor' and Moderator's Review of the Assessment
	☐ Training Provider specific QMS documents for:
	    ☐ Record of assessment
	    ☐ submitting the results to the NLRD
	    ☐ moderation
	    ☐ learner assessment result release	

The Assessment Process Role-players

The assessment team consists of the following people that each has a specific role and responsibilities to fulfil:

Learner	Learners will participate in the facilitated classroom training section of the learning programme by participating in formative assessment class activities / exercises in the Learner Workbook. The learner needs to: • Attend the learning / training session • Participate in the learning and form part of syndicate group / small workgroup for activities • Do research and prepare for participation during the training session • Complete the assignments, activities and portfolio Learners will complete and submit their individual Portfolios of Evidence, using the Learner Portfolio of Evidence Guide to successfully create, gather and submit the required evidence for assessment, by completing the following: • required administration documentation • completed Learner Workbook containing the formative assessment Class Activities and Programme Reflection

Learner Signature	Date

	• individual assignments and practical workplace activities:
	  ○ Knowledge Questions
	  ○ Practical Workplace Activity
	  ○ Witness Testimony – supervisor confirmation of application of the knowledge and skills in the workplace
	  ○ Assessment Activities Checklist – control checklist to ensure all required evidence is submitted by the learner
	
	Assessments are meant to be as clear and transparent as possible, therefore learners should know:
	
	• the kinds of assessment activities that they would be asked to perform
	• the standard and level of performance expected
	• the type and amount of evidence to be collected
	• their responsibility regarding the collection of evidence.

Facilitator	It is the role of the facilitator to facilitate the theoretical classroom training and skills practice sessions to groups of learners. The facilitator is also responsible for: • being available for questions regarding the assessment after the training has been completed • acting as Evidence Collection Facilitator, when facilitating formative assessment using the Class Activities in the Learner Workbook • facilitating only a section of the summative assessment - Knowledge Questions in the Learner Portfolio of Evidence Guide • guiding the learners on the use of the Portfolio of Evidence Guide • learning programme administration, e.g. attendance register, training report after the session, and any other related administration required by the training provider

Assessor	The assessor needs to be:
	
	• qualified as an assessor
	• registered as a constituent assessor with the relevant SETA
	• proficient in the subject matter of the learning area in which they are assessing and an expert in his/her knowledge of the unit standard requirements or qualification for which he/she is registered to assess - the assessor's subject matter knowledge should be at least of a level higher than the learner who is being assessed
	• proficient in the process of assessment - this means that they should:
	  ○ Be familiar with the unit standards that they will be assessing
	  ○ Be familiar with and use the assessment guides
	  ○ Plan the assessment, which includes the selection, design and implementation of assessment activities.
	  ○ Follow the assessment process, i.e. plan and agree on the assessment with the learner; guide the learner in the collection of evidence; conduct the assessment; provide feedback to the learner about the assessment decision
	  ○ Record and report on assessment results
	  ○ Participate in moderation processes
	  ○ Review the assessment and make appropriate changes
	
	The assessor needs to conduct an assessment subject to the following principles:
	
	• the application of NQF principles
	• the application of the principles of credible assessment
	• the application of the principles of the collection of and quality of the evidence
	• the assessment being planned and designed on the basis of understanding the requirements of the unit standard, part qualification or qualification that the learner is seeking credit for
	
	The assessor needs to establish a trusting relationship with learners – not only so that they can perform optimally during an assessment, but also so that the learners will trust that the assessor has their interests at heart.

Learner Signature	Date

Moderator	Internal moderators will be moderating assessment activities and supporting the assessors. Their task will be to do the quality assurance of the assessment activities in an ordered and structured way and develop the skills of assessors.
	Moderation ensures that people who are being assessed are assessed in a consistent, accurate and well-designed manner. It ensures that all assessors who assess a particular unit standard or qualification are using comparable assessment methods and are making similar and consistent judgements about the learners' performance.
	The moderator needs to be:
	• qualified as a moderator
	• registered as constituent moderator with the relevant SETA
	• experienced in the related field of assessment and moderation
	The moderator will, according to the Quality Management System of the training provider:
	• Moderate 25% of all portfolios within 2 weeks of assessment or as per the requirements stated in the training provider QMS
	• Validate the quality of the judgements made. The judgement is either confirmed or overturned on valid grounds.
Verifier	The moderation system will in turn be quality assured by the ETQAs who will have qualified verifiers in place to monitor moderation systems and support moderators. Some larger organisations will prefer to appoint internal verifiers to take a systemic view of internal assessment and moderation
Training Provider	The training provider needs to ensure that qualified facilitators, assessors and moderators are employed or contracted to perform the required functions, using quality materials as is required in the training provider quality management system.
	The training provider also needs to provide for the appeals process. If the learner / candidate is not happy about the process or findings of the assessment, he/she can put in an appeal to have the assessment reviewed by the training provider. This will ensure that candidates have a democratic right to overturn decisions that are not fair, not properly motivated or simply not believed. The training provider and ETQA should ensure that there is an appeals procedure in place, i.e. appeals against an assessment decision. Learners should be secure in the knowledge that they can appeal against an unfair assessment.

Competent vs. Not Yet Competent

Learners being assessed are not allocated a percentage (for example 55%) on completion of the learning. Rather, they are either deemed competent or not yet competent.

Training is delivered using an outcome-based style of teaching and learning. Learners drive the process of learning and educators need to facilitate the creation of learning opportunities.

Once a learner has demonstrated his/her competence through an assignment, task, exam or performance, then s/he is awarded the credits related to that competence.

However, learners deemed not yet competent, are either given another chance to prove competence, or they are re-trained, or they are encouraged to move into a different field of learning.

Requirements for being deemed Competent

Each unit standard indicates the requirements or standards of competence. These are written as assessment criteria. In an outcome-based system learners need to meet ALL these requirements before being deemed competent. However, SAQA has recommended that assessments be weighted according to the purpose of the qualification toward which the learner is learning.

Assessments are therefore designed around the requirements that are stated in the assessment criteria, and are therefore criterion-based. In a curriculum-based system, assessments were made around the norm of a group and were therefore norm-referenced.

A criterion-based assessment can only be performed using evidence that has been generated by the Learner. Types of evidence include direct evidence, indirect evidence and historic evidence:

- **Direct** – this is evidence that is collected directly by the assessor, for instance an assessor finding out whether you can bake a cake will watch you while you do it.

- **Indirect** – this is evidence that you have collected, signed off as authentic and submitted for assessment. For instance, a video of you baking a cake.

- **Historic** – this is evidence of your competence – as assessed by someone else. A certificate of competence issued to you when you completed a course is an example of historic evidence. Documents that you produced while doing a job (usually a few years ago) could also be historic evidence.

Evidence has to meet certain criteria. These criteria are summarised as **VARCS**:

- **V** is for **Valid**: the unit standard or qualification being assessed must require evidence that is submitted for assessment. Otherwise it is not important and cannot be used to find out whether you are competent or not.

- **A** is for **Authentic**: evidence that you submit must be your own work. Group work cannot be submitted as your own work because not only you worked on it.

- **R** is for **Reliable**: the evidence must be from a reliable source. A certificate of competence issued by a provider that is not accredited could be regarded as unreliable.

- **C** is for **Current**: the evidence must demonstrate that your competence is current. It doesn't help that you were able to run a 12 km race 5 years ago – can you still do it today? Currency is also related to the technology that is used to demonstrate competence. It does not help that you are able to boil water using a pot on a stove when electric kettles are the current method used to boil water.

- **S** is for **Sufficient**: the unit standards have several assessment criteria that need to be satisfied. The evidence must satisfy all the criteria or else it is not sufficient.

However, evidence is collected using some kind of instrument. These instruments take different forms. Some instruments include questionnaires, interview schedules, simulations, role-play, observation checklists and products.

Note to the Learner

Dear Learner,

You have opted to undergo assessment and as a result have been presented with this PoE (Portfolio of Evidence). Please go through all sections of this PoE very carefully before submission and make sure that you have included all the information and evidence requested. **Please take note of the following:**

Unit Standard:
A copy of the unit standard has been included. The assessment has been designed in order to meet all requirements as set by this unit standard.

Pre-Assessment Preparation Sheet:
The first step towards completing this PoE is to read through the Pre-Assessment Preparation Sheet. This form contains valuable background information. Your assessor will not be able to assess your portfolio if you have not read and signed this document.

Assessment Plan:
You can use the assessment plan to write down the dates on which you plan to meet specific targets.

Declaration of Authenticity:
Please complete the declaration of authenticity to declare that the evidence that you submit in this PoE is your own work, with the exception of those that you list in the section provided. Your assessor will not be able to assess your portfolio if you have not read, completed and signed this document.

Appeals Procedure and Form
Familiarise yourself with the appeals procedure and sign the document as requested. You will only use the Appeals Form if you would like to appeal against the assessment decision.

Assessment Instruments:
By completing the assessment instruments you will generate / gather the evidence required to meet the outcomes of the unit standard(s). Please follow instructions carefully for both the formative and summative assessments.

Assessment Activities Checklist
As part of the quality management process used by the training provider and the SETA, the learner and his/her supervisor are required to check and sign off that all activities have been completed and submitted in the PoE. Please complete this form, before submitting your PoE.

Learner's Review of the Assessment Process
As part of the quality management process used by the training provider and the SETA, the learner is required to provide feedback to the training provider about the assessment process. Please complete this form, before submitting your PoE.

Please note that you are welcome to contact your facilitator / assessor at any stage should you have any questions pertaining to the assessment.

Learner Signature	Date

Portfolio of Evidence

Please complete the following documents and submit as part of your Portfolio of Evidence:

- Learner's Personal Information form
- Learner ID, CV and Qualifications
- Unit Standard Details
- Assessment Contract document
- Declaration of Authenticity document

Learner Signature	Date

Learner's Personal Information

Please provide the following information for SAQA National Learner Database. The following page provides the information form codes:

Learner's Last Name		
Learner's First Name (s)		
Learner title		
Learner birth date (YYYYMMDD)		
ID Number (attach a copy of ID)		
Equity code		
Nationality code		
Gender code		
Citizen resident status code		
Home language code		
Socioeconomic status code		
Disability status code		
Learner home address		
Learner postal address		
Province code		
Contact Details	**Telephone**	
	Cell phone	
	E-mail	
	Fax	
Company Details	**Company Name**	
	Contact Person (Supervisor)	
	Contact Person Contact Number	
	Postal Address	
Learner's Designation		
Date of Submission		

Learner Signature	Date

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Registration Form Codes

Alternative ID type	Equity code	Nationality code	
1 National ID 521 SAQA Member ID 527 Passport Number or Foreign ID Number 529 Driver's License 531 Temporary ID number 533 None 537 Student Number 538 Work Permit Number 539 Employee Number 540 Birth Certificate Number 541 HSRC Register Number 561 ETQA Record Number 565 Refugee Number 535 Unknown	BA Black: African BC Coloured BI Indian / Asian Oth Other WH White U Unknown	SA South Africa SDC SADC except SA ANG Angola BOT Botswana LES Lesotho MAL Malawi MAU Mauritius MOZ Mozambique NAM Namibia SEY Seychelles SWA Swaziland TAN Tanzania ZAI Zaire ZAM Zambia ZIM Zimbabwe	AIS Asian countries AUS Australia Oceania countries EUR European countries NOR North American countries SOU South / Central American c ROA Rest of Africa OOC Other & rest of Oceania NOT N/A: Institution U Unspecified

