education

Department:
Education
REPUBLIC OF SOUTH AFRICA

# NATIONAL CERTIFICATES (VOCATIONAL)

## ASSESSMENT GUIDELINES

## MANAGEMENT PRACTICE
## NQF LEVEL 2

September 2007

# CONTENTS

## 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 externally quality assured 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 assuror; and
- moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures for students who experience barriers to learning be customised 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 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 determines student strengths and weaknesses and provides 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 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 Portfolio of Evidence (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 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** | • Observation<br>• Class questions<br>• Lecturer, student, parent discussions | • Assignments or tasks<br>• Projects<br>• Investigations or research<br>• Case studies<br>• Practical exercises<br>• Demonstrations<br>• Role-play<br>• Interviews | • Examinations<br>• Class tests<br>• Practical examinations<br>• Oral tests<br>• Open-book tests |
| **Assessment tools** | • Observation sheets<br>• Lecturer's notes<br>• Comments | • Checklists<br>• Rating scales<br>• Rubrics | • Marks (e.g. %)<br>• Rating scales (1-7) |
| **Evidence** | • Focus on individual students<br>• Subjective evidence based on lecturer observations and impressions | **Open middle**: Students produce the same evidence but in different ways.<br>**Open end**: Students use same process to achieve different results. | 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. They 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. It is a different way of assessment 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 simply be a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) 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 clearly indicate 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 what 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 Portfolio of Evidence (PoE) account for the other 50 percent.

The Portfolio of Evidence (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 should at least 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 Portfolio of Evidence (PoE) must at least include:

- 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 tasks cannot be contained as evidence in the Portfolio of Evidence (PoE), its exact location must be recorded and it must be readily available for moderation purposes.

# ASSESSMENT OF MANAGEMENT PRACTICE

# LEVEL 2

## 3 INTERNAL ASSESSMENT OF SUBJECT OUTCOMES IN MANAGEMENT PRACTICE – LEVEL 2

### Topic 1: The Individual's Role in Business

<table>
<tr><th colspan="2">SUBJECT OUTCOME</th></tr>
<tr><th colspan="2">Discuss the rights of an employee in the workplace.</th></tr>
<tr><th>ASSESSMENT STANDARDS</th><th>LEARNING OUTCOMES</th></tr>
<tr><td>• The rights of an employee are explained in terms of current legislation.</td><td>• List current legislation that affects employees in any economic sector.<br>• Explain the rights of an employee in terms of the identified current legislation.</td></tr>
<tr><th colspan="2">ASSESSMENT TASKS OR ACTIVITIES</th></tr>
<tr><td colspan="2">• Assessment task: Research and summarise current legislation according to criteria set by lecturer.<br>• Group discussion: Employee rights within current legislation</td></tr>
</table>

