



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

MANAGEMENT PRACTICE

NQF Level 4

September 2007

MANAGEMENT PRACTICE – LEVEL 4

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SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides the lecturer with guidelines to develop and implement a coherent, integrated assessment system for Management Practice in the National Certificates (Vocational). It must be read with the *National Policy Regarding Further Education and Training Programmes: Approval of the Documents, Policy for the National Certificates (Vocational) Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF)*. This assessment guideline will be used for National Qualifications Framework Levels 2-4.

This document explains the requirements for the internal and external subject assessment. The lecturer must use this document with the *Subject Guidelines: Management Practice* to prepare for and deliver Management Practice. Lecturers should use a variety of resources and apply a range of assessment skills in the setting, marking and recording of assessment tasks.

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

1 ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

Assessment in the National Certificates (Vocational) is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the student by addressing:
 - social adjustment and responsibility;
 - moral accountability and ethical work orientation;
 - economic participation; and
 - nation-building.

The principles that drive these objectives are:

- **Integration**

To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- **Relevance**

To be dynamic and responsive to national development needs.

- **Credibility**

To demonstrate national and international value and recognition of qualification and acquired competencies and skills.

- **Coherence**

To work within a consistent framework of principles and certification.

- **Flexibility**

To allow for creativity and resourcefulness when achieving Learning Outcomes, to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- **Participation**

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- **Access**

To address barriers to learning at each level to facilitate students' progress.

- **Progression**

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- **Portability**

To enable students to transfer credits of qualifications from one learning institution and/or employer to another institution or employer.

- **Articulation**

To allow for vertical and horizontal mobility in the education system when accredited pre-requisites have been successfully completed.

- **Recognition of Prior Learning**

To grant credits for a unit of learning following an assessment or if a student possesses the capabilities specified in the outcomes statement.

- **Validity of assessments**

To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:

- clearly stating the outcome to be assessed;
- selecting the appropriate or suitable evidence;
- matching the evidence with a compatible or appropriate method of assessment; and
- selecting and constructing an instrument(s) of assessment.

- **Reliability**

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- **Fairness and transparency**

To verify that no assessment process or method(s) hinders or unfairly advantages any student. The following could constitute unfairness in assessment:

- Inequality of opportunities, resources or teaching and learning approaches
- Bias based on ethnicity, race, gender, age, disability or social class
- Lack of clarity regarding Learning Outcome being assessed
- Comparison of students' work with other students, based on learning styles and language

- **Practicability and cost-effectiveness**

To integrate assessment practices within an outcomes-based education and training system and strive for cost and time-effective assessment.

2 ASSESSMENT FRAMEWORK FOR VOCATIONAL QUALIFICATIONS

The assessment structure for the National Certificates (Vocational) qualification is as follows:

2.1 Internal continuous assessment (ICASS)

Knowledge, skills values, and attitudes (SKVAs) are assessed throughout the year using assessment instruments such as projects, tests, assignments, investigations, role-play and case studies. The internal continuous assessment (ICASS) practical component is undertaken in a real workplace, a workshop or a "Structured Environment". This component is moderated internally and quality assured externally by Umalusi. All internal continuous assessment (ICASS) evidence is kept in a Portfolio of Evidence (PoE) and must be readily available for monitoring, moderation and verification purposes.

2.2 External summative assessment (ESASS)

The external summative assessment is either a single or a set of written papers set to the requirements of the Subject Learning Outcomes. The Department of Education administers the theoretical component according to relevant assessment policies.

A compulsory component of external summative assessment (ESASS) is the **integrated summative assessment task (ISAT)**. This assessment task draws on the students' cumulative learning throughout the year. The task requires **integrated application of competence** and is executed under strict assessment conditions. The task should take place in a simulated or "Structured Environment". The integrated summative assessment task (ISAT) is the most significant test of students' ability to apply their acquired knowledge.

The integrated assessment approach allows students to be assessed in more than one subject with the same integrated summative assessment task (ISAT).

External summative assessments will be conducted annually between October and December, with provision made for supplementary sittings.

3 MODERATION OF ASSESSMENT

3.1 Internal moderation

Assessment must be moderated according to the internal moderation policy of the Further Education and Training (FET) college. Internal college moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of Assessment Standards and maintains these across vocational programmes.

3.2 External moderation

External moderation is conducted by the Department of Education, Umalusi and, where relevant, an Education and Training Quality Assurance (ETQA) body according to South African Qualifications Authority (SAQA) and Umalusi standards and requirements.

The external moderator:

- monitors and evaluates the standard of all summative assessments;
- maintains standards by exercising appropriate influence and control over assessors;
- ensures proper procedures are followed;
- ensures summative integrated assessments are correctly administered;
- observes a minimum sample of ten (10) to twenty-five (25) percent of summative assessments;
- gives written feedback to the relevant quality assessor; and
- moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures be customised for students who experience barriers to learning, and supported to enable these students to achieve their maximum potential.

4 PERIOD OF VALIDITY OF INTERNAL CONTINUOUS ASSESSMENT (ICASS)

The period of validity of the internal continuous assessment mark is determined by the *National Policy on the Conduct, Administration and Management of the Assessment of the National Certificates (Vocational)*.

The internal continuous assessment (ICASS) must be re-submitted with each examination enrolment for which it constitutes a component.