Citizen/residence status	Home language code	Gender code	Province code
U Unknown SA South Africa O Other D Dual (SA plus other) PR Permanent Resident	Afr Afrikaans Eng English Nde isiNdebele Oth Other SASL South African Sign Language Sep sePedi Ses seSotho Set seTswana Swa siSwati Tsh tshiVenda Xho isiXhosa Xit xiTsonga Zul isiZulu U Unknown	M Male F Female U Unknown	1 Western Cape 2 Eastern Cape 3 Northern Cape 4 Free State 5 Kwazulu/Natal 6 North West 7 Gauteng 8 Mpumalanga 9 Limpopo X Outside South Africa N South Africa National

Disability status	Socioeconomic Status
N None 01 Sight (even with glasses) 02 Hearing (even with a hearing aid) 03 Communication (talking, listening) 04 Physical (moving, standing, grasping) 05 Intellectual (difficulties in learning); retardation 06 Emotional (behavioural or psychological) 07 Multiple 09 Disabled but unspecified U Unknown disability status	01 Employed 02 Unemployed, seeking work 03 Not working, not looking 04 Home-maker (not working) 06 Scholar/student (not w.) 07 Pensioner/retired (not w.) 08 Not working - disabled 09 Not working - no wish to w 10 Not working - N.E.C. 97 N/A: aged <15 98 N/A: Institution U Unspecified

Learner Signature	Date

Learner ID

*Insert a **certified** copy of your Identify Document here:*

Learner CV

Insert a copy of your full CV (Curriculum Vitae) here:

Learner Qualifications

Insert certified copies of relevant qualifications here:

Learner Signature	Date

Unit Standard details

119462

SOUTH AFRICAN QUALIFICATIONS AUTHORITY
REGISTERED UNIT STANDARD:
Engage in sustained oral/signed communication and evaluate spoken/signed texts

SAQA US ID	UNIT STANDARD TITLE
119462	Engage in sustained oral/signed communication and evaluate spoken/signed texts

ORIGINATOR
SGB GET/FET Language and Communication

PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY
-

FIELD		SUBFIELD
Field 04 - Communication Studies and Language		Language

ABET BAND	UNIT STANDARD TYPE	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS
Undefined	Regular-Fundamental	Level 4	NQF Level 04	5

REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered	2018-07-01	2023-06-30	SAQA 06120/18

LAST DATE FOR ENROLMENT	LAST DATE FOR ACHIEVEMENT
2024-06-30	2027-06-30

This unit standard replaces:

US ID	Unit Standard Title	Old NQF Level	New NQF Level	Credits	Replacement Status
8974	Engage in sustained oral communication and evaluate spoken texts	Level 4	NQF Level 04	5	Complete

PURPOSE OF THE UNIT STANDARD

Competence at this level will enable learners to participate effectively in oral/signed communication in most situations.
Learners at this level are aware of their audiences and purposes for communication. They listen effectively and critically. They are able to identify or adopt the style and language register required in different situations. They can usually identify the assumptions and inferences in what people say/sign. They speak/sign fluently and confidently in both formal and familiar settings and can articulate their purpose and meaning clearly. They can use language to convey detailed information, and to express their ideas and feelings. They control complex sentence structures and language conventions in their spoken/signed communications.

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People credited with this unit standard are able to:
☐ Respond critically yet sensitively as a listener / audience
☐ Analyse own responses to spoken / signed texts and adjust as required
☐ Use strategies to be an effective speaker / signer in sustained oral / signed interactions
☐ Evaluate spoken / signed discourse

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

The credit calculation is based on the assumption that learners are already competent in terms of the following outcomes or areas of learning when starting to learn towards this unit standard: NQF Level 3 unit standard entitled Accommodate audience and context needs in oral/signed communication.

UNIT STANDARD RANGE

The learner can engage in extended oral/signed interactions in a wide range of socio-cultural, learning and/or workplace contexts.
Specific range statements are provided in the body of the unit standard where they apply to particular specific outcomes or assessment criteria.

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Respond critically yet sensitively as a listener/audience.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Responses show a clearly developed understanding of complex issues under discussion in one-on-one or group situations. Own understanding is clarified and further developed during discussions and opportunity is provided during interactions for the clarification of one another's understanding.

ASSESSMENT CRITERION 2

Discussions and/or conflicts are managed sensitively and in a manner that supports the goal of group or one-on-one interaction.

ASSESSMENT CRITERION RANGE

Disagreements in groups, personality clashes, conflict management, resolving deadlocks, positively summarising conclusions

ASSESSMENT CRITERION 3

Characteristics of a speaker's/signer's style and tone/register that attract or alienate an audience are identified with reference to the particular effect of each feature in creating audience response.

ASSESSMENT CRITERION 4

The underlying assumptions, points of view and subtexts in spoken/signed texts are identified and challenged when appropriate to clarify understanding, remove bias and/or sustain interaction.

SPECIFIC OUTCOME 2

Analyse own responses to spoken/signed texts and adjust as required.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Own responses to spoken/signed texts are analysed in relation to audience, purpose and context. Inappropriate responses are identified and adjusted accordingly.

ASSESSMENT CRITERION 2

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When confronted by opposing views, own position is put forward with confidence in a manner appropriate to the interaction.

ASSESSMENT CRITERION 3

Tone/register, approach or style is appropriate to context, and is adapted to maintain oral/signed interaction when it breaks down or is difficult to initiate or maintain. Pedantic, illogical or aggressive language is identified and modified to sustain interaction.

SPECIFIC OUTCOME 3

Use strategies to be an effective speaker/signer in sustained oral/signed interactions.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Planning of content and presentation techniques is evident in formal communications.

ASSESSMENT CRITERION 2

The impact of non-verbal cues/body language and signals on audiences is analysed and used appropriately.

ASSESSMENT CRITERION 3

The influence of rhetorical devices is analysed and used for effect on an audience.

ASSESSMENT CRITERION RANGE

Pause, rhetorical question, exclamation, analogy, emphasis, repetition, rhythm, use of inclusive/ exclusive pronouns, stress, intonation, non-manual features (NMFs), volume/sign size and pace

SPECIFIC OUTCOME 4

Evaluate spoken/signed discourse.

OUTCOME RANGE

Formal and informal texts

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Points of view in spoken/signed texts are identified and meaning described in relation to context and purpose of the interaction.

ASSESSMENT CRITERION 2

Values, attitudes and assumptions in discourse are identified and their influence on the interaction described.

ASSESSMENT CRITERION 3

Techniques used by speakers/signers to evade or dissipate responsibility for an issue are identified and interpretations of the text reflect this insight.

ASSESSMENT CRITERION 4

The impact (eg clarity of purpose, speaker's/signer's capability) is described, explained and judged.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

☐ This Unit Standard will be assessed by an assessor and moderated by a moderator, registered with the relevant accredited ETQA responsible for the quality assurance of this Unit Standard.

☐ Any institution offering learning that will enable achievement of this Unit Standard must be accredited as a provider through the appropriate quality assuring ETQA, or Learning Programme approval with an ETQA that has a Memorandum of Understanding with the

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quality assuring ETQA.
☐ Verification (external moderation) of assessment and moderation by the provider, will be conducted by the relevant quality assuring ETQA according to the moderation guidelines in the relevant Qualification and the agreed ETQA policy and procedures.
☐ An individual wishing to be assessed through RPL against this Unit Standard, may apply to an assessment agency or provider institution accredited by the relevant quality assuring ETQA, or by an ETQA that has a formal agreement/accreditation with the relevant quality assuring ETQA.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

The essential embedded knowledge will be assessed through assessment of the specific outcomes in terms of the stipulated assessment criteria.

Learners can understand and explain that languages have certain features and conventions, which can be manipulated. Learners can apply this knowledge and adapt language to suit different contexts, audiences and purposes. Knowledge of formats, conventions, protocols and contexts is acquired through activities used to attain this unit standard.

Learners are unlikely to achieve all the specific outcomes, to the standards described in the assessment criteria, without knowledge of the listed embedded knowledge. This means that for the most part, the possession or lack of the knowledge can be directly inferred from the quality of the learner's performance. Where direct assessment of knowledge is required, assessment criteria have been included in the body of the unit standard.

UNIT STANDARD DEVELOPMENTAL OUTCOME
N/A

UNIT STANDARD LINKAGES
N/A

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO IDENTIFYING

Identify and solve problems: using context to decode and make meaning individually and in groups in oral, reading and written or signed activities.

UNIT STANDARD CCFO WORKING

Work effectively with others and in teams: using interactive speech/signing in activities, discussion and research projects.

UNIT STANDARD CCFO ORGANISING

Organise and manage oneself and one's activities responsibly and effectively through using language.

UNIT STANDARD CCFO COLLECTING

Collect, analyse, organise and critically evaluate information: fundamental to the process of growing language capability across language applications and fields of study.

UNIT STANDARD CCFO COMMUNICATING

Communicate effectively using visual, mathematical and/or language skills: in formal and informal communications.

UNIT STANDARD CCFO DEMONSTRATING

Understand the world as a set of inter-related parts of a system: through using language to explore and express links, and exploring a global range of contexts and texts.

UNIT STANDARD CCFO CONTRIBUTING

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Contribute to the full development of oneself: by engaging with texts that stimulate awareness and development of life skills and the learning process.

QUALIFICATIONS UTILISING THIS UNIT STANDARD:

ID	QUALIFICATION TITLE	OLD LEVEL	NEW LEVEL	STATUS	END DATE	QUALITY ASSURING BODY
93996	Further Education and Training Certificate: Contact Centre Operations	Level 4	NQF Level 04	Reregistered	2021-06-30	As per Learning Programmes recorded against this Qual

Learner Signature	Date

119469

SOUTH AFRICAN QUALIFICATIONS AUTHORITY
REGISTERED UNIT STANDARD:
Read/view, analyse and respond to a variety of texts

SAQA US ID	UNIT STANDARD TITLE			
119469	Read/view, analyse and respond to a variety of texts			

ORIGINATOR

SGB GET/FET Language and Communication

PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY

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FIELD			SUBFIELD	
Field 04 - Communication Studies and Language			Language	

ABET BAND	UNIT STANDARD TYPE	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS
Undefined	Regular-Fundamental	Level 4	NQF Level 04	5

REGISTRATION STATUS	REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered	2018-07-01	2023-06-30	SAQA 06120/18

LAST DATE FOR ENROLMENT	LAST DATE FOR ACHIEVEMENT		
2024-06-30	2027-06-30		

This unit standard replaces:

US ID	Unit Standard Title	Old NQF Level	New NQF Level	Credits	Replacement Status
8975	Read analyse and respond to a variety of texts	Level 4	NQF Level 04	5	Complete

PURPOSE OF THE UNIT STANDARD

Competence at this level will enable learners to use analytical skills to make sophisticated judgements about complex human and social issues. They are aware of both the functions of language and of its drama and power. Learners are critical, reflective and responsive readers and/or viewers of written/signed and visual texts. They are able to draw comparisons between texts, and to compare and contrast themes and issues in texts with those in the contexts in which they live and work. They identify and analyse style and tone/sign size and pace and account for their effectiveness in different texts. They are willing to challenge the assumptions and values expressed in texts. They are especially critical readers/viewers of both the written/signed and/or visual mass media. They can access, process and use information from a wide variety of texts.

Learners credited with this unit standard are:
☐ Critically analyse texts produced for a range of purposes, audiences and contexts
☐ Identify and explain the values, attitudes and assumptions in texts
☐ Evaluate the effects of content, language and style on readers' / viewers' responses in

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specific texts.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

The credit calculation is based on the assumption that learners are already competent in terms of the following outcomes or areas of learning when starting to learn towards this unit standard: NQF Level 3 unit standard entitled Interpret and use information from texts.

UNIT STANDARD RANGE

A wide variety of complex and extended written/signed and visual texts from socio-cultural, learning and workplace contexts.
Specific range statements are provided in the body of the unit standard where they apply to particular specific outcomes or assessment criteria.