<table>
<tr><th colspan="2">SUBJECT OUTCOME</th></tr>
<tr><th colspan="2">Identify and explain the structure, culture, procedures and concepts within an organisation.</th></tr>
<tr><th>ASSESSMENT STANDARDS</th><th>LEARNING OUTCOMES</th></tr>
<tr><td>• Organisational terminology is explained. Procedures and concepts include organisational policy with regard to conditions of employment, disciplinary action, grievances and employee representation<br>• The organisational structure of an organisation is illustrated in the form of an organogram. Organisational structures include overall, departmental, work group and human resource structures.<br>• The individual's role within an organisation is discussed and reflected on.<br>• The purpose of understanding an individual's role in an organisation is explained.<br>• The management functions are listed and explained and an indication is given of who in a Structured Environment is responsible for each function.<br>• The terms organisational structure, culture, procedures and concepts are explained.</td><td>• Explain the following terms: organisational structure, culture, concepts and procedures within an organisation.<br>• Illustrate the overall organisational structure of a given organisation in the form of an organogram.<br>• Illustrate the human resource and another given departmental structures in the form of an organogram.<br>• Explain a specific organisation's policy with regard to conditions of employment, disciplinary action, grievances and employee representation.<br>• Explain the procedures to be followed within a given organisation with regard to the following: disciplinary hearings, grievances and employee representation.<br>• Using a given organogram, identify the roles expected from specific employees or individuals.<br>• Identify the organisational policies that would affect the roles identified.<br>• Explain the purpose of understanding an individual's role in an organisation.<br>• List possible consequences if an individual does not understand his or her role in an organisation.<br>• List the management functions in an organisation.<br>• Using a given organogram, identify the person that is responsible for each function.</td></tr>
<tr><th colspan="2">ASSESSMENT TASKS OR ACTIVITIES</th></tr>
<tr><td colspan="2">• Class discussion: Organisational structures, cultures and procedures<br>• Class test: Organisational terminology<br>• Assessment task: Compile an organogram for given context.<br>• Research Task: Research and document an organisation's policies and procedures. Learners to be divided into groups for this activity.<br>• Task: Compare research task (group work) outcomes) and discuss the differences in a documented class discussion.<br>• Group discussion: Relevant legislation<br>• Assessment task: Case study on working environment scenario where legislation and policies played a role in the decisions taken and the outcome of the case for the role players. E.g. a workplace accident or unfair labour practice case<br>• Assessment task: Investigate, in a case study, the roles expected from specific employees using an organogram.<br>• Assessment task: Identify and research the organisational policies that affect employee roles in a given context.<br>• Group discussion: Reasons for specific organisational roles</td></tr>
</table>

| |
|---|
| • Group discussion: The consequences of an individual not understanding his or her role in a given context<br>• Assessment task: Class test – List the management functions within any organisation.<br>• Assessment task: Identify the functions of specific persons in a specific organogram in a given organisation. |

| SUBJECT OUTCOME | |
|---|---|
| **Discuss how business functions.** | |
| **ASSESSMENT STANDARDS** | **LEARNING OUTCOMES** |
| • The manner in which a business functions is explained | • Explain the difference between the internal and external environment of a business.<br>• Explain the influence that the internal and external environments have on the functioning of an organisation in terms of customers, deadlines, markets, quality and profit. |
| **ASSESSMENT TASKS OR ACTIVITIES** | |
| • Research: Research, document and discuss, in groups, the internal and external environments of a business.<br>• Group discussion: The influence of internal and external environments<br>*Range: Business functioning includes aspects such as customers, deadlines, markets, quality, profit and environment.* | |

### Topic 2: Management Functions and Activities

| SUBJECT OUTCOME | |
|---|---|
| **Describe the management functions in running a successful business.** | |
| **ASSESSMENT STANDARDS** | **LEARNING OUTCOMES** |
| • The business functions of an organisation are listed and the main business functions are identified for a specific organisation.<br>• The resources used in a business are identified.<br>• The role of management in ensuring that resources are used to their best advantage is explained with examples. | • List the management functions required to run a successful business.<br>• Identify the persons responsible for specific management functions within an organisation.<br>• Identify the main resources that would be required to perform each management function by researching an organisation.<br>• Illustrate the resources used in an organisation, the users and the reasons for use. |
| **ASSESSMENT TASKS OR ACTIVITIES** | |
| • Assessment task : Class test on the management functions and the resources that would be required for the execution of the functions.<br>• Research task with the purpose of identifying the resources used in an organisation, the users thereof and the reasons for the use of the particular resources.<br>Facilitator to provide checklist with criteria and steps learners should take in preparation for the research and for the consolidation of the information gathered.<br>Interviews should be conducted with managers in the selected organisation. Facilitator to facilitate the design of the interview questionnaire by the learners.<br>• Assessment task: Case study: Case study on the management style and decisions taken by a certain manager. Learners to identify management functions from the scenario and comment on the manager's success in performing the management functions. | |