5 ASSESSOR REQUIREMENTS

Assessors must be subject specialists and should ideally be declared competent against the standards set by the ETDP SETA. If the lecturer conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process in order to ensure the quality and integrity of assessments.

6 TYPES OF ASSESSMENT

Assessment benefits the student and the lecturer. It informs students about their progress and helps lecturers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

6.1 Baseline assessment

At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that students bring to the classroom. This knowledge assists lecturers to plan learning programmes and learning activities.

6.2 Diagnostic assessment

This assessment diagnoses the nature and causes of learning barriers experienced by specific students. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for students requiring specialist help.

6.3 Formative assessment

This assessment monitors and supports teaching and learning. It is used to determine student strengths and weaknesses and provide feedback on progress. It determines if a student is ready for summative assessment.

6.4 Summative assessment

This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

7 PLANNING ASSESSMENT

An assessment plan should cover three main processes:

7.1 Collecting evidence

The assessment plan indicates which Subject Outcomes and Assessment Standards will be assessed, what assessment method or activity will be used and when this assessment will be conducted.

7.2 Recording

Recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.

7.3 Reporting

All the evidence is put together in a report to deliver a decision for the subject.

8 METHODS OF ASSESSMENT

Methods of assessment refer to who carries out the assessment and includes lecturer assessment, self-assessment, peer assessment and group assessment.

LECTURER ASSESSMENT	The lecturer assesses students' performance against given criteria in different contexts, such as individual work, group work, etc.
SELF-ASSESSMENT	Students assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
PEER ASSESSMENT	Students assess another student's or group of students' performance against given criteria in different contexts, such as individual work, group work, etc.
GROUP ASSESSMENT	Students assess the individual performance of other students within a group or the overall performance of a group of students against given criteria.

9 INSTRUMENTS AND TOOLS FOR COLLECTING EVIDENCE

All evidence collected for assessment purposes is kept or recorded in the student's PoE.

The following table summarises a variety of methods and instruments for collecting evidence. A method and instrument is chosen to give students ample opportunity to demonstrate that the Subject Outcome has been attained. This will only be possible if the chosen methods and instruments are appropriate for the target group and the Specific Outcome being assessed.

	METHODS FOR COLLECTING EVIDENCE		
	Observation-based (Less structured)	Task-based (Structured)	Test-based (More structured)
Assessment instruments	<ul style="list-style-type: none"> • Observation • Class questions • Lecturer, student, parent discussions 	<ul style="list-style-type: none"> • Assignments or tasks • Projects • Investigations or research • Case studies • Practical exercises • Demonstrations • Role-play • Interviews 	<ul style="list-style-type: none"> • Examinations • Class tests • Practical examinations • Oral tests • Open-book tests
Assessment tools	<ul style="list-style-type: none"> • Observation sheets • Lecturer's notes • Comments 	<ul style="list-style-type: none"> • Checklists • Rating scales • Rubrics 	<ul style="list-style-type: none"> • Marks (e.g. %) • Rating scales (1-7)
Evidence	<ul style="list-style-type: none"> • Focus on individual students • Subjective evidence based on lecturer observations and impressions 	<p>Open middle: Students produce the same evidence but in different ways.</p> <p>Open end: Students use same process to achieve different results.</p>	Students answer the same questions in the same way, within the same time.

10 TOOLS FOR ASSESSING STUDENT PERFORMANCE

Rating scales are marking systems where a symbol (such as 1 to 7) or a mark (such as 5/10 or 50%) is defined in detail. The detail is as important as the coded score. Traditional marking, assessment and evaluation mostly used rating scales without details such as what was right or wrong, weak or strong, etc.

Task lists and **checklists** show the student what needs to be done. These consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the student has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

Rubrics are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. Using rubrics is a different way of assessing and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly two types of rubrics, namely holistic and analytical, are used.

11 SELECTING AND/OR DESIGNING RECORDING AND REPORTING SYSTEMS

The selection or design of recording and reporting systems depends on the purpose of recording and reporting student achievement. **Why** particular information is recorded and **how** it is recorded determine which instrument will be used.

Computer-based systems, for example spreadsheets, are cost and time effective. The recording system should be user-friendly and information should be easily accessed and retrieved.

12 COMPETENCE DESCRIPTIONS

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not be simply a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) that a student must demonstrate to achieve each level of the rating scale.

When lecturers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a Subject Outcome. The relevant Assessment Standard must be used to create the rubric to assess the task or question. The descriptions must indicate clearly the minimum level of attainment for each category on the rating scale.

13 STRATEGIES FOR COLLECTING EVIDENCE

A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

13.1 Record sheets

The lecturer observes students working in a group. These observations are recorded in a summary table at the end of each project. The lecturer can design a record sheet to observe students' interactive and problem-solving skills, attitudes towards group work and involvement in a group activity.

13.2 Checklists

Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against which criteria they are evaluated. Space for comments is essential.

SECTION C: ASSESSMENT IN MANAGEMENT PRACTICE

1 SCHEDULE OF ASSESSMENT

At NQF levels 2, 3 and 4, lecturers will conduct assessments as well as develop a schedule of formal assessments that will be undertaken in the year. All three levels also have an external examination that accounts for 50 percent of the total mark. The marks allocated to assessment tasks completed during the year, kept or recorded in a PoE, account for the other 50 percent.