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Critically analyse texts produced for a range of purposes, audiences and contexts.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Reading and/or viewing strategies appropriate to the purposes for reading/viewing are adopted.

ASSESSMENT CRITERION RANGE

Skim, scan, prediction, knowledge of form and features of text types and different genre.

ASSESSMENT CRITERION 2

Organisational features of texts are identified. The role of each of the features is explained in relation to usefulness in making meaning of readings and/or viewing.

ASSESSMENT CRITERION RANGE

Role of titles, headings, introductions, paragraphs, conclusions, outcome statements, chapters, summaries, contents, diagrams, appendices or addenda, foreword, index, content lists glossary, hyper-links, layout, icons, tables, graphics, font size and/or type, photographs, captions, visuals, cinematographic techniques.

ASSESSMENT CRITERION 3

Synthesis of information from texts, and generalisation of patterns and trends, result in appropriate conclusions about purpose, audience and context.

SPECIFIC OUTCOME 2

Identify and explain the values, attitudes and assumptions in texts.

OUTCOME RANGE

Socio-cultural, learning and/or workplace contexts.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

An understanding of surface and embedded meaning in the text is reflected in presentations of viewpoints.

ASSESSMENT CRITERION 2

Values and views in selected texts are identified and explained in terms of the impact on meaning and target audience.

ASSESSMENT CRITERION 3

Evidence cited from texts in defence of a position is relevant.

SPECIFIC OUTCOME 3

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Evaluate the effects of content, language and style on readers'/viewers' responses in specific texts.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Content is outlined and its possible effects on different readers/viewers are explored.

ASSESSMENT CRITERION 2

The impact of different writing/signing techniques on reader/viewer perspective are identified and explained in terms of the particular effect produced by each.

ASSESSMENT CRITERION RANGE

Length of sentence, punctuation/non-manual features (NMFs), diction/choice of words, use of figurative language jargon / technical terms / slang / dialect / irony / humour / satire / sarcasm / legalisms

ASSESSMENT CRITERION 3

The influence of specific language structures and features is analysed.

ASSESSMENT CRITERION RANGE

Bias (cultural, religious or peer preferences, misrepresentation, discrimination, racist, sexist, ageist), humour, irony, sarcasm, use of omission and silence, figurative expressions, repetition, hyperbole, generalisations, stereotyping, pictures and captions, typography and grammar.

ASSESSMENT CRITERION 4

The effect of selected production techniques in visuals is explained.

ASSESSMENT CRITERION RANGE

Range of visuals: Photographs, transparencies, slides, posters, graphics, videos, films
Range of techniques: Composition, layout, light, foregrounding, backgrounding, perspective, camera angle, frame, sequence, use of colour/black and white, font type, font size, headlines, captions, subtitles, borders, overlays, selection and/or omission, scale, size

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

☐ This Unit Standard will be assessed by an assessor and moderated by a moderator, registered with the relevant accredited ETQA responsible for the quality assurance of this Unit Standard.
☐ Any institution offering learning that will enable achievement of this Unit Standard must be accredited as a provider through the appropriate quality assuring ETQA, or Learning Programme approval with an ETQA that has a Memorandum of Understanding with the quality assuring ETQA.
☐ Verification (external moderation) of assessment and moderation by the provider, will be conducted by the relevant quality assuring ETQA according to the moderation guidelines in the relevant Qualification and the agreed ETQA policy and procedures.
☐ An individual wishing to be assessed through RPL against this Unit Standard, may apply to an assessment agency or provider institution accredited by the relevant quality assuring ETQA, or by an ETQA that has a formal agreement/accreditation with the relevant quality assuring ETQA.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

The essential embedded knowledge will be assessed through assessment of the specific outcomes in terms of the stipulated assessment criteria.
Learners can understand and explain that languages have certain features and conventions, which can be manipulated. Learners can apply this knowledge and adapt language to suit different contexts, audiences and purposes. Knowledge of formats, conventions, protocols and contexts is acquired through activities used to attain this unit standard.
Learners are unlikely to achieve all the specific outcomes, to the standards described in the assessment criteria, without knowledge of the listed embedded knowledge. This means that for the most part, the possession or lack of the knowledge can be directly inferred from the quality of the learner's performance. Where direct assessment of knowledge is required, assessment criteria have been included in the body of the unit standard.

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UNIT STANDARD DEVELOPMENTAL OUTCOME

N/A

UNIT STANDARD LINKAGES

N/A

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO IDENTIFYING

Identify and solve problems: using context to decode and make meaning individually and in groups in oral/signed, reading/viewing and written/signed activities.

UNIT STANDARD CCFO WORKING

Work effectively with others and in teams: using interactive speech/signing in activities, discussion and research projects.

UNIT STANDARD CCFO ORGANISING

Organise and manage oneself and one's activities responsibly and effectively through using language.

UNIT STANDARD CCFO COLLECTING

Collect, analyse, organise and critically evaluate information: fundamental to the process of growing language capability across language applications and fields of study.

UNIT STANDARD CCFO COMMUNICATING

Communicate effectively using visual, mathematical and/or language skills: in formal and informal communications.

UNIT STANDARD CCFO SCIENCE

Use science and technology effectively and critically: using technology to access and present texts and exploring the ethics of science and technology through studying texts from and about these fields.

UNIT STANDARD CCFO DEMONSTRATING

Understand the world as a set of inter-related parts of a system: through using language to explore and express links, and exploring a global range of contexts and texts.

UNIT STANDARD CCFO CONTRIBUTING

Contribute to the full development of oneself: by engaging with texts that stimulate awareness and development of life skills and the learning process.

QUALIFICATIONS UTILISING THIS UNIT STANDARD:

ID	QUALIFICATION TITLE	OLD LEVEL	NEW LEVEL	STATUS	END DATE	QUALITY ASSURING BODY
93996	Further Education and Training Certificate: Contact Centre Operations	Level 4	NQF Level 04	Reregistered	2021-06-30	As per Learning Programmes recorded against this Qual

119459

SOUTH AFRICAN QUALIFICATIONS AUTHORITY
REGISTERED UNIT STANDARD:
Write/present/sign for a wide range of contexts

SAQA US ID	UNIT STANDARD TITLE			
119459	Write/present/sign for a wide range of contexts			
ORIGINATOR				
SGB GET/FET Language and Communication				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY				
-				
FIELD		**SUBFIELD**		
Field 04 - Communication Studies and Language		Language		
ABET BAND	**UNIT STANDARD TYPE**	**PRE-2009 NQF LEVEL**	**NQF LEVEL**	**CREDITS**
Undefined	Regular-Fundamental	Level 4	NQF Level 04	5
REGISTRATION STATUS	**REGISTRATION START DATE**	**REGISTRATION END DATE**	**SAQA DECISION NUMBER**	
Reregistered	2018-07-01	2023-06-30	SAQA 06120/18	
LAST DATE FOR ENROLMENT	**LAST DATE FOR ACHIEVEMENT**			
2024-06-30	2027-06-30			

This unit standard replaces:

US ID	Unit Standard Title	Old NQF Level	New NQF Level	Credits	Replacement Status
8976	Write for a wide range of contexts	Level 4	NQF Level 04	5	Complete

PURPOSE OF THE UNIT STANDARD

This unit standard will be useful to learners who communicate confidently and fluently in writing/signing in almost any formal and informal situation. Competence at this level will help learners to analyse and make mature judgements about complex, human, personal, social and environmental issues and to express and motivate own opinions.

Learners at this level write/sign expressively and with conviction on topics of interest. They cope well with the exploration of complex themes and issues in a variety of writing/signing styles that stimulate and maintain the interest of their readers/audience. Through a drafting and editing process their writing/signing shows significant improvement.

They carefully scrutinise their own and others' writing/signing in terms of its impact on different audiences and contexts. They are also able where possible to use multi-media technologies to present rather than write/sign own texts.

Learners credited with this unit standard are able to:
☐ Write / sign effectively and creatively on a range of topics

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☐ Choose language structures and features to suit communicative purposes
☐ Edit writing / signing for fluency and unity.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

The credit calculation is based on the assumption that learners are already competent in terms of the following outcomes or areas of learning when starting to learn towards this unit standard: NQF level 3 unit standard.
US: Write/present/sign texts for a range of communicative contexts.

UNIT STANDARD RANGE

Write on/present specialised and complex topics in a wide range of written and/or visual forms.
Specific range statements are provided in the body of the unit standard where they apply to particular specific outcomes or assessment criteria.

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Write/sign effectively and creatively on a range of topics.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Imaginative texts are convincing, and appropriate to the topic and purpose.

ASSESSMENT CRITERION 2

Expository/factual texts are convincing and well developed with respect to clearly articulated transactional purposes, using fully developed paragraphs and resulting in a unified text.

ASSESSMENT CRITERION 3

Writing/signing on personal interests is convincing in terms of issues and concerns addressed.

ASSESSMENT CRITERION 4

The narrative voice or register chosen is appropriate to context, purpose and audience.

ASSESSMENT CRITERION RANGE

Passive for scientific writing/signing, adopting a persona for narrative, first person/third person selection, authorial comment within narrative voice/register, subjective or objective options, comedic register for humourous narrative.

SPECIFIC OUTCOME 2

Choose language structures and features to suit communicative purposes.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Points in argument are logically and deliberately sequenced to build up to a convincing conclusion.

ASSESSMENT CRITERION 2

Devices are employed to create particular rhythmic or tonal effects.

ASSESSMENT CRITERION RANGE

Punctuation (ellipsis marks, semi-colons and dashes), rhetorical devices (repetition, questioning, emphasis), non-manual modification, sign contractions.

ASSESSMENT CRITERION 3

Stylistic devices that enhance meaning are used effectively.

ASSESSMENT CRITERION RANGE

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Symbol, imagery, irony, understatement, index and icon, logos, hyperbole, visuals, graphics.

SPECIFIC OUTCOME 3
Edit writing/signing for fluency and unity.
ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1
Text is checked for coherence, logical sequence and structure. Weaknesses and/or errors are identified and adjustments improve coherence and flow.

ASSESSMENT CRITERION 2
Information is rearranged in ways that promote interest in, and impact of, the text for a defined purpose, target audience and context.

ASSESSMENT CRITERION 3
Layout, spelling, punctuation, appropriate SASL structures (such as non-manual features) and syntax are checked for accuracy and readability. Major grammatical and linguistic errors are identified and changes made as required.

ASSESSMENT CRITERION 4
The completed text is checked against the purposes for writing/presenting to verify that these purposes have been satisfied.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS
☐ This Unit Standard will be assessed by an assessor and moderated by a moderator, registered with the relevant accredited ETQA responsible for the quality assurance of this Unit Standard.
☐ Any institution offering learning that will enable achievement of this Unit Standard must be accredited as a provider through the appropriate quality assuring ETQA, or Learning Programme approval with an ETQA that has a Memorandum of Understanding with the quality assuring ETQA.
☐ Verification (external moderation) of assessment and moderation by the provider, will be conducted by the relevant quality assuring ETQA according to the moderation guidelines in the relevant Qualification and the agreed ETQA policy and procedures.
☐ An individual wishing to be assessed through RPL against this Unit Standard, may apply to an assessment agency or provider institution accredited by the relevant quality assuring ETQA, or by an ETQA that has a formal agreement/accreditation with the relevant quality assuring ETQA.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE
The essential embedded knowledge will be assessed through assessment of the specific outcomes in terms of the stipulated assessment criteria.

Learners can understand and explain that languages have certain features and conventions, which can be manipulated. Learners can apply this knowledge and adapt language to suit different contexts, audiences and purposes. Knowledge of formats, conventions, protocols and contexts is acquired through activities used to attain this unit standard.