| SUBJECT OUTCOME | |
|---|---|
| **Explain the basic activities involved in the management process.** | |
| **ASSESSMENT STANDARDS** | **LEARNING OUTCOMES** |
| • The basic activities involved in the management process are named with examples.<br>• The planning function in an organisation is identified and the person(s) responsible for the planning function in the organisation are indicated.<br>• The organising function in an organisation is identified and the person(s) responsible for the organising function in the organisation are indicated. | • Explain the basic management activities with an example of each, as performed in an organisation.<br>• Identify and explain management functions in an organisation.<br>• Identify the persons responsible in an organisation for specific management functions.<br>• Examine the leading function as it exists in an organisation and compare it with a leadership style. |

| | |
|---|---|
| • The organising function in the student's own position in a simulated business environment is identified with examples.<br>• The leading function in an organisation is identified and the person(s) responsible for the leading function in the organisation are indicated.<br>• The leading function applicable to the student is identified and the student's own leadership style is indicated.<br>• The control function in an organisation is identified and the person(s) responsible for the control function in the organisation are indicated.<br>• The control function in the student's own situation is identified and what the student controls and how he or she exercises control is indicated.<br>• The difference between responsibility and accountability is explained with reference to delegation. | • Identify controlling functions in an organisation and the processes used to exercise control.<br>• Differentiate between the terms responsibility and accountability with regard to delegation, with examples from an organisation. |
| **ASSESSMENT TASKS OR ACTIVITIES** | |
| • Class test: Basic management activities, difference between responsibility and accountability, planning function and its purpose.<br>• Case study to be include TWO Sample organisations:<br>1. Planning, Leading, Organising and Control functions to be identified and the persons responsible for the execution of the functions.<br>2. A comparative exercise to show the differences between the same functions between the two samples in the case study.<br><br>• Documented Class discussion of the above case study. Facilitator to provide a discussion guideline document related to the two samples in the case study and how they apply to the learning outcomes, on which learners must document the discussion and submit for assessment | |

| **SUBJECT OUTCOME** | |
|---|---|
| **Identify and explain some of the tasks required of managers.** | |
| **ASSESSMENT STANDARDS** | **LEARNING OUTCOMES** |
| • The decision -making task of managers is explained with examples.<br>• The communication task of managers is explained with examples and suggestions are made as to how cultural diversity can be accommodated in communications.<br>• The importance of trust in an organisation is explained and the effect of trust on communication is indicated.<br>• The co-ordinating task of managers is explained and the manner in which the student is responsible for co-ordination based on a position description is indicated.<br>• The motivating task of managers is explained with examples.<br>• The delegating task of managers is explained and the tasks that can and cannot be delegated in a specific organisation are indicated.<br>• The disciplinary task of managers is explained and the role of the team leader in the disciplinary process is indicated.<br>• The evaluating task of managers is explained and the role of the junior manager in assessing worker performance is indicated. | • Differentiate between the various management tasks that pertain to an organisation, with at least two examples of each.<br>• Illustrate, by means of an organogram, the persons responsible for the various management tasks, with an example of each.<br>• Suggest ways to accommodate cultural diversity in communication and provide at least two examples.<br>• Explain the importance of trust in an organisation and indicate how trust affects communication.<br>• Indicate own responsibility in organisation with regard to co-ordination based on a description of own position.<br>• Describe methods that could be used by managers to motivate staff.<br>• Indicate what tasks can and cannot be delegated in a specific organisation and give reasons for the decision.<br>• Identify, in own organisation, the team leaders and discuss his or her role in the disciplinary process.<br>• Identify the criteria that managers use to evaluate workers.<br>• Explain the role of a junior manager in assessing worker performance. |

| ASSESSMENT TASKS OR ACTIVITIES |
|---|
| • Case study: to address: Different management tasks that pertain to an organisation, an organogram of sample organisation in case study, persons responsible for the various management tasks. Ways in which cultural diversity has been accommodated in communication and business operations. The importance of trust in an organisation and how trust affects communication within a business environment.<br>• Written reflection on Case study: Indicate own responsibility in an organisation with regard to cultural diversity, management tasks, and trustworthiness.<br>• Video on motivation of employees within a selected organisation. From this a Group discussion<br>• Interview team leaders or managers of a particular organisation and the methods that they use to delegate tasks and assess the performance of team members. Interview checklists to be designed by learners according to theoretical components and class discussions. |