The PoE and the external assessment include practical and written components. The practical assessment in Management Practice must, where necessary, be subjected to external moderation by Umalusi or an appropriate Education and Training Quality Assurance (ETQA) body, appointed by the Umalusi Council in terms of Section 28(2) of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

2 RECORDING AND REPORTING

Management Practice, as is the case for all the other Vocational subjects, is assessed according to five levels of competence. The level descriptions are explained in the following table.

Scale of Achievement for the Vocational component

RATING CODE	RATING	MARKS %
5	Outstanding	80-100
4	Highly Competent	70-79
3	Competent	50-69
2	Not yet competent	40-49
1	Not achieved	0-39

The programme of assessment should be recorded in the Lecturer's Portfolio of Assessment for each subject. The following at least should be included in the Lecturer's Assessment Portfolio:

- A contents page
- The formal schedule of assessment
- The requirements for each assessment task
- The tools used for each assessment task
- Recording instrument(s) for each assessment task
- A mark sheet and report for each assessment task

The college must standardise these documents.

The student's PoE must include at least:

- A contents page
- The assessment tasks according to the assessment schedule
- The assessment tools or instruments for the task

- A record of the marks (and comments) achieved for each task

Where a task cannot be contained as evidence in the PoE, its exact location must be recorded and it must be readily available for moderation purposes.

The following units of internal assessment must serve as a guide for Management Practice L4:

No. of units	Assessment	Coverage
2	Formal written tests	2 or more completed topics
1	Internal written exam	All completed topics
8	Practical assessments: The assessment activities referred to in the 'coverage' column, is elaborated on in the Assessment and Activities column in the tables to follow.	Topic 1 – Assessment Tasks 1.1 – 1.4 Topic 2 – Assessment Tasks 2.1 – 2.3 Topic 3 – Assessment Tasks 3.1 Topic 4 – Assessment Tasks 4.1 – 4.4 Topic 5 – Assessment Tasks 5.1 - 5.3 Topic 6 - Assessment Tasks 6.1 - 6.7

ASSESSMENT OF MANAGEMENT PRACTICE
LEVEL 4

3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN MANAGEMENT PRACTICE - LEVEL 4

Topic 1: Application of legislation on business operations

SUBJECT OUTCOME	
1.1 Demonstrate understanding of aspects of the Basic Conditions of Employment Act.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Regulations relating to working hours are explained and an indication is given of how the requirements of the Act are applied in a specific organisation. 	<ul style="list-style-type: none"> Explain the regulations relating to working hours. Discuss how the requirements of the Basic Conditions of Employment Act are applied within an organisation.
<ul style="list-style-type: none"> Conditions for termination of employment prescribed by the Act are explained and applied to a specific employment contract. 	<ul style="list-style-type: none"> Explain the conditions for termination of employment prescribed by the Act. Apply the conditions for termination of employment prescribed by the Act to a specific employment contract.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Class test (as this is a refresher from Level 3). PoE task: <ul style="list-style-type: none"> Students to discuss how the requirements of the Basic Conditions of Employment Act are applied within their own organisation or simulated environment. Conditions for termination of employment prescribed by the Act are explained. The conditions for termination of employment prescribed by the Act are applied to a specific employment contract. 	

SUBJECT OUTCOME	
1.2 Demonstrate understanding of the Employment Equity Act (EEA) as it applies in a business unit	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> The requirements placed on employers by the EE Act are explained with reference to an organisation's employment equity plan. 	<ul style="list-style-type: none"> Discuss an organisation's Employment Equity (EE) plan. Explain the requirements placed on employers by the Employment Equity Act with reference to an organisation's employment equity plan.
<ul style="list-style-type: none"> The process to be followed in implementing employment equity is explained with reference to the policy of a specific organisation and the role of managers in a business unit. 	<ul style="list-style-type: none"> Explain the process to be followed in implementing employment equity with reference to the policy of an organisation and the role of managers in a business unit.
<ul style="list-style-type: none"> The role of the employment equity committee is explained and an indication is given of who should be represented on that committee. 	<ul style="list-style-type: none"> Explain the role of the employment equity committee. Identify who should be represented on that committee. Identify the members of the employment equity committee within an organisation.
<ul style="list-style-type: none"> The employment policy and practices in a business unit are analysed and an indication is given of how the business unit complies with the Act and the specific organisation's EE plan. 	<ul style="list-style-type: none"> Analyse the employment policy and practices in a business unit. Discuss how the business unit complies with the Act and the specific organisation's EE plan, in terms of its employment policy and practices.
<ul style="list-style-type: none"> Barriers that adversely affect disadvantaged people are identified in a specific organisation and a business unit within that organization. 	<ul style="list-style-type: none"> Identify barriers that adversely affect disadvantaged people in a specific organisation and a business unit within that organization.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Case study or simulated environment: <ul style="list-style-type: none"> The organisation's EE plan is summarised. The requirements placed on employers by the EEA are explained with reference to students' own organisation's employment equity plan. The process to be followed in implementing employment equity is explained with reference to the organisation's EE policy and the role of managers in the unit. The role of the employment equity committee is explained after members have been identified and interviewed using a given checklist. 	

- Students to retrieve and analyse the employment policy in an organisation.
- Students to discuss how a business unit in specific context complies with the Act and the specific organisation's EE plan. Barriers that adversely affect disadvantaged people in a given context are identified.