Learners are unlikely to achieve all the specific outcomes, to the standards described in the assessment criteria, without knowledge of the listed embedded knowledge. This means that for the most part, the possession or lack of the knowledge can be directly inferred from the quality of the learner's performance. Where direct assessment of knowledge is required, assessment criteria have been included in the body of the unit standard.

UNIT STANDARD DEVELOPMENTAL OUTCOME
N/A

UNIT STANDARD LINKAGES

Learner Signature	Date

N/A

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO IDENTIFYING

Identify and solve problems: using context to decode and make meaning individually and in groups in oral, reading, signing and/or written activities.

UNIT STANDARD CCFO WORKING

Work effectively with others and in teams: using interactive speech/sign in activities, discussion and research projects.

UNIT STANDARD CCFO ORGANISING

Organise and manage oneself and one's activities responsibly and effectively through using language.

UNIT STANDARD CCFO COLLECTING

Collect, analyse, organise and critically evaluate information: fundamental to the process of growing language capability across language applications and fields of study.

UNIT STANDARD CCFO COMMUNICATING

Communicate effectively using visual, mathematical and/or language skills: in formal and informal communications in writing/signing.

UNIT STANDARD CCFO SCIENCE

Use science and technology effectively and critically: using technology to access and present texts.

UNIT STANDARD CCFO DEMONSTRATING

Understand the world as a set of inter-related parts of a system: through using language to explore and express links, and exploring a global range of contexts and texts.

UNIT STANDARD CCFO CONTRIBUTING

Contribute to the full development of oneself: by engaging with texts that stimulate awareness and development of life skills and the learning process.

QUALIFICATIONS UTILISING THIS UNIT STANDARD:

ID	QUALIFICATION TITLE	OLD LEVEL	NEW LEVEL	STATUS	END DATE	QUALITY ASSURING BODY
93996	Further Education and Training Certificate: Contact Centre Operations	Level 4	NQF Level 04	Reregistered	2021-06-30	As per Learning Programmes recorded against this Qual

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12153

SOUTH AFRICAN QUALIFICATIONS AUTHORITY
REGISTERED UNIT STANDARD:
Use the writing process to compose texts required in the business environment

SAQA US ID	UNIT STANDARD TITLE			
12153	Use the writing process to compose texts required in the business environment			
ORIGINATOR				
SGB GET/FET Language and Communication				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY				
-				
FIELD		**SUBFIELD**		
Field 04 - Communication Studies and Language		Language		
ABET BAND	**UNIT STANDARD TYPE**	**PRE-2009 NQF LEVEL**	**NQF LEVEL**	**CREDITS**
Undefined	Regular-Fundamental	Level 4	NQF Level 04	5
REGISTRATION STATUS	**REGISTRATION START DATE**	**REGISTRATION END DATE**	**SAQA DECISION NUMBER**	
Reregistered	2018-07-01	2023-06-30	SAQA 06120/18	
LAST DATE FOR ENROLMENT	**LAST DATE FOR ACHIEVEMENT**			
2024-06-30	2027-06-30			

This unit standard does not replace any other unit standard and is not replaced by any other unit standard.

PURPOSE OF THE UNIT STANDARD

The purpose of the unit standard requires learners to follow a process in writing texts and reports required in business. It is intended to promote clear, unambiguous communication in plain language and to improve the quality of written reports and other texts that are specific to a business environment, require a particular format and may include specified legislated requirements. The unit standard enables learners to recognise and effectively use textual conventions and features specific to business texts.

The qualifying learner is capable of:
☐ using textual features and conventions specific to texts
☐ identifying the intended audience for the communication
☐ identifying the purpose of a text
☐ selecting the appropriate text type, format and layout for the purpose
☐ organising and structuring a technical text appropriately
☐ using appropriate grammar conventions
☐ drafting and editing a technical text
☐ recognising errors and checking for accuracy
☐ presenting the same information in different ways
☐ using plain language in business

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LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

There is open access to this unit standard. Learners should be competent in Communication at level 3.

UNIT STANDARD RANGE

The typical scope of this unit standard is:

☐ Texts specific to a particular function in a business context include sector specific documents; written comparisons of products; reports on specifics of cover; historical reviews over a period of cover; claims reports; explanations of how changes in legislation will impact on the rules of the fund or pension benefit; financial needs analyses; financial plans; reports to investors; reports to statutory bodies; customised insurance policies; statistical reports; actuarial reports; promotional proposals and other texts used within the sector and field of learning.

☐ The audience may be internal for use within an organisation or external for wider publication.

☐ Appropriate use of layout includes visual presentation, headings, bullets, numbering and other layout features, appropriate phrasing for headings, stem sentence and phrases match where bullets are used.

☐ Over complex syntax refers to long constructions and inappropriate use of the passive voice.

☐ Different ways of presenting the same information include text, graphs, tables, flow charts and diagrams.

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Use textual features and conventions specific to business texts for effective writing.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. Texts 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.

ASSESSMENT CRITERION 2

2. Texts specific to a particular function in a business environment are produced in response to defined requirements.

ASSESSMENT CRITERION 3

3. The 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.

ASSESSMENT CRITERION 4

4. Terminology and conventions specific to a particular function in a business environment are used appropriately.

SPECIFIC OUTCOME 2

Identify and collect information needed to write a text specific to a particular function.

OUTCOME NOTES

Identify and collect information needed to write a text specific to a particular function in a business environment.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. The 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.

ASSESSMENT CRITERION 2

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2. The purpose of the text is identified within a specific field or sub-field and according to the information.

ASSESSMENT CRITERION 3

3. Questions are asked to help understand client needs and to focus information gathering.

ASSESSMENT CRITERION 4

4. Information required for the document is accessed from a variety of sources.

ASSESSMENT CRITERION 5

5. Information accessed is checked for accuracy, bias, stereotypes, and other offensive details.

ASSESSMENT CRITERION 6

6. The 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.

ASSESSMENT CRITERION 7

7. A checklist is created to facilitate reflection and editing.

SPECIFIC OUTCOME 3

Compose a text using plain language for a specific function.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. A format and structure is selected for the text that is appropriate for the intended audience and function.

ASSESSMENT CRITERION 2

2. The main points to be included in the text are identified and the necessary supporting details are added.

ASSESSMENT CRITERION 3

3. A first draft of the text is written that collates the necessary information in a rough framework.

SPECIFIC OUTCOME 4

Organise and structure a text appropriately for a business function.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. The 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.

ASSESSMENT CRITERION 2

2. Different ways of presenting the same information are considered and used where these enhance the meaning of the text.

ASSESSMENT CRITERION 3

3. Technical 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.

ASSESSMENT CRITERION 4

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4. All information is checked for accuracy, and factual correctness.

ASSESSMENT CRITERION 5

5. The document is ordered to ensure that the sequence is logical and meaningful.

SPECIFIC OUTCOME 5

Present a written text for a particular function in a business environment.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

1. A text type, format and layout are selected that is appropriate for the audience and purpose.

ASSESSMENT CRITERION 2

2. Layout and formatting techniques are used correctly to enhance the readability of the text.

ASSESSMENT CRITERION 3

3. Information in the document is evaluated in terms of its appropriateness for the intended audience and business function.

ASSESSMENT CRITERION 4

4. The final draft is proof read to check that it is completely correct.

ASSESSMENT CRITERION 5

5. The 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..

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

This unit standard will be internally assessed by the provider and moderated by a moderator registered by a relevant accredited ETQA. The mechanisms and requirements for moderation are contained in the document obtainable from the framework for assessment and moderation of the SETA concerned.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

Essential embedded knowledge will be assessed through the specific outcomes in terms of the stipulated assessment criteria. This includes the direct assessment of knowledge.

Critical Cross-field Outcomes (CCFO):

UNIT STANDARD CCFO IDENTIFYING

Make responsible decisions about format, layout and material to be included in the text.
Reflect on and explore a variety of strategies to write more effectively for different audiences and purposes.
Be culturally and aesthetically sensitive across a range of social contexts in carefully selecting words to create a variety of texts for different audiences and purposes.
See the world as a set of related systems in understanding the consequences of non compliance with legislative and sector requirements for specific texts.

UNIT STANDARD CCFO ORGANISING

Organise and manage his/her own learning activities responsibly and effectively.

UNIT STANDARD CCFO COLLECTING

Collect, organise and critically evaluate information from a variety of technical texts.

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UNIT STANDARD CCFO COMMUNICATING

Communicate effectively using visual, mathematics and language skills in written texts.

QUALIFICATIONS UTILISING THIS UNIT STANDARD:

ID	QUALIFICATION TITLE	OLD LEVEL	NEW LEVEL	STATUS	END DATE	QUALITY ASSURING BODY
93996	Further Education and Training Certificate: Contact Centre Operations	Level 4	NQF Level 04	Reregistered	2021-06-30	As per Learning Programmes recorded against this Qual

Pre-Assessment Preparation Sheet

This document serves to orientate and prepare you in the assessment(s) that you are about to embark in. It is a map that informs you of the steps involved in the assessment process and will allow you to prepare for your assessment(s), helping to set you at ease, and give you the best opportunity for success.

This document MUST be completed by the Learner in the presence of the Assessor / Facilitator conducting the Pre-Assessment Process:

Programme	LP2: Business Communication		
Unit Standards	SAQA ID 119462: Engage in sustained oral/signed communication and evaluate spoken/signed texts; NQF Level 4, 5 Credits SAQA ID 119469: Read/view, analyse and respond to a variety of texts; NQF Level 4, 5 Credits SAQA ID 119459: Write/present/sign for a wide range of contexts; NQF Level 4, 5 Credits SAQA ID 12153: Use the writing process to compose texts required in the business environment; NQF Level 4, 5 Credits		
Venue of Pre-Assessment Meeting		**Date**	
Learner Full Name			
Learner ID			
Facilitator Full Name			
Assessor Full Name		**Assessor Number**	
Moderator Full Name		**Moderator Number**	

Please read the discussion points below. Tick yes, indicating that you have read and understand the information provided. Please contact your facilitator or assessor if you do not understand or need additional information on any of the points below:

Please take note of the following discussion points:	I have read and understand the information provided:		
	Yes	**No**	**Comments**
1. Were you welcomed and made to feel at ease?			
2. Was the purpose and objectives of the meeting explained?			
3. Was the Assessment process and principles of good assessment is explained?			
4. The purpose of the assessment is to determine and recognise my competence against the unit standards in this qualification			
5. I understand the roles and responsibilities of all parties involved in the assessment: • The learner: To complete and submit all required evidence by submission date. • The assessor: To assess evidence submitted and provide learner with feedback. • The moderator: To quality assure the assessment process. Assessment results are subject to change pending moderation.			
6. Were you informed of your rights, appeal process and reassessment policies? • You have the right to appeal against any judgement given as a result			