### Topic 3: Basic Legislation

| SUBJECT OUTCOME | |
|---|---|
| **Identify the legislation that regulates employment issues.** | |
| **ASSESSMENT STANDARDS** | **LEARNING OUTCOMES** |
| • The six main pieces of labour legislation are named and what and who is covered by each act is indicated.<br>• The scope and application of each act is explained at a basic level of understanding. | • Name and retrieve the six main pieces of labour legislation.<br>• Explain who is covered by each act.<br>• Explain the scope of each act.<br>• Briefly explain how each act is applied in a given context.<br>• Name and explain organisational human resource policies and procedures applicable in terms of current legislation. |
| **ASSESSMENT TASKS OR ACTIVITIES** | |
| • Assignment to be included in the Portfolio of Evidence (PoE)<br>• Assignment topic: Main labour legislations and assignment instructions to cover the 5 Learning Outcomes as listed above.<br>• Research using libraries, Government Gazettes, the Internet, etc. | |

| SUBJECT OUTCOME | |
|---|---|
| **Demonstrate understanding of the main aspects of the Labour Relations Act.** | |
| **ASSESSMENT STANDARDS** | **LEARNING OUTCOMES** |
| • The main aspects of the Labour Relations Act are explained.<br>• The concept of an unfair labour practice is explained with examples.<br>• Internal policies and procedures within an organisation that may be used to resolve a dispute or grievance are illustrated. | • Explain the main aspects of the Labour Relations Act.<br>• Explain the concept of an unfair labour practice within a given context.<br>• Name the internal policies that may be used to resolve a dispute or grievance.<br>• Graphically illustrate the procedures that may be used internally to settle a grievance or dispute. |
| **ASSESSMENT TASKS OR ACTIVITIES** | |
| • Assignment to be included in the Portfolio of Evidence (PoE)<br>• Assignment to include a Case study on a grievance that was lodged by an employee, the processes before, during and after the dispute was resolved and learners to clearly identify why the employee could claim unfair labour practice within the given context. Facilitator to ensure that learning outcomes as listed above are covered. | |

| SUBJECT OUTCOME | |
|---|---|
| **Demonstrate understanding of aspects of the basic conditions of the Employment Act.** | |
| **ASSESSMENT STANDARDS** | **LEARNING OUTCOMES** |
| • The concept of an employee is explained and how the status employee is determined is indicated.<br>• Regulations relating to working hours are explained. | • Explain the concept of employee.<br>• Explain how the status of employee is determined.<br>• Explain the basic conditions of the Employment Act at |

| | |
|---|---|
| • The policy in a specific organisation regarding overtime payment is explained and the people in a business unit who qualify for overtime payment are indicated.<br>• Regulations relating to breaks during work hours are explained and an indication is given of when, if ever, the employees in a business unit may be required to work during a meal interval.<br>• Leave entitlement under the act is explained.<br>• Conditions for termination of employment prescribed by the act are explained. | it relates to working hours.<br>• Explain when an employee qualifies to be paid for overtime according to legislation.<br>• Study the policy of an organisation with regard to overtime payment and indicate which employees qualify for overtime payment.<br>• Explain the regulations relating to breaks during work hours.<br>• Indicate when employees may be required to work during a meal interval and discuss the implications of this for the employee and the employer.<br>• Differentiate between the various types of leave that an employee is entitled to with an example of each type.<br>• Explain the conditions under which employment can be terminated according to the basic conditions of the Employment Act. |
| **ASSESSMENT TASKS OR ACTIVITIES** | |
| • Class test to cover: the concept of being an employee, the status of employee, the basic conditions of the Employment Act as it relates to working hours, when an employee qualifies to be paid for overtime according to legislation<br>• Assignment to be included in the Portfolio of Evidence (PoE)<br>• Case study: Organisation's policy wrt overtime payments, leave and conditions of working environments and termination conditions. Learners to extract the relevant issues from a given company policy. | |

| SUBJECT OUTCOME | |
|---|---|
| **Demonstrate understanding of the Skills Development Act and Skills Development Levies Act.** | |
| **ASSESSMENT STANDARDS** | **LEARNING OUTCOMES** |
| • 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.<br>• 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.<br>• The concept of studentships is explained and how studentships can be promoted in a specific business unit is indicated.<br>• The concept of lifelong learning is explained and how learning can be facilitated in a specific business unit is indicated. | • Explain the requirements placed on employers by the Skills Development Act with reference to an organisation's workplace skills plan and annual training report.<br>• 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.<br>• Explain the concept of learnerships and indicate how learnerships could be promoted in a specific business unit.<br>• Explain the concept of lifelong learning and indicate how learning can be facilitated in a specific business unit. |
| **ASSESSMENT TASKS OR ACTIVITIES** | |
| • Assignment to be included in the Portfolio of Evidence (PoE): Summarise the core elements of a workplace skills plan and annual training report.<br>• Class test<br>• Research registered studentships on the SAQA website or visit to local SETA offices.<br>• Research task followed by a class discussion or class test<br>• Group discussion: Students relate own experiences. | |

### Topic 4: Business Ethics

| SUBJECT OUTCOME | |
|---|---|
| **Reflect on own values and belief systems and how they influence behaviour.** | |
| **ASSESSMENT STANDARDS** | **LEARNING OUTCOMES** |
| • The concepts of values, belief systems and ethics are explained with examples.<br>• The sources of values and belief systems are identified and how an individual's ethics and values | • Differentiate between the concepts values, belief systems and ethics with an example of each.<br>• Identify own sources of values and belief systems with examples. |

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| affect behaviour is indicated.<br>• Ways in which an individual may change his or her belief or value system are identified with examples. | • Indicate how an individual's ethics and values affect behaviour by means of a few examples.<br>• Discuss ways in which individuals may change their values or belief systems by means of an example. |
| **ASSESSMENT TASKS OR ACTIVITIES** | |
| • Group discussion on the concepts values, belief systems and ethics<br>• Assessment task: Class test: On all of the learning outcomes<br>• Group discussion: Discuss values and belief systems based on students' own experiences. | |

| **SUBJECT OUTCOME** | |
|---|---|
| **Discuss how an individual's ethics affects the people around him or her.** | |
| **ASSESSMENT STANDARDS** | **LEARNING OUTCOMES** |
| • The ways in which an individual's ethics affect behaviour and interpersonal relationships are indicated with examples.<br>• The impact of personal ethics on the use of language is explained with examples.<br>• The importance of respecting confidentiality is explained in own context.<br>• The ways in which an individual can influence the behaviour of others are identified and how this can influence ethical conduct is indicated. | • Discuss various ways in which an individual's ethics affects behaviour and interpersonal relationships by using examples in own context.<br>• Explain the relationship between personal ethics and the use of language, using examples in own context.<br>• Explain the importance of respecting confidentiality in own context.<br>• Identify the ways in which an individual can influence the behaviour of others, either positively or negatively, using examples.<br>• Discuss how an individual's influence on the behaviour of others could influence ethical conduct. |
| **ASSESSMENT TASKS OR ACTIVITIES** | |
| • Group discussion based on students' own experiences<br>• Case study: Explain the relationship between language and ethics in a given context.<br>• Case study: Observe others' behaviour in a controlled environment and an uncontrolled environment. Facilitator should provide criteria against which students' observe behaviour. | |

| **SUBJECT OUTCOME** | |
|---|---|
| **Explain how an individual can behave ethically in a business environment.** | |
| **ASSESSMENT STANDARDS** | **LEARNING OUTCOMES** |
| • The concept of ethical business practice is explained with examples.<br>• Adherence to company policy and confidentiality are discussed in terms of ethical conduct.<br>• Ethical ways of receiving and giving gifts and favours in a business context are discussed with reference to an organisation's code of conduct.<br>• The importance of honesty in business dealings is explained with examples.<br>• The deliverables in own work situation are identified and the importance of productivity, accountability, attendance and delivery of work on time is indicated. | • Differentiate between ethical and unethical business practice by means of examples.<br>• Discuss the possible implications for an individual who fails to adhere to company policy.<br>• Retrieve and discuss the essential elements of a code of conduct for an organisation.<br>• Differentiate between ethical and unethical ways of receiving gifts and favours in view of a code of conduct in a given context.<br>• Explain, with examples, the importance of honesty in business dealings.<br>• Identify the deliverables in own work situation and discuss in terms of productivity, accountability, attendance and delivery of work on time.<br>• Explain the consequences of non-delivery in own context. |
| **ASSESSMENT TASKS OR ACTIVITIES** | |
| • Group discussion on own experiences as well as other scenarios<br>• Research: Research an organisation's code of conduct and discuss core elements.<br>• Group discussion on implications of contravention of code of conduct<br>• Group discussion on implications of dishonesty and benefits of honest dealings with others | |

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| • Practical task based on own experiences<br>Facilitator should provide guidelines. |

| SUBJECT OUTCOME | |
|---|---|
| **Demonstrate techniques for dealing with situations where own ethics and values conflict with work practice.** | |
| **ASSESSMENT STANDARDS** | **LEARNING OUTCOMES** |
| • Methods for dealing with unethical behaviour are explained for three different situations.<br>• Methods of dealing with unethical business conduct are explained for three scenarios.<br>• Own values and beliefs are compared to company practice and the manner in which an employee can deal with an ethical conflict is indicated.<br>• Ways of dealing with instances where an employee's rights are undermined are demonstrated for three case studies. | • Explain the methods for dealing with unethical behaviour.<br>• Explain methods for dealing with an individual's unethical behaviour for three different situations.<br>• Identify unethical business conduct within three scenarios and explain the methods used to deal with those situations.<br>• Compare company practice to own values and beliefs.<br>• Identify a situation in which there is an ethical conflict and indicate how an individual can deal with the situation.<br>• Identify ways to deal with instances where an employee's rights are undermined. |
| **ASSESSMENT TASKS OR ACTIVITIES** | |
| • Role-play: Role play a scenario in given context. Observers comment on interaction and discuss methods of dealing with unethical behaviour.<br>• Assignment task: Discuss an organisation's ethical practice and compare it with own behaviour, with suitable examples to support argument, based on a case study<br>• Group discussion: Relevant legislation | |

### Topic 5: Recordkeeping

| SUBJECT OUTCOME | |
|---|---|
| **Explain why companies record and keep information.** | |
| **ASSESSMENT STANDARDS** | **LEARNING OUTCOMES** |
| • The reason for recording information is explained with reference to an actual document used in a selected business sector.<br>• Five examples are listed of the type of information contained in records in one's own business sector.<br>• Three methods of creating records are named that use different types of technology.<br>• The purpose for which a record is used is described for three different roles in one's own organisation. | • Explain why it is necessary to record information.<br>• List examples of types of records kept within given departments and explain the information recorded in such documents.<br>• List five examples of the type of information contained in records in a specific business sector or department.<br>• Name three methods of creating records.<br>• Describe the purpose for using specific records. |
| **ASSESSMENT TASKS OR ACTIVITIES** | |
| • Assessment task: Class test<br>• Research task: Investigate the type of information kept in an organisation's records, the methods used to create those records and the purpose of keeping the records. | |

| SUBJECT OUTCOME | |
|---|---|
| **Name and describe the type of records that are specific to a contract or agreement in a selected business sector.** | |
| **ASSESSMENT STANDARDS** | **LEARNING OUTCOMES** |
| • The type of information contained in a contract, agreement or quotation is explained with reference to a named document.<br>• The purpose of maintaining a record of contracts, agreements and quotations is described with reference to specific case studies.<br>• The importance of recording client-specific details is | • List various contracts or agreements that might be implemented by a business in a selected business sector.<br>• Describe the types of records that might be kept specific to a selected contract from a particular business sector. |

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| explained with examples from a business sector.<br>• The purpose of recording changes to contracts, agreements and quotations is explained with reference to three different circumstances. | |
| **ASSESSMENT TASKS OR ACTIVITIES** | |
| • Assessment task: Assignment: Summarise the contents of a contract, quotation or agreement for a project.<br>• Case study: Describe the purpose of maintaining a record of contracts, agreements and quotations<br>• Assignment: Explain, with examples, the importance of recording client-specific details in a business. | |

| **SUBJECT OUTCOME** | |
|---|---|
| **Locate and provide records to users on request.** | |
| **ASSESSMENT STANDARDS** | **LEARNING OUTCOMES** |
| • Suitable paper or electronic filing systems are used to locate the required record.<br>• Requested data is located, accessed and retrieved within agreed organisational service levels.<br>• The reasons why confidential records are given only to authorised people are explained and the implications of releasing information to unauthorised persons are explained in terms of risk to organisation.<br>• The confidentiality of records is maintained at all times and security procedures are explained in simple terms. | • List the possible locations of records in a business environment. Possible locations of records could be electronic data capturing systems, manual templates in files, intranet systems, etc.<br>• Name the users of records in a business environment. Users could be directors, line managers, suppliers, administration clerks and human resources managers. |
| **ASSESSMENT TASKS OR ACTIVITIES** | |
| • Class Test: Confidentiality, recordkeeping<br>• Research: Business: locations of records and how recordkeeping systems are put in place and managed and maintained on a regular basis. Users of records should be interviewed. | |

| **SUBJECT OUTCOME** | |
|---|---|
| **Maintain confidentiality of customer and company information.** | |
| **ASSESSMENT STANDARDS** | **LEARNING OUTCOMES** |
| • Violations of company procedures relating to the confidentiality of information are recognised and reported following established procedures.<br>• Information classified as confidential is recognised as such and is disclosed only to approved personnel.<br>• Company and legal requirements are explained and all outputs/inputs to the storage system conform to established procedures.<br>• Situations where colleagues do not comply with security and confidentiality procedures are identified and reported to the appropriate authority.<br>• All work activities are carried out according to a code of conduct and within the requirements of an organisation's security procedures. | • Define confidentiality of data in data systems.<br>• Discuss why data confidentiality is essential for ensuring ethical business practices.<br>• Explain by means of current examples how a business can maintain confidentiality of customer and company information.<br>• Discuss own role in maintaining data confidentiality within a structured business environment. |
| **ASSESSMENT TASKS OR ACTIVITIES** | |
| Research task: Investigate a selected organisation's confidentiality procedures. Facilitator to ensure that all 4 the above learning outcomes are covered in the research guidance document. | |

### Topic 6: Change Management

| **SUBJECT OUTCOME** | |
|---|---|
| **Explain the reasons for a change in organisational practices.** | |
| **ASSESSMENT STANDARDS** | **LEARNING OUTCOMES** |
| • The reasons for change in an organisation are explained. | • Explain the concept change management.<br>• List the possible reasons for change in a given |