SUBJECT OUTCOME	
1.3 Demonstrate understanding of the Skills Development Act, 97 of 1998 and the Skills Development Levies Act as they apply on a business unit.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The requirements placed on employers by the Skills Development Act are explained with reference to an organisation's workplace skills plan and annual training report. 	<ul style="list-style-type: none"> • Explain the requirements placed on employers by the Skills Development Act. • Discuss the Skills Development Act with reference to an organisation's workplace skills plan and annual training report.
<ul style="list-style-type: none"> • A document is drawn up for circulation outlining what the Levy can achieve within the company in terms of skills development. 	<ul style="list-style-type: none"> • Compile a document for circulation that outlines what the Levy can achieve within the company in terms of skills development.
<ul style="list-style-type: none"> • The requirements placed on employers by the Skills Development Levies Act are explained with reference to an organisation's workplace skills plan and the claiming back of levies for training purposes. 	<ul style="list-style-type: none"> • Analyse an organisation's workplace skills plan in order to identify skills gap in the organisation and the plan to address that skills gap. • Explain the requirements placed on employers by the Skills Development Levies Act with reference to an organisation's workplace skills plan and the claiming back of levies for training purposes. • Explain the process to be followed in contributing to an organisation's workplace skills plan with reference to the policy of a specific organization. • Explain the role of the training committee with reference to the skills' development process.
<ul style="list-style-type: none"> • The process to be followed in contributing to an organisation's workplace skills plan is explained with reference to the policy of a specific organization. 	<ul style="list-style-type: none"> • Compare an organisation's annual training report to its workplace skills plan, to identify the extent of application of the plan.
<ul style="list-style-type: none"> • The role of the training committee is explained with reference to the role of the committee in the skills development process. 	<ul style="list-style-type: none"> • Compile a written report on the findings of the comparison of an organisation's annual training report and workplace skills plan.
<ul style="list-style-type: none"> • The role of the SETAs is explained in terms of the legislated relationship between the SETAs and employers. 	<ul style="list-style-type: none"> • Explain the role of the SETA's in terms of the legislated relationship between the SETA's and employers.
<ul style="list-style-type: none"> • The reports that are required by a SETA in terms of the Skills Development legislation are compiled for incorporation into the organisation's report. 	<ul style="list-style-type: none"> • Compile the reports that are required by a SETA in terms of the Skills Development legislation for incorporation into the organisation's report.
<ul style="list-style-type: none"> • The levies grant system of a selected SETA is explained and the levy that a business unit would be entitled to is calculated based on the submitted report and the rules of the relevant SETA Studentships and why they are necessary are explained in a presentation. 	<ul style="list-style-type: none"> • Explain the levies grant system of a selected SETA.
<ul style="list-style-type: none"> • A document is circulated outlining what can be achieved within a company as part of the required processes to claim a refund of the levies, and other potential claims in terms of the legislation. 	<ul style="list-style-type: none"> • Calculate the levy that a business unit would be entitled based on the Skills Development Levy Act.

ASSESSMENT TASKS OR ACTIVITIES
<ul style="list-style-type: none"> • Class Test • PoE Task: <ul style="list-style-type: none"> ▪ A selected organisation or simulated environment's workplace skills plan and corresponding annual training report are retrieved. ▪ The Skills Development Act is discussed with reference to these two documents. ▪ A circular is compiled that outlines what the Skill Development Levy can achieve for the development of skills within a specific organisation. ▪ The workplace skills plan that was retrieved is analysed to identify the skills gap. ▪ A memo is compiled to the Human Resources (HR) Manager to suggest methods on how the identified skills gap can be addressed. ▪ Compile a memo to the HR manager informing him/her of the procedures to be followed to claim back levies for training purposes. ▪ Compile an oral presentation to inform employees how to contribute to their organisation's workplace skills plan and the role of the training committee. ▪ Compare an organisation's annual training report to its workplace skills plan, to identify the extent of application of the plan. ▪ Compile a written report on the findings of the comparison of own organisation's annual training report and workplace skills plan. ▪ Compile a written report to the HR manager to explain the role of the SETAs in terms of the legislated relationship between the SETAs and employers. ▪ Visit the website of the SETA to which own organisation is affiliated and identify the reports required in terms of legislation. ▪ Compile the necessary reports in consultation with the HR manager or Skills Development Facilitator. ▪ Explain how the levies/grant system works, to a small audience. ▪ Calculate the levy that a business would be entitled to, within a given context.

SUBJECT OUTCOME	
1.4 Analyse the features of the Employment Equity Act (EEA) with regard to transformation in South Africa.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The reasoning behind the Employment Equity Act is explained to a group of managers. 	<ul style="list-style-type: none"> • Provide an overview of the Employment Equity Act. • Explain to a group of managers, the reasoning behind the Employment Equity Act. • Provide an outline of EE as a business imperative for any company or organisation operating in South Africa.
<ul style="list-style-type: none"> • A document is circulated outlining EE as a business imperative for any company or organisation operating in South Africa. 	<ul style="list-style-type: none"> • Circulate a document outlining EE as a business imperative for any company or organisation operating in South Africa. • Provide a written report detailing an organisation's application of the Employment Act.
ASSESSMENT TASKS OR ACTIVITY	
<ul style="list-style-type: none"> • Briefly summarise and explain the Employment Equity Act to a group of managers. • Compile a report on Employment Equity as a business imperative for any organisation in South Africa. • Provide a written report detailing an organisation's application of the Employment Act. 	

Topic 2: Strategic Planning

SUBJECT OUTCOME	
2.1 Analyse the business strategy of an organisation.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The business objectives of an organization are identified and an indication is given of how the achievement of business objectives is measured. 	<ul style="list-style-type: none"> • Identify the business objectives of a given organization • Discuss how the achievement of business objectives is measured.
<ul style="list-style-type: none"> • The business strategy of an organization is analysed and an indication is given of how the strategy assists in achieving business objectives. 	<ul style="list-style-type: none"> • Analyse the business strategy of a specific organization • Discuss how the strategy assists in achieving business objectives.

<ul style="list-style-type: none"> • A business strategy is compared to an organisation's code of conduct and any inconsistencies in the two documents are identified in terms of ethics. 	<ul style="list-style-type: none"> • Compare a business strategy to an organisation's code of conduct and identify any inconsistencies in the two documents in terms of ethics.
<ul style="list-style-type: none"> • Communicate a business strategy to a unit or small business. 	<ul style="list-style-type: none"> • Communicate a business strategy to a unit or small business.
<ul style="list-style-type: none"> • Communications from senior management about the business strategy of an organization are interpreted and communicated to a business unit in role play or in an authentic situation. 	<ul style="list-style-type: none"> • Interpret communications from senior management about the business strategy of an organization. • Communicate communications from senior management about the business strategy of an organization to a business unit in role play or in an authentic situation.
<ul style="list-style-type: none"> • The response of the business unit to the business strategy is reported and an indication is given of the perceived problems, threats and opportunities. 	<ul style="list-style-type: none"> • Report the response of the business unit to the business strategy. • Discuss the perceived problems, threats and opportunities to an organisation.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Within a simulated environment: <ul style="list-style-type: none"> ▪ The business objectives of that enterprise are identified and an indication is given of how the achievement of the business objectives is measured. ▪ The business strategy is analysed and an indication is given of how the strategy assists in achieving business objectives. ▪ A business strategy is compared to an organisation's code of conduct and any inconsistencies in the two documents are identified in terms of ethics. ▪ Communicate a given business strategy to a unit or small business using appropriate presentation skills • Role play: <ul style="list-style-type: none"> ▪ Communications from senior management about the business strategy of a given organization are interpreted and communicated within a simulated environment. ▪ The response of the audience to the business strategy is reported and an indication is given of the perceived problems, threats and opportunities. 	

SUBJECT OUTCOME	
2.2 Align a business unit with the business strategy.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The role of a business unit in supporting the business strategy and achieving the organisation's objectives is explained and an indication is given of the consequences for the organization if the business unit fails to deliver. 	<ul style="list-style-type: none"> • Explain the role of a business unit in supporting the business strategy and achieving the organisation's objectives. • Discuss the consequences for the organization if the business unit fails to deliver. • Identify the factors that could prevent a business unit from assisting the business in realizing the objectives of the business strategy.
<ul style="list-style-type: none"> • The factors that could prevent a business unit from assisting the business in realizing the objectives of the business strategy are identified and an indication is given of steps that could be taken to minimize the negative impact. 	<ul style="list-style-type: none"> • Discuss the steps that could be taken to minimize the negative impact.
<ul style="list-style-type: none"> • Resources required by a business unit in order to align the unit to the business strategy are identified and an estimation is made of the financial implications. 	<ul style="list-style-type: none"> • Identify resources required by a business unit in order to align the unit to the business strategy • Present an estimation of the financial implications of providing resources to align a business unit to the business strategy.

ASSESSMENT TASKS OR ACTIVITIES
<ul style="list-style-type: none"> • Case Study: <ul style="list-style-type: none"> ▪ The role of a business unit within a given context in supporting the business strategy and achieving the organisation's objectives is explained and an indication is given of the consequences for the organisation if the business unit fails to deliver. ▪ The factors that could prevent the business unit from assisting the business in realizing the objectives of the business strategy are identified and an indication is given of steps that could be taken to minimize the negative impact. ▪ Resources required by a business unit in order to align the unit to the business strategy are identified and an estimation is made of the financial implications.

SUBJECT OUTCOME	
2.3 Identify the factors affecting performance of the business.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • Strengths, weaknesses, opportunities and threats of the business are analysed and reported on in writing. 	<ul style="list-style-type: none"> • Analyse strengths, weaknesses, opportunities and threats (SWOT) of the business. • Report on the SWOT analysis of a business or department, in writing.
<ul style="list-style-type: none"> • Social, technical, economic, environmental and political factors are analysed and reported on in writing. 	<ul style="list-style-type: none"> • Analyse the social, technical, economic, environmental and political factors affecting a specific business • Present the analysis of the social, technical, economic, environmental and political factors affecting a specific business in the form of a written report.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Case study: <ul style="list-style-type: none"> ▪ Using the case study mentioned above, the strengths, weaknesses, opportunities and threats of the business are analysed and reported on in writing. ▪ Social, technical, economic, environmental and political factors are analysed and reported on in writing. 	

Topic 3: Human Resource Development

SUBJECT OUTCOME	
3.1 Identify the training needs of a business unit to support the proposed business strategy.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The skills and expertise needed to implement a business strategy are analysed for a specific business unit. 	<ul style="list-style-type: none"> • Analyse the skills and expertise needed to implement a business strategy for a specific business unit.
<ul style="list-style-type: none"> • A skills audit is conducted to identify the gaps in a business unit. 	<ul style="list-style-type: none"> • Conduct a skills audit to identify the gaps in a business unit. • Research training providers, training programmes and cost of training programmes necessary to address the skills gaps in a business unit. • Present the research findings in an electronic presentation.
<ul style="list-style-type: none"> • A training programme is proposed that will empower employees in the business unit to meet the knowledge and skill requirements implied by the business strategy. 	<ul style="list-style-type: none"> • Propose a training programme that will empower employees in the business unit to meet the knowledge and skill requirements implied by the business strategy.
<ul style="list-style-type: none"> • A training and development intervention is arranged in accordance with training and development needs of individuals, teams and the organisation. 	<ul style="list-style-type: none"> • Arrange a training and development intervention in accordance with training and development needs of individuals, teams and the organisation.

ASSESSMENT TASKS OR ACTIVITIES
<ul style="list-style-type: none"> • Case Study: <ul style="list-style-type: none"> ▪ The skills and expertise needed to implement a business strategy are analysed for a specific business unit; ▪ A skills audit is conducted to identify the gaps in a business unit. ▪ A training programme is proposed that will empower employees in the business unit to meet the knowledge and skill requirements implied by the business strategy. ▪ A training and development intervention is arranged in accordance with training and development needs of individuals, teams and the organisation.

Topic 4: Management Functions

SUBJECT OUTCOME	
4.1 Apply the decision making process to make a management decision.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The steps to be followed in making a decision are explained with reference to an authentic workplace situation. 	<ul style="list-style-type: none"> • Explain the steps to be followed in making a decision with reference to an authentic workplace situation.
<ul style="list-style-type: none"> • The decision making process is used to make a management decision. 	<ul style="list-style-type: none"> • Use the decision making process to make a management decision. • Compile a written report on the result of the management decision taken.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Within a simulated environment: <ul style="list-style-type: none"> ▪ The steps that are followed in making a decision are explained. ▪ The decision making process is used to make a management decision. ▪ A written report is compiled on the result of the management decision taken. ▪ The decision taken is presented to employees within the simulated environment. 	

SUBJECT OUTCOME	
4.2 Apply the general management functions to a selected organization.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The management functions in an organization are listed and an indication is given of who in the organization is responsible for each function. 	<ul style="list-style-type: none"> • List the management functions in an organization. • Identify who in the organization is responsible for each function.
<ul style="list-style-type: none"> • The way in which each management function is addressed in a specific organization is explained and with reference to the organogram of a selected organization. 	<ul style="list-style-type: none"> • Explain the way in which each management function is addressed in an organization, with reference to the organogram.
<ul style="list-style-type: none"> • The role of a team leader or low level manager in the management of an organization is outlined with reference to the basic management functions and tasks. 	<ul style="list-style-type: none"> • Outline the role of a team leader or low level manager in the management of an organization with reference to the basic management functions and tasks.
<ul style="list-style-type: none"> • The advantages and disadvantages of different styles of leadership are explained. 	<ul style="list-style-type: none"> • Explain the advantages and disadvantages of different styles of leadership.
<ul style="list-style-type: none"> • The application of the various leadership styles are described. 	<ul style="list-style-type: none"> • Describe the application of the various leadership styles. • Identify the leadership styles evident in an organisation according to the organogram, with examples.

ASSESSMENT TASKS OR ACTIVITIES
<ul style="list-style-type: none"> • Within a simulated environment: <ul style="list-style-type: none"> ▪ The management functions are listed and an indication is given of who within the simulated environment is responsible for each function. ▪ The way in which each management function is addressed is explained and with reference to the organogram. ▪ The role of a team leader or low level manager in the management of the enterprise is outlined with reference to the basic management functions and tasks. • Class Test: <ul style="list-style-type: none"> ▪ The different styles of leadership are explained with examples. ▪ The advantages and disadvantages of different styles of leadership are explained. ▪ The application of the various leadership styles are identified within an organisation or simulated environment.

Topic 5: Change management

SUBJECT OUTCOME	
5.1 Explain why change management is an important process for organizations to achieve trading results.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The elements of any change management process are identified and outlined in a written report. 	<ul style="list-style-type: none"> • Identify the elements of any change management process. • Outline the elements of any change management process in a written report.
<ul style="list-style-type: none"> • The relationship between change management and sustainability is explained with examples of how organizations that have not changed have collapsed and how organizations that have changed have remained successful. 	<ul style="list-style-type: none"> • Explain the relationship between change management and sustainability. • Provide examples of how organizations that have not changed have collapsed and how organizations that have changed have remained successful. • Identify and discuss the reasons for organisations not applying change management when required.
<ul style="list-style-type: none"> • A clear presentation is delivered on how an organization can achieve sustainable results by implementing change management. 	<ul style="list-style-type: none"> • Deliver a clear presentation on how an organization can achieve sustainable results by implementing change management.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • POE Task: <ul style="list-style-type: none"> ▪ The elements of any change management process are identified and outlined in a written report. • Research task: <ul style="list-style-type: none"> ▪ The relationship between change management and sustainability is explained with examples of how organizations that have not changed have collapsed and how organizations that have changed have remained successful. • Oral Task: <ul style="list-style-type: none"> ▪ A clear presentation is delivered on how an organization can achieve sustainable results by implementing change management. 	

SUBJECT OUTCOME	
5.2 Identify the risks inherent in any change management programme and indicate ways to manage them.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> • The various change management risks are identified and an explanation is given of what each could mean for the process of change and the long term success of the organization. 	<ul style="list-style-type: none"> • Identify the various change management risks. • Identify change management risks within an organisation. • Explain what each could mean for the process of change and the long term success of the organization.
<ul style="list-style-type: none"> • Examples are given of how these risks were overcome in an organization. 	<ul style="list-style-type: none"> • Provide examples of how these risks were overcome in an organization.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> • Case study: <ul style="list-style-type: none"> ▪ The various change management risks are identified and an explanation is given of what each could mean for the process of change and the long term success of a given organization. ▪ Examples are given of how these risks were overcome in the organization. 	

SUBJECT OUTCOME	
5.3 Identify and apply the competencies of an effective change agent.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> The competencies and characteristics of an effective change agent are identified and an explanation given of why each is important and how each advances the implementation of change. 	<ul style="list-style-type: none"> Identify the competencies and characteristics of an effective change agent. Explain why each is important and how each advances the implementation of change.
<ul style="list-style-type: none"> The competencies and characteristics of an effective change agent are applied when dealing with an organization undergoing change. 	<ul style="list-style-type: none"> Apply the competencies and characteristics of an effective change agent when dealing with an organization undergoing change.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> PoE Task: <ul style="list-style-type: none"> The competencies and characteristics of an effective change agent are identified within a given context. An explanation is given of why each is important and how each advances the implementation of change. The competencies and characteristics of an effective change agent are applied when dealing with an organization undergoing change. 	

Topic 6: Team Motivation

SUBJECT OUTCOME	
6.1 Explain why it is important to motivate a team and how levels of motivation could be assessed.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Reasons why motivation is important are explained with examples. 	<ul style="list-style-type: none"> Explain why it is important to motivate a team.
<ul style="list-style-type: none"> The negative impact of demotivated team members is explained with examples. The role of motivation in ensuring quality performance is explained and an indication is given of the responsibility of the team leader in motivation. A list is compiled of indicators that help to identify a lack of motivation in a team. A list is compiled of indicators that are evidence of motivation in a team. 	<ul style="list-style-type: none"> Discuss the consequences of a team that lacks motivation. Identify elements that could cause a lack of motivation in a team. Identify methods that could be used to assess the levels of motivation in a team.
<ul style="list-style-type: none"> The behaviour of members of a team or business unit is analysed and an opinion is expressed and substantiated on the level of motivation of the team. 	<ul style="list-style-type: none"> Assess levels of motivation in a specific team.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> PoE task: <ul style="list-style-type: none"> Reasons why motivation is important are explained using examples from students' own experience. Case Study: <ul style="list-style-type: none"> The negative impact of de-motivated team members within a given context is explained, using given examples; elements responsible for negativity are identified from within the case study and the methods that could be used to assess the levels of team motivation are identified. PoE Task and Observation: <ul style="list-style-type: none"> Specific team is identified from students' own environment or any other and a summary is provided on the nature of the team's activities. An organogram is given of the team's organisational hierarchy. Team's level of motivation is observed and monitored over a period of time, against given checklist. Team leader and team members are interviewed separately against given checklist. The role of motivation in ensuring quality performance is explained after interviewing team leader. A summary is given of the responsibility of the team leader in motivating selected team. Taped interview or transcript is required for PoE. 	

SUBJECT OUTCOME	
6.2 Apply the theories of motivation	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Two theories of motivation are researched and compared in terms of how each maintains people are motivated to achieve both personally and in a work environment. 	<ul style="list-style-type: none"> Research two theories of motivation. Compare the two researched theories of motivation in terms of how each maintains people are motivated to achieve both personally and in a work environment.
<ul style="list-style-type: none"> The researched theories are applied to a team and a decision is made as to which best applies to a specific team. 	<ul style="list-style-type: none"> Apply the researched theories to a team and decide which best applies to a specific team.
<ul style="list-style-type: none"> An action plan is compiled to motivate a team based on the researched theories. 	<ul style="list-style-type: none"> Compile an action plan to motivate a team based on the researched theories. Identify and discuss which theory of motivation is applicable to self, with examples.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> POE Task: <ul style="list-style-type: none"> Two theories of motivation are researched and compared in terms of how each maintains people are motivated to achieve both personally and in a work environment. The researched theories are applied to a specific team within a selected environment and a decision is made as to which best applies to a specific team, with examples as support for decision. An action plan is compiled to motivate a team based on the researched theories. 	

SUBJECT OUTCOME	
6.3 Describe techniques leaders can use to motivate a team.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> The importance of information as a motivating factor is explained with reference to the effect of too much or too little information on a team. 	<ul style="list-style-type: none"> Explain the importance of information as a motivating factor with reference to the effect of too much or too little information on a team.
<ul style="list-style-type: none"> The importance of recognition as a motivating factor is explained and an indication is given of how achievement is recognised within a team, group, business unit or organization. 	<ul style="list-style-type: none"> Explain the importance of recognition as a motivating factor. Discuss how achievement is recognised within a team, group, business unit or organization.
<ul style="list-style-type: none"> The importance of listening as a motivating factor is discussed and an indication is given of the consequences when a team or group leader does not listen to the team or individual members of the group. 	<ul style="list-style-type: none"> Discuss the importance of listening as a motivating factor. Discuss the consequences when a team or group leader does not listen to the team or individual members of the group.
<ul style="list-style-type: none"> Ways of involving members in decision-making are discussed as a means of obtaining commitment to a plan. 	<ul style="list-style-type: none"> Discuss ways of involving members in decision-making, as a means of obtaining commitment to a plan.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Case Study: <ul style="list-style-type: none"> The information given to a team within a given context is documented. The importance of the information given to the team as a motivating factor is explained, with reference to the effect of too much or too little information on a team. The importance of recognition as a motivating factor is explained and an indication is given of how achievement is recognised within a team, group, business unit or organization. The importance of listening as a motivating factor is discussed and an indication is given, within a given context, of the consequences when the team leader does not listen to the team or individual members of the group. Ways of involving members in decision-making are identified and discussed as a means of obtaining commitment to a plan. 	

SUBJECT OUTCOME	
6.4 Provide feedback to a team.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Information that a team requires to do its work well is identified and conveyed to team members. 	<ul style="list-style-type: none"> Identify information that a team requires to do its work well. Convey to team members information that is required to work well.
<ul style="list-style-type: none"> An exercise to encourage team members to reflect on the team's performance is designed and used with a group to agree on performance targets. 	<ul style="list-style-type: none"> Design an exercise to encourage team members to reflect on the team's performance. Use the exercise designed above, with a group to agree on performance targets.
<ul style="list-style-type: none"> Ways of measuring performance apart from formal performance management are discussed with reference to the performance of a specific team. 	<ul style="list-style-type: none"> Discuss ways of measuring performance, apart from formal performance management, with reference to the performance of a specific team.
<ul style="list-style-type: none"> Actions that a leader can take to improve the ways in which members measure their own performance are discussed with reference to a specific team. 	<ul style="list-style-type: none"> Discuss actions that a leader can take to improve the ways in which members measure their own performance, with reference to a specific team.
<ul style="list-style-type: none"> A management process that makes provision for feedback from team members to the manager is designed for a specific business unit or team. 	<ul style="list-style-type: none"> Design a management process that makes provision for feedback from team members to the manager, for a specific business unit or team.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Case study: <ul style="list-style-type: none"> Information that a team requires to do its work well is identified and conveyed to team members orally and in writing. An exercise to encourage team members to reflect on the team's performance is designed and used with a group to agree on performance targets. Ways of measuring performance apart from formal performance management are discussed with reference to the performance of a specific team. Actions that a leader can take to improve the ways in which members measure their own performance are discussed with reference to a specific team. A management process that makes provision for feedback from team members to the manager is designed for a specific business unit or team. 	

SUBJECT OUTCOME	
6.5 Recognise achievement of individuals and teams	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> The importance of praise and personal recognition is explained with examples. 	<ul style="list-style-type: none"> Explain with examples, the importance of praise and personal recognition.
<ul style="list-style-type: none"> Possible systems for recognising achievements at team level are explained and a personal plan is devised to show recognition in own team. 	<ul style="list-style-type: none"> Explain possible systems for recognising achievement at team level. Devise a personal plan to show recognition in own team.
<ul style="list-style-type: none"> Tasks allocated to the team are analysed and suggestions are made as to how individual team members can be given responsibility for their own achievement. 	<ul style="list-style-type: none"> Analyse tasks allocated to the team. Suggest how individual team members can be given responsibility for their own achievement.
ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Case study: <ul style="list-style-type: none"> The importance of praise and personal recognition is explained within the context of a given situation. Possible systems for recognising achievements at team level are explained and a personal plan is devised to show recognition in own team. Tasks allocated to the team are analysed and suggestions are made as to how individual team members can be given responsibility for their own achievement. 	

SUBJECT OUTCOME	
6.6 Indicate how leaders can empower members of a team.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> Aspects of team performance that are supervised by the junior manager are analysed and an indication is given of which aspects of team performance could better be handled by the team. 	<ul style="list-style-type: none"> Analyse aspects of team performance that are supervised by the junior manager. Indicate which aspects of team performance could better be handled by the team.
• ASSESSMENT TASKS OR ACTIVITIES	
<ul style="list-style-type: none"> Aspects of team performance that are supervised by a junior manager are analysed and an indication is given of which aspects of team performance could better be handled by the team. 	

SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN MANAGEMENT PRACTICE - LEVEL 4

4.1 Integrated summative assessment task (ISAT)

A compulsory component of ESASS is the **Integrated Summative Assessment Task (ISAT)**, which is a major assessment task that draws on the learner's cumulative learning achieved throughout the full year. The task requires integrated application of competence and is executed and recorded in compliance with assessment conditions.

Two possible approaches to the ISAT may be as follows:

- The students could be assigned a task at the beginning of the year which they will have to complete in various phases during the year to obtain part assessment. The final assessment is made at the end of the year upon completion of the task.

OR

- The other option is that students will have achieved the competencies during the year but the competencies will be assessed cumulatively in a single assessment or exam session at the end of the year.

The ISAT will be set by the externally appointed examiner and be conveyed to colleges within the first quarter of each year.

The integrated assessment approach allows for the student to be assessed in more than one subject within the same ISAT.

4.2 National examination

A national examination is conducted annually in October or November by means of a paper set externally and marked and moderated externally. The following distribution of cognitive application is suggested.

LEVEL 4	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	30%	50%	20%