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Please take note of the following discussion points:	I have read and understand the information provided:		
	Yes	**No**	**Comments**
of any assessment. You must have valid reasons for doing this • You have the right to an interpreter if you need one to perform this function. However if one of the learning assumptions for the standard is that you are competent within the language of assessment, you may not have an interpreter • You can ask that an impartial observer attend any assessment. This observer may not take any part of the assessment • If you do not agree with the assessment you have the right to have your assessment internally moderated. If you still do not agree with the result of the assessment you can ask that the ETQA perform an external moderated on the assessment. If any verification upholds the assessment findings you will be held liable for all costs of the verifications. If any verification rules that you have been aggrieved as a result of the assessment, your assessor will be liable for all costs of verification			
7. I will communicate any special or particular needs that may affect my performance during the assessment to my Assessor 15 working days before the submission date. • Special and particular needs, i.e. disabilities, language and literacy needs. • Special needs will be provided for as long as the validity of the assessment is not compromised.			
8. This PoE (Portfolio of Evidence) contains the following Assessment Instruments that have to be completed and submitted for every Skills Programme: • Learner Workbook (Formative Assessment) • Reflection • Knowledge questions (Summative Assessment) • Practical assignments • Witness Testimony • Logbook Note: The assessor can be contacted with any questions regarding the assessment.			
9. I am aware that all evidence has to be: • Valid (evidence provided will speak to the unit standard) • Authentic (all evidence submitted will be my own work, I will indicate where this is not the case. If it found that I am guilty of plagiarism, I will have to apply to be assessed again and pay the bearing associated assessment costs) • Reliable (evidence is from a reliable source) • Current (evidence can not be older than 3 years) • Sufficient (prove consistent competence – not a "once-off" occurrence)			
10. I know that I have to complete all sections of this PoE and sign all sections where requested.			
11. The assessor will evaluate the evidence submitted in my PoE against the Unit Standard Specific Outcomes with their associated Assessment Criteria, Essential Embedded Knowledge and CCFOs that is outlined in the Unit Standards related to this Skills Programme in the qualification.			
12. The submission date of the PoE has been communicated to me *(fill in date on the right hand side here)* • No late submissions will be accepted. An extension request has to be submitted 5 working days prior to the agreed submission date. • We reserve the right to charge an admin fee to process extension requests.			**Date**:

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Please take note of the following discussion points:	I have read and understand the information provided:		
	Yes	**No**	**Comments**
• I will make a copy of the PoE before submission and retain for safekeeping. • I accept the consequences of my actions should I not have retained a copy of my PoE and the document is lost or destroyed as a result off circumstances beyond the control of the training provider.			
13. The Assessor will provide feedback no later than 1 month after the submission date. • Assessment results are communicated via e-mail. • Feedback is confidential. • The assessor can be contacted to clarify feedback received.			
14. If the assessor identifies evidence requirements that I have not met: • One opportunity for re-assessment is included in the assessment price. • Should the assessment result remain unchanged upon re-submission, the action plan will be discussed. • Once areas of remediation have been addressed, the learner can re-apply for assessment, bearing the associated assessment costs.			
15. I understand the appeals policy: • I have read and signed the Appeals Policy and Procedure in this PoE			
16. I understand the recordkeeping and reporting of results: • All learner records are confidential. • The company sponsoring your training will have access to Assessment results. • Assessment results are communicated to the ETQA who will upload learner results to the National Learner Record Database.			

Declaration of Understanding statement:	Yes / No
1. I understand the importance of the meeting / workshop	
2. I declare that the above mentioned points of the pre-assessment document were explained by the Assessor/Trainer	
3. I declare that I have received copies of the qualification, assessment plan, assessment schedule and copies of the relevant policies and procedures pertaining to my assessment	
4. I have read the above and understood the contents thereof	
5. I was given the opportunity to clarify any issues relating to the assessment process and my assessment plan	
6. I have requested this assessment in accordance with my own free will and without duress	

Learner Signature		**Date**	
Facilitator Signature		**Date**	
Assessor Signature		**Date**	
Moderator Signature		**Date**	

Learner Signature	Date

Assessment Plan

Use the assessment plan to write down the dates on which you plan to meet specific targets. This document MUST be completed by the learner in the presence of the Assessor / Facilitator conducting the Pre-Assessment Process:

Programme	LP2: Business Communication			
Unit Standards	SAQA ID 119462: Engage in sustained oral/signed communication and evaluate spoken/signed texts; NQF Level 4, 5 Credits SAQA ID 119469: Read/view, analyse and respond to a variety of texts; NQF Level 4, 5 Credits SAQA ID 119459: Write/present/sign for a wide range of contexts; NQF Level 4, 5 Credits SAQA ID 12153: Use the writing process to compose texts required in the business environment; NQF Level 4, 5 Credits			
Learner Name				
Learner ID Number				
Facilitator Name				
Assessor Name		**Assessor ID**		
Action	**Planned Date**	**Actual Date**	**Comments**	
1. Read and Sign Assessment Preparation Sheet				
2. Complete the formative assessments – class activities in the Learner Workbook				
3. Complete the Reflection in the Learner Workbook				
4. Place the entire Learner Workbook in the PoE				
5. Complete the summative assessment activities in the Learner Portfolio of Evidence Guide: a. Knowledge Questionnaire				
b. Practical Activities				
c. Witness Testimony				
d. Logbook				
6. Complete the Assessment Activities Checklist in the Learner Portfolio of Evidence Guide				
7. Submit the PoE				
I, the learner, hereby agree to the above plan and to commit to preparing for the assessment and submitting the specified documents (in my Portfolio of Evidence) on the dates specified.				
Learner Signature		**Date**		
Facilitator Signature		**Date**		
Assessor Signature		**Date**		
Moderator Signature		**Date**		

Declaration of Authenticity

I _____ *(full name)*, ID number _____

declare that the evidence (the work and natural occurring) presented in this portfolio

was completed by me and is my own, against the Unit Standards in this Programme:

Programme	LP2: Business Communication
Unit Standard	SAQA ID 119462: Engage in sustained oral/signed communication and evaluate spoken/signed texts; NQF Level 4, 5 Credits SAQA ID 119469: Read/view, analyse and respond to a variety of texts; NQF Level 4, 5 Credits SAQA ID 119459: Write/present/sign for a wide range of contexts; NQF Level 4, 5 Credits SAQA ID 12153: Use the writing process to compose texts required in the business environment; NQF Level 4, 5 Credits

with the exception of:

(detail any work that was not completed by yourself, i.e. group work, etc.)

Where assistance or advice was received, or where I used resource material form a Learner Guide, workbook, policy wording, internet or any other printed sources, this is acknowledged and referenced below: (*please list references here*):

I further declare that I understand that plagiarism is a punishable offence as it constitutes the theft of another's intellectual property rights.

In signing this, I declare that all the evidence presented in this Portfolio of Evidence is true, valid and my own work:

Learner signature	
Date	
Witness name	
Witness contact details	
Witness signature	
Assessor signature		Moderator signature	

Learner Signature	Date

Appeals Procedure

Familiarise yourself with the appeals procedure and sign the document as requested. You will only use the Appeals Form if you would like to appeal against the assessment decision.

The Training Provider acknowledges a Learner's right to appeal against or dispute any assessment decision.

You can appeal under the following circumstances:

- I do not agree with my assessment decision – I feel I have provided sufficient evidence
- I was not briefed properly of the nature and requirements of assessment
- I was unfairly discriminated against
- My special needs for this assessment were not accommodated

If you would like to appeal, please follow the procedure below:

Stage 1:

- Approach the workshop organiser to state your case for re-assessment within 14 working days of being informed of the assessment decision. Complete and submit the appeals form within the 14 days.
- The Training Provider will respond to all appeals and disputes received within 14 working days.
- The workshop organiser will consider the appeal and forward to the assessor if required.
- The assessor will respond with either:
    - A clear explanation stating why the assessment decision is upheld combined with a re-evaluation of the evidence.
    - An amendment of the Learner's Assessment Record, should this be appropriate.

Stage 2:

- Should the decision made by the assessor be unsatisfactory, the appeal will be forwarded to the moderator for mediation and possible re-assessment.

Stage 3:

- The Training Provider management would be approached as the next step, should the decision not be accepted. A panel will be selected to administer the appeal.
- The Learner is invited to attend the proceedings held by the panel.

Stage 4:

- Once all internal appeals and dispute systems have been exhausted, appeals and disputes can be referred to the relevant ETQA for investigation.

Declaration: I hereby confirm that the above procedures have been explained to me and I accept them.

Learner Name: _____ Signature: _____ Date: _____.

Learner Signature	Date

Appeals Form

CONDITION/S UNDER WHICH I AM SELECTING TO MAKE THIS APPEAL (select one)
- ▪ I do not agree with my assessment decision – I feel I have provided sufficient evidence
- ▪ I was not briefed properly of the nature and requirements of assessment
- ▪ I was unfairly discriminated against
- ▪ My special needs for this assessment were not accommodated

I _____ hereby appeal against the assessment decision:
(name & surname)

Training Provider			
Skills Programme			
Unit Standard(s)			
Assessor		**Assessment Date**	
Reason for appeal			

Learner Signature _____ Date of Appeal _____

Stage 1: Assessor Response			
Decision Amended		Decision Upheld	
Assessor's rationale for decision			
Assessor Signature		Date of Response	

The above decision have been explained to me and I accept the decision   YES [ ]   NO [ ]

Learner Signature _____ Date _____

Stage 2: Moderator Response			
Decision Amended		Decision Upheld	
Moderator's rationale for decision			
Moderator Name		Date of Response	
Moderator Signature			

The above decision have been explained to me and I accept the decision   YES [ ]   NO [ ]

Learner Signature _____ Date _____

Stage 3: Management Response			
Decision Amended		Decision Upheld	
Rationale for decision			
Panel		Date of Response	
Name		Signature	
Name		Signature	
Name		Signature	

The above decision have been explained to me and I accept the decision   YES [ ]   NO [ ]

Learner Signature _____ Date _____

Stage 4: ETQA	The appeal has been referred for investigation YES [ ] NO [ ]

Learner Signature	Date

Formative Assessment

"*Formative Assessment refers to assessment that takes place during the process of learning and teaching*"
(SAQA: Criteria and Guidelines for Assessment Policy Document, pg 26)

Please place the entire contents of your Learner Workbook here, so that it can be assessed as your formative assessment:

- Learner Workbook with Class Activities completed

During and after the initial training the learner will be required to complete a number of class activities. These activities will be both individual and group activities (class activities - formative). The activities are numbered and are to be included in the learner's portfolio of evidence. These activities will measure the progress of the learner through the programme. For authenticity reasons these activities must be handwritten.

Learner Signature	Date

Learner Workbook

Please **insert your entire Learner Workbook**, with all the Class Activities here.

- Ensure that all the Class Activities are completed, including the Reflection activity.

Learner Signature	Date

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Summative Assessment

"*Summative Assessment is assessment for making a judgement about achievement. This is carried out when a learner is ready to be assessed at the end of a programme of learning*"

Please complete the following summative assessment activities and submit as part of your Portfolio of Evidence:

- Knowledge Questions
- Practical Activities
- Witness Testimony
- Logbook

The learner needs to individually complete the summative assessment activities. The summative assessment is conducted by means of a knowledge questionnaire and various integrated assessment activities. The learner needs to follow the summative assessment activity instructions to create the evidence required for the portfolio of evidence.

Note: The Critical Cross Field Outcomes are referenced in the following manner:

CCFO1- Identify and solve problems in which responses demonstrate that responsible decisions using critical and creative thinking have been made

CCFO2- Work effectively with others as a member of a team, group, organisation, community

CCFO3- Organise and manage oneself and one's activities responsibly and effectively

CCFO4- Collect, analyse, organise and critically evaluate information

CCFO5- Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation

CCFO6- Use science and technology effectively and critically, showing responsibility towards the environment and health of others

CCFO7- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation

CCFO8- Be culturally sensitive across a range of social contexts so that all actions and decisions made are acceptable to all stakeholders with broad cultural backgrounds

Learner Signature	Date

Knowledge Questions

Please answer the following knowledge questions related to the unit standard embedded knowledge and assessment criteria and place it in your portfolio of evidence. Remember to number the answers according to the question numbers, should you need to attach a document.

You have to complete this Knowledge Questionnaire **individually** based on the theory that you covered in your Learner Guide and the formative assessments you completed in your Learner Workbook.