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| • The internal and external reasons for change in a Structured Environment are identified and explained, to include reference to organisational policies. | organisation.<br>• Explain the difference between internal and external reasons for change in any organisation.<br>• List possible internal reasons for change in a given context.<br>• List possible external reasons for change in a given context. |
| **ASSESSMENT TASKS OR ACTIVITIES** | |
| Class test in the form of a case study: Change management: the concept explained by using the case scenario as an example. Change identified and the reasons for change identified. | |

| **SUBJECT OUTCOME** | |
|---|---|
| **List and identify examples of planned change and reactive change in an organisation.** | |
| **ASSESSMENT STANDARDS** | **LEARNING OUTCOMES** |
| • The difference between planned change and reactive change is explained with examples.<br>• The factors in planned change processes are identified and two examples listed.<br>• The elements of reactive change processes are identified and two examples listed. | • Explain the difference between planned change and reactive change.<br>• Give two examples of planned change and two examples of reactive change.<br>• List the factors to consider when planning change.<br>• List the processes to be followed when planning change in an organisation with two examples of each.<br>• List the elements of reactive change.<br>• List the processes involved in reactive change.<br>• List two examples of the elements of reactive change processes in a given context. |
| **ASSESSMENT TASKS OR ACTIVITIES** | |
| • Case study: Explanation based on same given case as in previous topic. Difference between planned and reactive change.<br>• Class test: Factors to consider when planning change, processes to be followed when planning change in an organisation with two examples of each from the case study, elements of reactive change, processes involved in reactive change. | |

| **SUBJECT OUTCOME** | |
|---|---|
| **Identify reasons for resistance to change and indicate ways to overcome them.** | |
| **ASSESSMENT STANDARDS** | **LEARNING OUTCOMES** |
| • The reasons for resistance to change in an organisation are outlined.<br>• Ways in which resistance to change can be overcome are explained. | • Explain possible reasons for resistance to change in an organisation.<br>• Identify ways to overcome resistance to change. |
| **ASSESSMENT TASKS OR ACTIVITIES** | |
| • Case study: could be same case study as for previous two topics to keep uniformity. Learners to now identify possible reasons why some resisted the changes and identify ways from the case study how this resistance was overcome or make suggestions as to how it could be overcome. | |

# 4 SPECIFICATION FOR EXTERNAL ASSESSMENT IN MANAGEMENT PRACTICE – LEVEL 2

## 4.1 Integrated summative assessment task (ISAT)

A compulsory component of the external assessment (ESASS) is the **integrated summative assessment task (ISAT)**. The integrated summative assessment task (ISAT) draws on the students' cumulative learning achieved throughout the year. The task requires **integrated application of competence** and is executed and recorded in compliance with assessment conditions.

Two approaches to the integrated summative assessment task (ISAT) may be as follows:

The students can be assigned a task at the beginning of the year which they will have to complete in phases throughout the year to obtain an assessment mark. A final assessment is made at the end of the year when the task is completed.

**OR**

Students achieve the competencies throughout the year but the competencies are assessed cumulatively in a single assessment or examination session at the end of the year.

The integrated summative assessment task (ISAT) is set by an externally appointed examiner and is conveyed to colleges in the first quarter of the year.

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

### 4.2 National Examination

A National Examination is conducted annually in October or November by means of a paper(s) set and moderated externally. The following distribution of cognitive application should be followed:

| **LEVEL 2** | **KNOWLEDGE AND COMPREHENSION** | **APPLICATION** | **ANALYSIS, SYNTHESIS AND EVALUATION** |
|---|---|---|---|
| | 30% | 50% | 20% |

| **MARK ALLOCATION PER QUESTION** | | |
|---|---|---|
| **Section 1: Compulsory (must cover all topics)** | | |
| Two questions of 20 marks each, covering short questions, e.g. true or false, leave out words and monkey puzzles. | | **40 marks** |
| **Section 2: Compulsory** | | |
| Three compulsory application questions covering all the topics. The questions must be integrated via a case study. | | |
| Question 1: | Individual's Role within the Business, Management Functions and Recordkeeping | 15 marks |
| Question 2: | Basic Legislation and Business Ethics | 30 marks |
| Question 3: | Change Management | 15 marks |
| | | **60 marks** |
| | **GRAND TOTAL** | **100 marks** |