Knowledge Questions Individually complete the following:	**Unit Standard Reference**
1. Explain how one can respond both sensitively and critically to spoken language:	119462.1.1-4
(5)	
2. Explain how you can ensure that you understand a speaker's message and respond as required?	119462.2.1-3 119462 EEK2
(4)	

Learner Signature	Date

3. List 5 strategies that you can use to be an effective speaker	119462.3.1-3 119462 EEK2
	(5)

4. Explain the difference between a point of view, assumption and fact.	119462.4.1,2
	(3)

5. How can you ensure that your response is clear and accurate and doesn't sound as if you are trying to avoid an issue?	119462.4.3,4 119462 EEK1
	(3)

Learner Signature	Date

6. Explain how you use the following reading strategies: • Skimming • Scanning • Prediction	119469.1.1 119469 EEK2

(6)

7. Explain the purpose of the following: • Title • Paragraphs • Summaries • Icons	119469.1.2 119469 EEK2

(8)

Learner Signature	Date

8. Explain what is meant by: • Surface meaning • Embedded meaning	119469.2.1 119469 EEK1
	(4)
9. Explain what is meant by: • Slang • Jargon • Figurative language	119469.3.2
	(6)
10. What is meant by "visual text"? List 4 visual texts	119469.3.4
	(6)

11. Explain the purpose of "imaginative text	119459.1.1
(3)	

12. Describe the use of expository and factual texts	119459.1.2
(3)	

13. Explain the importance of selecting the correct narrative voice suitable to the context, audience and purpose of the text	119459.1.3
(1)	

14. Describe the use of the following devices to create particular rhythmic or tonal effects: • Punctuation • Rhetorical devices	119459.2.2
(4)	

15. Describe the following stylistic devices that are used to enhance meaning: • Irony • Visuals	119459.2.3
(4)	
16. List 5 texts that are written in your workplace:	12153.1.1
(5)	
17. What are the implications of not following the industry specific or legislative requirements for a) Minutes of meetings b) e-mails c) letters to clients?	12153.1.3
(3x2=6)	

18. List 5 sources that you can consult to gather information for your writing:	12153.2.4
(5)	
19. Define accuracy, bias and stereotype	12153.2.5
(3x2= 6)	
20. Explain what is meant by main points and supporting details in writing:	12153.3.2,3
(2x2=4)	
21. List two technical terms (jargon) that you use in the course of your job and give the layman's terms or explanation:	12153.4.3
(2x2=4)	
Total	**/ 95**
Assessor signature	**Moderator signature**

Learner Signature	Date

Practical Activities

Individually complete the following activities to show your ability to integrate and apply your knowledge and skills in the workplace.

	Practical Activity 1: Business communication Individually complete the following:	119462 119469 119459 12153 Related EEKs CCFO1-8

You need to show that you can:

- Engage in sustained oral/signed communication and evaluate spoken/signed texts
- Read/view, analyse and respond to a variety of texts
- Write/present/sign for a wide range of contexts
- Use the writing process to compose texts required in the business environment

Complete the following in your workplace:

1. **Read with understanding, analyse and respond to texts appropriately**. Complete the following:

   a. Submit copies of 3 different workplace texts, namely

      - e-mail or memo
      - report
      - brochure or supplier list

   b. Create a summary of the main points of each of the above documents

   c. Create a response in writing to each of the three documents; signed off by your coach/mentor as being appropriate

2. **Respond critically yet sensitively as a listener/audience and analyse own responses to spoken/signed texts and adjust as required and use strategies to be an effective speaker**. Complete the following in your workplace:

   a. Attend a meeting in your workplace. Submit the minutes of the meeting showing that you have participated in the meeting – listened to and responded to a speaker. You can also provide a video to show that you have listened and responded to a speaker in the meeting.

   b. Attend a presentation in your workplace. Submit the notes / handouts / a copy of a presentation. At the presentation you need to listen to and respond to the speaker. You can also provide a video to show that you have listened and responded to a speaker at the presentation.

   c. Write a 1-page report in which you reflect on your own listening skills and spoken interactions with colleagues and describe the shortcomings you have identified and how you need to correct them

3. **Evaluate spoken/signed discourse**. Complete the following in your workplace:

    a. Refer to the presentation that you have attended or attend another presentation. Listen to the presentation and complete the evaluation form (Appendix A). You will use this form to provide the speaker with feedback.

    b. Discuss your evaluation in a sensitive manner with the speaker and request him/her to sign off and date the evaluation form. The speaker also needs to provide you with feedback about how you gave feedback

4. **Write / present / sign for a wide range of contexts**. Complete the following in your workplace

    a. **Task A**: You are very concerned about the high level of debt among the employees in your organisation and are compiling a report to management in which you recommend certain steps to inform the employees about certain negative aspects of micro-lenders. During the course of your research, you came across the article below and have decided to use the facts contained in it as part of your report.

When taking a loan from a microlender

If you decide to take out a loan, take heed of the following guidelines for responsible borrowing from the Micro Finance Regulatory Council (MFRC):Make sure the lender is registered with the MFRC. Look for a valid registration certificate and a sticker bearing the MFRC logo at the lender's cover premises. Microlenders are obliged to display this certificate. If you borrow through an agent or broker, ask for their identification card. This card should state their registration with the MFRC, their identity numbers, the name of the microlender and the MFRC's logo. Remember loans cost money. The cost of a loan is called interest and it is added to the amount you borrow. Make sure you can afford to repay the loan. The microlender is required by law to consider your ability to make the required loan repayment and whether you can still meet your living expenses   Never sign a contract with blank spaces on it - the lender may include additional terms without you knowing or agreeing to it. Draw a line through blank spaces on a contract, so they can't be filled in after you've signed it. Ask for a copy of your loan contract that discloses all details of the loan, including the total amount that you have to repay. Compare the interest rates and costs of different microlenders. Always ask for the total monthly payment, including insurance and other charges. The longer you take to repay the loan, the more it will cost you. Choose the shortest period you can afford. Avoid borrowing more than you need, because this can land you in a debt trap. If you have any queries or complaints about microlenders, contact the MFRC sharecall number: 08760 100 406.

    i. Reformat the article so that it becomes part of a complete report which complies with your organisation's official report- writing format.

    ii. Include a copy of an organisational report to verify that you have, in fact, complied with organisational requirements.

    iii. Ensure that each paragraph starts with the main idea and that there is sufficient supporting detail.

Learner Signature	Date

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iv. Check for grammar and spelling mistakes.

v. Include a copy of your unedited draft document

vi. Include a copy of the article (see above) on which you have made amendments and changes in the process of editing the document.

vii. Include a copy of your final, edited document.

viii. Your supervisor/coach must sign the copy of the organisational report and your final, edited document to verify that the content and format are satisfactory according to organisational standards.

b. **Task B**: You are applying for the job advertised below and need to write a 1-page cover letter to accompany your CV. Remember that you are one of hundreds, possibly even thousands, who want this job and so your cover letter must be both creative and persuasive, while convincing the prospective employer of your professionalism and competence.

RANDFONTEIN LOCAL MUNICIPALITY

PROJECT MANAGER:
Project Management Unit
Randfontein (Ref : PMU 001)

ALL INCLUSIVE REMUNERATION PACKAGE: R250 000 PER ANNUM THREE YEARS FIXED TERM (Renewable)

This appointment is subject to the signing of a perfomance agreement. The applicxant willl be reporting to the Municipal Manager and must be committed, effective, yet flexible and objective.

REQUIREMENTS:
▪ The applicant must be in possession of a three - year technical degree or equivalent qualification, a minimum of five year's experience in project management, financial and project management skills - Articulate, with excellent interpersonal; report writing and computer skills, sound managerial skills and ability to manage staff, knowledge of government policy enviroment and familiarity with infrastructure/ construction sector. ▪A postgraduate qualification in project management will be an added advantage.

DUTIES
▪ Primarily responsible to intergrate, co-ordinate, project-manage and financially administer the MIG in his area of jurisdiction ▪ Ensure project compliance with all applicable legislation, policies and conditions applicable to MIG ▪Project perfomance and cash flow reviews ▪ Liaison with the Provincial and the Senior MIG Manager as well as other line function departments through formal regular evaluation / progress meetings and on an ad hoc basis ▪Submisssion of monthly, quarterly, bi-annual, annual and ad hoc reports to DPLG as determined in applicable legislation or required by the MIG Management Unit ▪ Responsible for the management of the management of the PMU team and their respective outputs.

Learner Signature	Date

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50 Short Street
Benoni
1699
11 March 20xx

Mr John Smith
Human Resources Manager
Privateco
PO Box 30
Villeria
3103

Dear Mr Smith

If you have any questions or would like to schedule an interview, I can be reached at
(………) …………………….. or……………………………….

Thank you for your time.

Yours faithfully
…………………………………..

Learner Signature	Date

Self-assessment checklist:

I have done the following:	Yes	No
Ensured that the layout of the letter is correct		
Made each new point a new paragraph		
Spell checked and proof read		
Used modern, up-to-date language that is easy to read		
Used correct grammar		
Ensured that my tone is professional, yet persuasive, to suit the purpose of the document		
Made my meaning completely clear		
Ensured that numbering and headings are correct		
Ensured that the information flows cleanly from one idea to the next		
Ensured that the order of the points is logical- the document proceeds in a logical and organised way from most important to next important facts.		
Made sure that the document looks attractive on the page		
Listed my relevant skills and competences		
Listed my relevant personal attributes		

Rubric for assessor for marking cover letter:

Score	1	2	3	4
Layout/ Design	Letter is unattractive or inappropriate. Text is difficult to read. It does not have proper grammar or punctuation for a cover letter.	Letter appears busy or boring. Text may be difficult to read. May have some grammar and/ or punctuation that indicate it is a cover letter.	The letter is eye-catching and attractive. Text is easy to read. Grammar, style, and punctuation are indicative of a cover letter.	The letter is creatively designed with easily read text. Grammar, style, and purpose all excellent for a cover letter.
Information, style, audience, tone	Ideas unorganised. Information is poorly written, inaccurate, or incomplete.	Ideas not sufficiently organised and communicated. Some information is provided, but is limited or inaccurate.	Ideas sufficiently organised and communicated. Information is well written and interesting to read.	Ideas well organised and communicated clearly and concisely. Information is accurate and complete, is creatively written, and is cleverly presented.
Parts of the Cover Letter	No concept of cover letter form. Improper form is used.	Little concept of cover letter form. Most cover letter elements out of place or missing.	Cover letter form maintained. Some cover letter elements may be missing.	Cover letter form maintained. Letter is complete with all required elements.
Grammar, Punctuation, and choice of words for the friendly letter	Language inappropriate to cover letter. Frequent usage errors (such as: agreement, pronoun misuse, tense). Incorrect use of capitalisation, punctuation, and spelling conventions	Information missing. Inaccurate punctuation or grammar.	Style, purpose, audience, grammar, and punctuation all fair and indicative of a cover letter.	Excellent presentation, style, grammar, and punctuation.
Following Guidelines and Directions	Letter does not follow guidelines in brief at all	Deviates extensively from the brief given.	Deviates somewhat from the brief given.	Complies with directions and conveys message effectively

Learner Signature	Date

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c. **Task C**: Submit the final drafts of the following documents you have written in the workplace:

- Emails – one new email and one in reply to another email (provide the original email too)

- Memo – your choice of subject

- Meeting agenda and minutes (for the same meeting)

    i. Request your supervisor to check your 4 documents and signoff and date the documents in agreement that you have followed company policies and procedures in creating these 4 documents.

Remember: Provide workplace evidence to support your answers and show your ability to do what is required of you in this activity.

Place your evidence after this page; clearly marked for easy reference.

Practical Activity Checklist

Please tick that you have submitted the following evidence as per the instructions above:

Learner Name		Date	

Practical Activity 1	Submitted Yes/No	Name of my document / Comments
Read / view, analyse and respond to a variety of texts		

a. Submit copies of 3 different workplace texts, namely
 	
   • e-mail or memo
 	
   • report
 	
   • brochure or supplier list		

b. Create a summary of the main points of each of the above documents		
c. Create a response in writing to each of the three documents; signed off by you coach/mentor as being appropriate		
Respond critically yet sensitively as a listener/audience and analyse own responses to spoken/signed texts and adjust as required and use strategies to be an effective speaker		
a. Attend a meeting in your workplace. Submit the minutes of the meeting showing that you have participated in the meeting – listened to and responded to a speaker. You can also provide a video to show that you have listened and responded to a speaker in the meeting.		
b. Attend presentation in your workplace. Submit the notes / handouts / a copy of a presentation. At the presentation you need to listen to and respond to the speaker. You can also provide a video to show that you have listened and responded to a speaker at the presentation.		
c. Write a 1-page report in which you reflect on your own listening skills and spoken interactions with colleagues and describe the shortcomings you have identified and how you need to correct them		
Evaluate spoken/signed discourse		
a. Refer to the presentation that you have attended or attend another presentation. Listen to the presentation and complete the evaluation form (Appendix A). You will use this form to provide the speaker with feedback.		
b. Discuss your evaluation in a sensitive manner with the speaker and request him/her to sign off and date the evaluation form. The speaker also needs to provide you with feedback about how you		

Practical Activity 1	Submitted Yes/No	Name of my document / Comments
Write / present / sign for the workplace and a wide range of contexts		
a. **Task A**: Used the article to complete the following:		
i. Reformat the article so that it becomes part of a complete report which complies with your organisation's official report- writing format.		
ii. Include a copy of an organisational report to verify that you have, in fact, complied with organisational requirements.		
iii. Ensure that each paragraph starts with the main idea and that there is sufficient supporting detail.		
iv. Check for grammar and spelling mistakes.		
v. Include a copy of your unedited draft document		
vi. Include a copy of the article (see above) on which you have made amendments and changes in the process of editing the document.		
vii. Include a copy of your final, edited document.		
viii. Your supervisor/coach must sign the copy of the organisational report and your final, edited document to verify that the content and format are satisfactory according to organisational standards		
b. **Task B** Used the job advertisement to create a cover letter for a CV • Completed the self-assessment form		

c. **Task C**: Submit the final drafts of your documents (all 4 documents)
 	
  • Emails – one new email and one in reply to another email (provide the original email too)
 	
  • Memo – your choice of subject
 	
  • Meeting agenda and minutes (for the same meeting)
 	
  i. Request your supervisor to check your 4 documents and signoff and date the documents in agreement that you have followed company policies and procedures in creating these 4 documents.		

Learner Signature			
Assessor Signature		Date	
Moderator Signature		Date	

Learner Signature	Date

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Witness Testimony

	In the workplace, you need to show your ability to integrate what you have learnt. This can be measured with the Specific Outcomes and the Critical Cross Field Outcomes of the Unit Standard.

Request your supervisor (or workplace mentor) to complete the following form to show that you are able to integrate your learning into everyday workplace application. It is necessary that the supervisor also provides a short comment on the form:

Learner Name		Date	

Did the Learner:	Yes	No
1. Respond critically yet sensitively as a listener/audience?		
2. Analyse own responses to spoken/signed texts and adjust as required?		
3. Use strategies to be an effective speaker/signer in sustained oral/signed interactions?		
4. Evaluate spoken/signed discourse?		
5. Critically analyse texts produced for a range of purposes, audiences and contexts?		
6. Identify and explain the values, attitudes and assumptions in texts?		
7. Evaluate the effects of content, language and style on readers'/viewers' responses in specific texts?		
8. Write/sign effectively and creatively on a range of topics?		
9. Choose language structures and features to suit communicative purposes?		
10. Edit writing/signing for fluency and unity?		
11. Use textual features and conventions specific to business texts for effective writing?		
12. Identify and collect information needed to write a text specific to a particular function in a business environment?		
13. Compose a text using plain language for a specific function?		
14. Organise and structure a text appropriately for a business function?		
15. Present a written text for a particular function in a business environment?		
16. Identify and solve problems in which responses demonstrate that responsible decisions using critical and creative thinking have been made?		
17. Work effectively with others as a member of a team, group, organisation, community?		
18. Organise and manage oneself and one's activities responsibly and effectively?		
19. Collect, analyse, organise and critically evaluate information?		
20. Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation?		
21. Use science and technology effectively and critically, showing responsibility towards the environment and health of others?		

Learner Signature	Date

Did the Learner:	Yes	No
22. Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation?		
23. Be culturally sensitive across a range of social contexts so that all actions and decisions made are acceptable to all stakeholders with broad cultural backgrounds?		

Comments about how the learner applied the knowledge and skills in this programme:

Supervisor Name:	
Supervisor Signature:	
Supervisor Designation:	
Supervisor Contact Details:	
Learner Signature:	

Assessor Signature		**Date**	
Moderator Signature		**Date**	

Logbook

	Complete this individually. This logbook has been included to record all the time spent on the assessment and other activities related to this skills programme:
	• Time spent in class (training)
	• Time spent completing an activity should be signed off by a supervisor, mentor or witness where possible.
	• Time spent applying the new knowledge and skills
	• The logbook should show that the learner has spent at least **200 hours** in acquiring the required knowledge and skills of this programme:
	   o Respond critically yet sensitively as a listener/audience
	   o Analyse own responses to spoken/signed texts and adjust as required
	   o Use strategies to be an effective speaker/signer in sustained oral/signed interactions
	   o Evaluate spoken/signed discourse
	   o Critically analyse texts produced for a range of purposes, audiences and contexts
	   o Identify and explain the values, attitudes and assumptions in texts
	   o Evaluate the effects of content, language and style on readers'/viewers' responses in specific texts
	   o Write/sign effectively and creatively on a range of topics
	   o Choose language structures and features to suit communicative purposes
	   o Edit writing/signing for fluency and unity
	   o Use textual features and conventions specific to business texts for effective writing
	   o Identify and collect information needed to write a text specific to a particular function in a business environment
	   o Compose a text using plain language for a specific function
	   o Organise and structure a text appropriately for a business function
	   o Present a written text for a particular function in a business environment

Learner Name	
Skills Programme	LP2: Business Communication
Unit Standards	SAQA ID 119462: Engage in sustained oral/signed communication and evaluate spoken/signed texts; NQF Level 4, 5 Credits SAQA ID 119469: Read/view, analyse and respond to a variety of texts; NQF Level 4, 5 Credits SAQA ID 119459: Write/present/sign for a wide range of contexts; NQF Level 4, 5 Credits SAQA ID 12153: Use the writing process to compose texts required in the business environment; NQF Level 4, 5 Credits

Activity	Start Date	Number of Hours	Running Total No. of Hours	Sign Off by Supervisor / Manager / Mentor / Witness		
				Name & Surname	Relationship to Learner	Signature
Classroom training						
Classroom training						
Classroom training						

Learner Signature	Date

Activity	Start Date	Number of Hours	Running Total No. of Hours	Sign Off by Supervisor / Manager / Mentor / Witness		
				Name & Surname	Relationship to Learner	Signature
Classroom training						
Classroom training						
Classroom training						
Classroom training						
Classroom training						
Respond critically yet sensitively as a listener/audience						
Analyse own responses to spoken/signed texts and adjust as required						
Use strategies to be an effective speaker/signer in sustained oral/signed interactions						
Evaluate spoken/signed discourse						
Critically analyse texts produced for a range of purposes, audiences and contexts						
Identify and explain the values, attitudes and assumptions in texts						
Evaluate the effects of content, language and style on readers'/viewers' responses in specific texts						
Write/sign effectively and creatively on a range of topics						
Choose language structures and features to suit communicative purposes						
Edit writing/signing for fluency and unity						
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 in a business environment						

Learner Signature	Date

Activity	Start Date	Number of Hours	Running Total No. of Hours	Sign Off by Supervisor / Manager / Mentor / Witness		
				Name & Surname	Relationship to Learner	Signature
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						
Other related workplace activities:						
Assessor signature		**Date**		**Moderator signature**		**Date**	

Learner Signature	Date

Assessment Activities Checklist

The learner needs to complete all the required activities that are guided by the Specific Outcomes and Assessment criteria of the Unit Standard(s) in this skills programme:

Programme	LP2: Business Communication
Unit Standards	SAQA ID 119462: Engage in sustained oral/signed communication and evaluate spoken/signed texts; NQF Level 4, 5 Credits SAQA ID 119469: Read/view, analyse and respond to a variety of texts; NQF Level 4, 5 Credits SAQA ID 119459: Write/present/sign for a wide range of contexts; NQF Level 4, 5 Credits SAQA ID 12153: Use the writing process to compose texts required in the business environment; NQF Level 4, 5 Credits

Once you have completed all the assessment activities, request your supervisor to check that you have completed all the required activities and that they have all been placed in your Portfolio of Evidence, in the following order:

Did the learner provide the required evidence:	Reference:	Comments / Feedback	Yes	No
Formative – Class Activities				
Class Activity 1	119462.1			
Class Activity 2	119462.2			
Class Activity 3	119462.3 119462 EEK2			
Class Activity 4	119462.4 119462 EEK1			
Class Activity 5	119469.1 119469 EEK2			
Class Activity 6	119469.2			
Class Activity 7	119469.3 119469 EEK1			
Class Activity 8	119459.1			

Learner Signature	Date

Did the learner provide the required evidence:	Reference:	Comments / Feedback	Yes	No
Class Activity 9	119459.2 119459 EEK1 119459 EEK2			
Class Activity 10	119459.3			
Class Activity 11	12153.1			
Class Activity 12	12153.2			
Class Activity 13	12153.3			
Class Activity 14	12153.4			
Class Activity 15	12153.5			
Reflection	119462 119469 119459 12153			
Facilitator Observation Checklist	119462 119469 119459 12153			
Summative - Knowledge Questions				
Question 1	119462.1.1-4			
Question 2	119462.2.1-3 119462 EEK2			
Question 3	119462.3.1-3 119462 EEK2			
Question 4	119462.4.1,2			

Learner Signature	Date

Did the learner provide the required evidence:	Reference:	Comments / Feedback	Yes	No
Question 5	119462.4.3,4 119462 EEK1			
Question 6	119469.1.1 119469 EEK2			
Question 7	119469.1.2 119469 EEK3			
Question 8	119469.2.1 119469 EEK1			
Question 9	119469.3.2			
Question 10	119469.3.4			
Question 11	119459.1.1			
Question 12	119459.1.2			
Question 13	119459.1.3			
Question 14	119459.2.2			
Question 15	119459.2.3			
Question 16	12153.1.1			
Question 17	12153.1.3			
Question 18	12153.2.4			

Learner Signature	Date

Did the learner provide the required evidence:	Reference:	Comments / Feedback	Yes	No
Question 19	12153.2.5			
Question 20	12153.3.2,3			
Question 21	12153.4.3			
	Summative – Practical Activities			
Practical Activity 1	119462 119469 119459 12153 Related EEKs CCFO1-8	As per the Practical Activity 1 Checklist:		
	Summative – Witness Testimony			
Witness Testimony 1	119462 119469 119459 12153			
	Summative – Logbook			
Logbook	119462 119469 119459 12153			

Learner Name:	
Learner Signature:	
Date:	
Supervisor Name:	
Supervisor Signature:	
Supervisor Designation:	
Supervisor Contact Details:	
Assessor Signature	
Moderator Signature	

Learner Signature	Date

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Learner Re-assessment Plan

Should it happen that a learner is deemed Not Yet Competent on assessment the learner will be allowed to be re-assessed. The learner can, however, only be allowed three reassessments – as per the training provider's Assessment Policy.

All assessment decisions will be recorded on the Assessment Feedback Document, which all parties sign.

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

- Specific feedback will be given to the learners in the Assessment Feedback Document so that the learner can concentrate only on those areas in which they were assessed as Not Yet Competent

- Re-assessment will take place in the same situation / context and under the same conditions as the original assessment

- Only the assessment criteria that were not achieved will be re-assessed

Re-Assessment Preparation Sheet

This document serves to orientate and prepare you in the re-assessment(s) that you are about to embark in. It is a map that informs you of the steps involved in the assessment process and will allow you to prepare for your assessment(s), helping to set you at ease, and give you the best opportunity for success.

Programme	LP2: Business Communication		
Qualification	SAQA ID 119462: Engage in sustained oral/signed communication and evaluate spoken/signed texts; NQF Level 4, 5 Credits SAQA ID 119469: Read/view, analyse and respond to a variety of texts; NQF Level 4, 5 Credits SAQA ID 119459: Write/present/sign for a wide range of contexts; NQF Level 4, 5 Credits SAQA ID 12153: Use the writing process to compose texts required in the business environment; NQF Level 4, 5 Credits		
Venue of Re-Assessment Meeting		**Date**	
Learner Full Name			
Learner ID			
Facilitator Full Name			
Assessor Full Name		**Assessor Number**	
Moderator Full Name		**Moderator Number**	

Please read the discussion points below. Tick yes, indicating that you have read and understand the information provided. Please contact your facilitator or assessor if you do not understand or need additional information on any of the points below:

Please take note of the following discussion points:	**I have read and understand the information provided:**		
	Yes	**No**	**Comments**
1. The purpose of the re-assessment is to determine and recognise my competence against the unit standards in this qualification, that I have not met at this point in time			
2. You will be provided with a copy of the Assessment Feedback document in which the assessor provides specific feedback about the areas in which you were assessed as Not Yet Competent: • I understand that there is additional evidence I need to submit for remediation			
3. I am aware that all evidence has to be: • Valid (evidence provided will speak to the unit standard) • Authentic (all evidence submitted will be my own work, I will indicate where this is not the case. If it found that I am guilty of plagiarism, I will have to apply to be assessed again and pay the bearing associated assessment costs) • Reliable (evidence is from a reliable source) • Current (evidence cannot be older than 3 years) • Sufficient (prove consistent competence – not a "once-off" occurrence)			
4. The re-submission date of the remediation evidence is communicated to me on the Assessment Feedback document • No late submissions will be accepted. An extension request has to			

Learner Signature	Date

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Please take note of the following discussion points:	I have read and understand the information provided:		
	Yes	**No**	**Comments**
be submitted 5 working days prior to the agreed submission date. • We reserve the right to charge an admin fee to process extension requests. • I will make a copy of the remediation evidence before submission and retain for safekeeping. • I accept the consequences of my actions should I not have retained a copy of my PoE and the document is lost or destroyed as a result off circumstances beyond the control of the training provider.			
5. The assessor will evaluate the remediation evidence submitted in my PoE against the Unit Standard Specific Outcomes with their associated Assessment Criteria, Essential Embedded Knowledge and CCFOs that is outlined in the Unit Standards related to this Skills Programme in the qualification.			
6. The Assessor will provide feedback no later than 1 month after the submission date. • Assessment results are communicated to the learner. • Feedback is confidential. • The assessor can be contacted to clarify feedback received.			
7. If the assessor identifies evidence requirements that I have not met: • One further opportunity for re-assessment is provided for (3 assessments in total) • Should the assessment result remain unchanged upon re-submission, the action plan will be discussed with me, the learner.			
8. Were you informed of your rights, appeal process and reassessment policies?			
9. I understand the appeals policy: • I have read and signed the Appeals Policy and Procedure in this PoE			

Declaration of Understanding statement:	Yes / No
1. I understand the importance of the meeting / workshop	
2. I declare that the above mentioned points of the re-assessment document were explained by the Assessor/Trainer and that I have read the above and understood the contents thereof	
3. I declare that I will receive feedback on my PoE that has been assessed and that I will be able to clarify what additional evidence is required for remediation in this re-assessment process	
4. I understand that I will request this re-assessment in accordance with my own free will and without duress	

Learner Signature		**Date**	
Facilitator Signature		**Date**	
Assessor Signature		**Date**	
Moderator Signature		**Date**	

Learner Signature	Date

Learner's Review of the Assessment Process

You, the learner, will be given the same document as below to complete in the Assessor Assessment Feedback document, once your first assessment has been completed. The document provides you with the opportunity to provide feedback to the training provider about the assessment process that you have gone through:

Programme	LP2: Business Communication
Unit Standards	SAQA ID 119462: Engage in sustained oral/signed communication and evaluate spoken/signed texts; NQF Level 4, 5 Credits SAQA ID 119469: Read/view, analyse and respond to a variety of texts; NQF Level 4, 5 Credits SAQA ID 119459: Write/present/sign for a wide range of contexts; NQF Level 4, 5 Credits SAQA ID 12153: Use the writing process to compose texts required in the business environment; NQF Level 4, 5 Credits
Assessor	
Learner	
Date	

Review Dimensions	Agree	Disagree
1. The assessment related to the registered unit standard		
2. The assessment was practical		
3. The assessment was time efficient and cost effective and did not interfere with my normal responsibilities		
4. The assessment instruments and judgements were fair, clear and understandable		
5. My special needs, if any, were identified and the assessment plan was adjusted (if required)		
6. The feedback that I received was constructive, even when I requested assistance		
7. I was made aware of the opportunity to appeal against the outcome of the assessment		
8. Did you find any parts of the Learner Workbook and Learner Portfolio Guide particularly helpful?		
9. Did you find any parts of the Learner Workbook and Learner Portfolio Guide particularly awkward or difficult to understand?		

Learner's declaration of understanding					
I am aware that the assessor will provide me with feedback about the assessment and of the moderation process and understand that the moderator could declare the assessment decision invalid.					
Learner	**Date**	**Assessor**	**Date**	**Moderator**	**Date**

Thank you for taking the time to complete this evaluation form.

Learner Signature	Date

Learner Programme Evaluation

The training provider will provide you, the learner, with a programme evaluation form, similar to the one below to gather feedback from you about the entire learning process that you have undergone. Please confirm with the facilitator, which form you will be completing:

Programme:	LP2: Business Communication
Unit Standards:	SAQA ID 119462: Engage in sustained oral/signed communication and evaluate spoken/signed texts; NQF Level 4, 5 Credits SAQA ID 119469: Read/view, analyse and respond to a variety of texts; NQF Level 4, 5 Credits SAQA ID 119459: Write/present/sign for a wide range of contexts; NQF Level 4, 5 Credits SAQA ID 12153: Use the writing process to compose texts required in the business environment; NQF Level 4, 5 Credits
Delegate Name:	

Date:		Duration:		Venue:	

Facilitator's Name:	

Dear Learner
In order to assist us to maintain the relevance and quality of your learning, please complete this reaction sheet and hand it back to your facilitator. Please be honest and make additional comments where possible.
Yours in Learning

Quality Indicator	Poor	Below Average	Average	Good	Excellent
	= 1	= 2	= 3	= 4	= 5

Did the Facilitator…		Score
1.	Clearly explain the outcomes of the course	
2.	Present an open and friendly approach towards the learners & made me feel welcome	
3.	Motivate & Encourage learning within the group	
4.	Use activities and training aids during the training making it exciting	
5.	Communicated Effectively and clearly	
Additional Comments:		
	Total	25

How was the course Delivered?		
1.	Did you feel the knowledgeable on all of the training outcomes	
2.	There was enough time to practice what I had learnt through activities and exercises	
3.	I received enough useful "support" material (Handouts, checklists, templates, job aids etc.) to assist me back in the workplace	
4.	The trainer was well prepared	
5.	Cover the contents of the learning material adequately and in a logical sequence	
Additional Comments:		
	Total	25

Tell us about the Venue & other Logistics?		
1.	Communication of training venue, date and time was received in advance	
2.	Was it well prepared by the facilitator prior to the session	
Additional Comments		
	Total	10

Thank you for your feedback!

Learner Signature	Date

Glossary

Assessment	A structured process for gathering evidence and making judgments about an individual's performance in relation to registered, national standards
Assessment Guide	The document sets out what will be assessed, and what evidence needs to be generated
Assessment Plan	Document used to plan the assessment process.
Assessment Process	Incorporates all activities that form part of the assessment.
Coaching	A training method in which an experienced individual guides the learner towards acquiring specific skills.
Competent	Learners are declared competent when they meet the outcomes of the unit standard.
ETQA	The Education Training Quality Assurance Body is responsible for ensuring quality training and development within a specific sector.
Formative Assessment	Refers to the assessment that takes place during the process of learning. The assessment provides an indication of how the learning is progressing. Additional training needs may be identified during the process.
Learnership	A Learnership is a work-based approach to learning and gaining qualifications and includes both structured work experience (practical) and structured learning (theory).
Mentor	A multi-skilled individual who serves as a sponsor, teacher, coach, sounding board and counsellor.
Moderation	A process of review that confirms that processes that have been followed are valid, consistent, fair and adequate.
NQF	The National Qualifications Framework provides a framework for nationally recognised qualifications. Qualifications are assessed according to ten bands.
NYC	Not Yet Competent
OBET	Outcomes Based Education and Training
QMS	Quality Management System
Qualifications	A group of unit standards that have been clustered together to make up a registered qualification. There are 3 types of qualifications on the NQF: certificates (120cr), diplomas (240cr) and degree (360cr).
RPL	A process whereby learners are assessed and given credit for learning that has already taken place within the workplace.
SAQA	South African Qualifications Authority
SDA	Skills Development Act
SDF	Skills Development Facilitator
SETA	Sector Education and Training Authority
SGB	Standards Generating Bodies
Skills Programmes	Occupationally based learning intervention that uses providers to train learners towards the achievement of national unit standards.
SME	Subject Matter Expert
Summative Assessment	Occurs at the end of the learning process. Evidence is gathered and an assessment is made as to whether a learner has met requirements for competence.
Training Providers	Organisations or individuals that provide learning. These include technical colleges, technikons, distance education institutions, universities, private providers or company in-house training divisions.
Unit Standards	A collection of knowledge, skills and attributes in which a candidate must prove competence (in a structured assessment) to gain credit on the NQF.
VACCS	An assessment tool, which asks whether evidence is valid, authentic, current, consistent and sufficient.

Learner Signature	Date

Appendix- Evaluation Form

Speaker Name:	
Company:	
Date of assessment:	
Topic:	

Use this evaluation form to provide the speaker at the presentation with specific feedback about the presentation. You are evaluating spoken discourse. Please provide specific comments to substantiate your rating (yes / no).

Voice	**Yes**	**No**	**Comments**
Projection – the speaker is clear; can be heard at back			
Articulation – the speaker uses clear pronunciation and enunciation; can understand what s/he is saying			
Pitch – the speaker uses good pitch, not too high or low, pleasant to the ear			
Tone – the speaker varies the tone and is not monotone			
Audience contact	**Yes**	**No**	**Comments**
Includes whole audience – the speaker does not focus on only one person/section			
Able to maintain interest – the speaker uses techniques to keep audience interested (humour/ interesting content, etc.)			
Visual aids	**Yes**	**No**	**Comments**
The speaker uses visual aids that add value to the presentation			
Content	**Yes**	**No**	**Comments**
Does the speaker communicate effectively using enough examples, illustrations, supporting ideas, etc.?			
The speaker achieves objective of presentation: Informative, persuasive, etc.			
Evaluator signature:		**Date**:	
Speaker comments on the feedback received:			

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Speaker signature:	**Date**: