



**education**

Department:  
Education  
REPUBLIC OF SOUTH AFRICA

# **NATIONAL CERTIFICATES (VOCATIONAL)**

## **ASSESSMENT GUIDELINES**

### **BUSINESS PRACTICE NQF LEVEL 2**

September 2007



# CONTENTS

## **SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES**

## **SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)**

- 1 Assessment in the National Certificates (Vocational)**
- 2 Assessment framework for vocational qualifications**
  - 2.1 Internal continuous assessment (ICASS)
  - 2.2 External summative assessment (ESASS)
- 3 Moderation of assessment**
  - 3.1 Internal moderation
  - 3.2 External moderation
- 4 Period of validity of internal continuous assessment (ICASS)**
- 5 Assessor requirements**
- 6 Types of assessment**
  - 6.1 Baseline assessment
  - 6.2 Diagnostic assessment
  - 6.3 Formative assessment
  - 6.4 Summative assessment
- 7 Planning assessment**
  - 7.1 Collecting evidence
  - 7.2 Recording
  - 7.3 Reporting
- 8 Methods of assessment**
- 9 Instruments and tools for collecting evidence**
- 10 Tools for assessing student performance**
- 11 Selecting and/or designing recording and reporting systems**
- 12 Competence descriptions**
- 13 Strategies for collecting evidence**
  - 13.1 Record sheets
  - 13.2 Checklists

## **SECTION C: ASSESSMENT IN BUSINESS PRACTICE**

- 1 Schedule of assessment**
- 2 Recording and reporting**
- 3 Internal assessment of Subject Outcomes in Business Practice – Level 2**
- 4 Specifications for the external assessment in Business Practice – Level 2**
  - 4.1 Integrated summative assessment task (ISAT)
  - 4.2 National examination

## 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 Business 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: Business Practice* to prepare for and deliver Business 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 assessor; 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.

<b>LECTURER ASSESSMENT</b>	The lecturer assesses students' performance against given criteria in different contexts, such as individual work, group work, etc.
<b>SELF-ASSESSMENT</b>	Students assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
<b>PEER ASSESSMENT</b>	Students assess another student or group of students' performance against given criteria in different contexts, such as individual work, group work, etc.
<b>GROUP ASSESSMENT</b>	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)
<b>Assessment instruments</b>	<ul style="list-style-type: none"> <li>• Observation</li> <li>• Class questions</li> <li>• Lecturer, student, parent discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Assignments or tasks</li> <li>• Projects</li> <li>• Investigations or research</li> <li>• Case studies</li> <li>• Practical exercises</li> <li>• Demonstrations</li> <li>• Role-play</li> <li>• Interviews</li> </ul>	<ul style="list-style-type: none"> <li>• Examinations</li> <li>• Class tests</li> <li>• Practical examinations</li> <li>• Oral tests</li> <li>• Open-book tests</li> </ul>
<b>Assessment tools</b>	<ul style="list-style-type: none"> <li>• Observation sheets</li> <li>• Lecturer's notes</li> <li>• Comments</li> </ul>	<ul style="list-style-type: none"> <li>• Checklists</li> <li>• Rating scales</li> <li>• Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>• Marks (e.g. %)</li> <li>• Rating scales (1-7)</li> </ul>
<b>Evidence</b>	<ul style="list-style-type: none"> <li>• Focus on individual students</li> <li>• Subjective evidence based on lecturer observations and impressions</li> </ul>	<p><b>Open middle:</b> Students produce the same evidence but in different ways.</p> <p><b>Open end:</b> 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. 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 BUSINESS 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 Business 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

Business 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 BUSINESS PRACTICE**  
**LEVEL 2**

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

#### Topic 1: Professional Behaviour in a Business Environment

<b>SUBJECT OUTCOME</b>	
<b>Explain and apply professional behaviour in a business environment.</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• Dress code is described according to established and familiar policy.</li> <li>• Reasons why it is important to honour working hours are explained with examples of the effects of not doing this.</li> <li>• The importance of a positive attitude is explained and qualities of a positive attitude are identified in a familiar context.</li> <li>• Good work practice is described in terms of keeping colleagues informed about work activities such as work in progress, absence from work or workstation and leave.</li> <li>• The reasons why listening skills are important in the workplace are named and examples are given of the results of negative and positive listening skills.</li> <li>• Regulations regarding smoking in the workplace are described with reference to both legal requirements and established policy.</li> <li>• The criteria included in a company code of conduct are understood and applied in a familiar situation.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe dress code according to established and familiar policy.</li> <li>• Motivate why it is important to honour working hours and explain the possible effects of not doing this.</li> <li>• Explain the importance of a positive attitude and indicate qualities of a positive attitude in a familiar context.</li> <li>• Describe good work practice in terms of keeping colleagues informed about work activities such as work in progress, absence from work or workstation and leave.</li> <li>• Motivate why listening skills are important in the workplace and provide examples of the effects of applying positive and negative listening skills.</li> <li>• Describe regulations regarding smoking in the workplace with reference to both legal requirements and established policy.</li> <li>• Compile and apply a professional code of conduct in a familiar business environment.</li> </ul>

<b>SUBJECT OUTCOME</b>	
<b>Interpret body language in a business environment.</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• The reasons why it is important to interpret body language correctly in the workplace are explained.</li> <li>• The reasons why good posture and eye contact are important in the workplace are explained.</li> <li>• The proper use of a handshake as greeting in a business setting is explained and the meaning of different handshakes used in South Africa is compared with examples of when it is appropriate to use each handshake.</li> <li>• The reasons why it is important to respect other people's space and why it is inappropriate to touch other people in a business environment are explained with examples of the consequences if one ignores business etiquette.</li> <li>• Examples of positive and negative body language are described in a familiar context.</li> <li>• Behaviour that could be considered as sexual harassment in the workplace is described.</li> </ul>	<ul style="list-style-type: none"> <li>• Motivate why it is important to interpret body language correctly in the workplace and provide examples from a selected business context.</li> <li>• Motivate why good posture and eye contact are important in the workplace and provide examples from a selected business context.</li> <li>• Explain the proper use of a handshake as a greeting in a business setting and compare the meaning of different handshakes used in South Africa with examples of when it is appropriate to use each handshake.</li> <li>• Motivate why it is important to respect other people's space and why it is inappropriate to touch other people in a business environment, with examples of the consequences if one ignores business etiquette.</li> <li>• Describe positive and negative body language in a familiar context.</li> <li>• Describe, with examples, behaviour that could be considered as sexual harassment in the workplace.</li> </ul>

<b>SUBJECT OUTCOME</b>	
<b>Meet people in a business setting.</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• An explanation is given as to why first impressions are important in a business environment.</li> <li>• The procedure for dealing with unexpected guests is</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why first impressions are important in a business environment.</li> <li>• Explain and apply established procedures for dealing</li> </ul>

<ul style="list-style-type: none"> <li>explained in terms of established procedures.</li> <li>• Guests are greeted in the reception area according to established and familiar procedures.</li> <li>• Guests visiting a manager or superior are welcomed according to established and familiar procedures.</li> <li>• People are introduced to each other in a business-like manner.</li> <li>• Different ways of closing an interaction with a customer are demonstrated in a familiar context.</li> </ul>	<ul style="list-style-type: none"> <li>with unexpected guests.</li> <li>• Greet guests in the reception area according to established and familiar procedures.</li> <li>• Welcome guests visiting a manager or superior according to established and familiar procedures.</li> <li>• Introduce people to each other in a business-like manner.</li> <li>• Demonstrate different ways of closing an interaction with a customer in a familiar context.</li> </ul>
---	--

<b>SUBJECT OUTCOME</b>	
<b>Explain and apply basic business ethics in the business environment.</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• The concept of ethics is discussed in relation to one's own business environment.</li> <li>• The meaning of ethical business practices is outlined.</li> <li>• Sources of ethical values are explored.</li> <li>• The concept of ethical values in the workplace is explained.</li> <li>• Personal attitudes and factors that affect ethical values in the workplace are described.</li> <li>• The concept of ethical diversity is explored at a basic level of understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the concept of ethics in relation to one's own business environment.</li> <li>• Outline the meaning of ethical business practices with examples from a familiar context.</li> <li>• Explain the concept of ethical values in the workplace, with relevant examples.</li> <li>• Explore sources of ethical values with examples from a selected business environment.</li> <li>• Describe personal attitudes and factors that affect ethical values in the workplace, with examples from a familiar business context.</li> <li>• Explore the concept of ethical diversity at a basic level of understanding, using realistic examples from a business context.</li> </ul>

<b>ASSESSMENT TASKS OR ACTIVITIES FOR TOPIC 1</b>	
<ul style="list-style-type: none"> <li>• Role-play</li> <li>• Practical exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Tasks</li> <li>• Simulated Enterprise</li> </ul>

## Topic 2: Health, Safety and Security in the Workplace

<b>SUBJECT OUTCOME</b>	
<b>Identify potential hazards in the workplace.</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• Potential hazards are correctly identified and are removed, reduced or reported in terms of own level of authority or capacity.</li> <li>• Instructions relating to exposure to dangerous substances and hazards in the workplace are known and why they pose a potential threat to the work environment is explained.</li> <li>• The kinds of work that require protective clothing are identified and protective clothing is used according to legal requirements.</li> <li>• Health and safety instructions are followed in situations that require lifting and handling of materials.</li> <li>• The importance of each employee being vigilant and reporting hazards and violations of health, safety and security procedures is known and understood with reference to a possible chain of events that could result from not reporting a violation.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify potential hazards and remove, reduce or report hazards in terms of own level of authority or capacity.</li> <li>• Explain and give instructions relating to exposure to dangerous substances and hazards in the workplace and explain why they pose a potential threat to the work environment.</li> <li>• Identify the kinds of work that require protective clothing and explain legal requirements for its use.</li> <li>• Follow health and safety instructions in situations that require lifting and handling of materials.</li> <li>• Explain the importance of each employee being vigilant and reporting hazards and violations of health, safety and security procedures with reference to a possible chain of events that could result from not reporting a violation.</li> </ul>

<b>SUBJECT OUTCOME</b>	
<b>Explain how to limit damage to persons or property in the event of an accident or emergency.</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• The location of fire extinguishers, hoses and alarms is known in a specific work context.</li> <li>• The difference between the different kinds of fire extinguisher in the building is identified and the use for each is identified correctly.</li> <li>• The use of a fire extinguisher is demonstrated competently.</li> <li>• Established procedures relating to the identification of fires and other emergencies are known and followed promptly and correctly.</li> <li>• Dangerous occurrences are identified accurately and in time and reported according to established policy.</li> <li>• Injuries involving individuals are reported promptly to the relevant authority.</li> <li>• Reasons are given to explain why it is the responsibility of every employee to maintain the safety and security of a selected work environment.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the location of fire extinguishers, hoses and alarms in a specific work context.</li> <li>• Explain the difference between different types of fire extinguisher and identify the use for each correctly.</li> <li>• Demonstrate the use of a fire extinguisher competently.</li> <li>• Explain and follow established procedures to identify fires and other emergencies promptly and correctly.</li> <li>• Identify and report dangerous occurrences accurately and in time according to established policy.</li> <li>• Report injuries involving individuals promptly to the relevant authority.</li> <li>• Explain why it is the responsibility of every employee to maintain the safety and security of a selected work environment.</li> </ul>

<b>SUBJECT OUTCOME</b>	
<b>Contribute to the maintenance of security in the workplace.</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• Security procedures are known and followed competently.</li> <li>• Security risks are identified and actions taken to deal with security risks within the limits of own authority.</li> <li>• Potential security risks outside own authority are identified and reported using familiar and established procedures.</li> <li>• Suspicious behaviour is noted and action is taken within own level of authority, using familiar and established procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain and follow security procedures competently.</li> <li>• Identify security risks and actions to deal with these risks within the limits of own authority.</li> <li>• Identify and report potential security risks outside own authority using familiar and established procedures.</li> <li>• Note and follow established procedures when suspicious behaviour is observed within limits of own authority.</li> </ul>

<b>SUBJECT OUTCOME</b>	
<b>Explain emergency procedures in the workplace.</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• The established policy is known and understood for emergencies in the building.</li> <li>• The locations of the planned assembly points and the shortest routes to such points are known and the building is evacuated along the correct route.</li> <li>• The emergency signs in the building are interpreted correctly.</li> <li>• Emergency procedures are explained in a familiar context.</li> <li>• Actions to assist an injured or sick person in an emergency are demonstrated in a limited range of familiar contexts.</li> <li>• Universal precautions for dealing with HIV/AIDS in a workplace emergency are known and described.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify established policies for emergencies in a building.</li> <li>• Explain emergency procedures in a familiar context.</li> <li>• Identify the locations of the planned assembly points and the shortest routes to such points in a familiar context.</li> <li>• Interpret the emergency signs in a building correctly.</li> <li>• Demonstrate actions to assist an injured or sick person in an emergency in a limited range of familiar contexts.</li> <li>• Explain universal precautions for dealing with HIV/AIDS in a workplace emergency.</li> </ul>

<b>ASSESSMENT TASKS OR ACTIVITIES FOR TOPIC 2</b>	
<ul style="list-style-type: none"> <li>• Assignments</li> <li>• Case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Simulated Enterprise</li> </ul>

**Topic 3: Structure of an Organisation as a Workplace**

<b>SUBJECT OUTCOME</b>	
<b>Identify the core business activities of a selected organisation.</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• The concept of core business is explained.</li> <li>• Specific core business activities are named with reference to the selected organisation.</li> <li>• The relationships between the different activities are described for the selected organisation.</li> <li>• A system or process in a selected work unit is described in the correct sequence.</li> <li>• Examples are listed of ways in which the core business adds value to the organisation.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the concept of core business with an example from the relevant industry.</li> <li>• Name specific core business activities with reference to the selected organisation.</li> <li>• Describe the relationship between the different activities for the selected organisation.</li> <li>• Describe a system or process in a selected work unit in the correct sequence.</li> <li>• List examples of ways in which the core business adds value to the organisation.</li> </ul>

<b>SUBJECT OUTCOME</b>	
<b>Identify support functions in a selected organisation.</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• The concept of support functions is explained with an example from the relevant industry.</li> <li>• Specific support functions are named with reference to the selected organisation.</li> <li>• The relationship between one support unit and the other business units of the selected organisation is explained at a basic level of understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the concept of support functions with examples from the relevant industry.</li> <li>• Name specific support functions with reference to the selected organisation.</li> <li>• Explain the relationship between one support unit and the other business units of the selected organisation at a basic level of understanding.</li> <li>• List five examples of how the support unit adds value to the organisation.</li> </ul>

<b>SUBJECT OUTCOME</b>	
<b>Explain the role of a selected department and its contribution to the effectiveness of the organisation.</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• The main function of the selected department or section is explained in relation to core business or support.</li> <li>• The roles of at least two other departments or sections that interact with the selected section or department are explained at a basic level of understanding.</li> <li>• The most senior person in the department is identified with, where applicable, the title of his or her position.</li> <li>• The line is identified from the senior person in the department or section to the board of directors.</li> <li>• The effect on the organisation if the department or section does not function effectively is described.</li> <li>• The value that the department adds to the organisation is identified.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the main function of the selected department or section in relation to core business or support.</li> <li>• Investigate the structure of an organisation.</li> <li>• Explain, at a basic level of understanding, the roles of at least two other departments or sections that interact with the selected section or department.</li> <li>• Identify the most senior person in the department with, where applicable, the title of his or her position.</li> <li>• Identify the line from the senior person in the department or section to the board of directors.</li> <li>• Describe, with examples, the effect on the organisation if a department or section does not function effectively.</li> <li>• Identify, with examples, the value that the department adds to the organisation.</li> </ul>

<b>SUBJECT OUTCOME</b>	
<b>Investigate the different types of work done in the department.</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>• The work done in the department is categorised according to its purpose.</li> <li>• The importance of each category of work is discussed with reference to the efficiency of the department.</li> <li>• The different roles in the department are identified</li> </ul>	<ul style="list-style-type: none"> <li>• Categorise the work done in the department according to its purpose.</li> <li>• Discuss the importance of each category of work with reference to the efficiency of the department.</li> <li>• Identify the different roles in the department and write</li> </ul>

<p>and an outline is written of the kind of work done by three people.</p> <ul style="list-style-type: none"> <li>The work in the department is identified as part of a set of related systems, each with a role and a value.</li> </ul>	<p>an outline of the kind of work done in at least three positions.</p> <ul style="list-style-type: none"> <li>Identify the work in the department as part of a set of related systems, each with a role and a value.</li> </ul>
--	--

<b>ASSESSMENT TASKS OR ACTIVITIES FOR TOPIC 3</b>	
<ul style="list-style-type: none"> <li>Assignments</li> <li>Projects</li> <li>Case studies</li> </ul>	<ul style="list-style-type: none"> <li>Simulated Enterprise</li> </ul>

#### Topic 4: Personal Behaviour in a Workplace

<b>SUBJECT OUTCOME</b>	
<b>Maintain personal hygiene, grooming and dress code to project a professional image and enhance the company image.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Personal cleanliness, body odour, fresh breath, well-manicured hands, trimmed moustache or beard, appropriate hairstyle and tasteful make-up and immaculate uniform or dress are maintained.</li> </ul>	<ul style="list-style-type: none"> <li>Apply personal cleanliness with relation to: <ul style="list-style-type: none"> <li>body odour,</li> <li>fresh breath,</li> <li>well-manicured hands,</li> <li>trimmed moustache or beard,</li> <li>appropriate hairstyle and tasteful make-up, and</li> <li>immaculate uniform or dress.</li> </ul> </li> </ul>

<b>SUBJECT OUTCOME</b>	
<b>Decide whether to interact with people when ill and follow company procedure when absent due to illness.</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>A range of illnesses is given and an indication is given whether infected person should interact with people. Company procedure is followed when absent due to illness.</li> <li>Contagious diseases or virus infections (flu, chicken pox, measles, etc.) are reported.</li> <li>Doctor's certificates and leave forms are completed correctly.</li> </ul>	<ul style="list-style-type: none"> <li>List a range of illnesses and decide whether to interact with people if infected with these illnesses.</li> <li>Follow company procedures when absent due to illness.</li> <li>Report absence by submitting doctor's certificate and leave forms.</li> </ul>

<b>SUBJECT OUTCOME</b>	
<b>Identify possible unforeseen circumstances to plan alternative action in advance.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Lack of resources, change in company policy and interruptions beyond control are identified.</li> </ul>	<ul style="list-style-type: none"> <li>Identify lack of resources, change in company policy and interruptions beyond control.</li> </ul>

<b>SUBJECT OUTCOME</b>	
<b>Evaluate own current skills and identify skills development areas for likely future work requirements.</b>	
<b>ASSESSMENT STANDARD</b>	<b>LEARNING OUTCOME</b>
<ul style="list-style-type: none"> <li>Own skills and areas for development are evaluated.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate own skills and identify areas for skills development.</li> </ul>



SUBJECT OUTCOME	
Set measurable, achievable objectives for own skills.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<ul style="list-style-type: none"> <li>Measurable, achievable objectives for own skills development are identified.</li> </ul>	<ul style="list-style-type: none"> <li>Set measurable, achievable objectives for own skills development, consistent with needs identified and in line with the organisation's objectives and policies.</li> </ul>

SUBJECT OUTCOME	
Prioritise objectives and plan activities to achieve objectives.	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>Objectives are prioritised and activities are planned.</li> </ul>	<ul style="list-style-type: none"> <li>Priorities objectives.</li> <li>Plan successive activities to achieve objectives.</li> </ul>

SUBJECT OUTCOME	
Review progress made and reschedule activities at regular intervals.	
ASSESSMENT STANDARD	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>Progress is reviewed and activities are rescheduled at regular intervals to contribute to the achievement of planned objectives.</li> </ul>	<ul style="list-style-type: none"> <li>Review progress made.</li> <li>Reschedule activities at regular intervals to contribute to the achievement of planned objectives.</li> </ul>

ASSESSMENT TASKS OR ACTIVITIES FOR TOPIC 4	
<ul style="list-style-type: none"> <li>Assignments</li> <li>Research</li> <li>Case studies</li> </ul>	<ul style="list-style-type: none"> <li>Simulated Enterprise</li> </ul>

### Topic 5: Time and Work Processes

SUBJECT OUTCOME	
Create, use and maintain a task list.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>The value of using and maintaining a task list is known and understood in terms of a specific work context.</li> <li>Steps or stages are identified in a familiar set of tasks.</li> <li>Information and documentation required are recorded on the task list and flagged for further action.</li> <li>Additional information received is captured online or processed manually.</li> <li>Completed tasks are reported to the appropriate authority and are checked off the task list.</li> <li>An action plan is drafted to ensure that outstanding requirements are completed in time.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the value of using and maintaining a task list in terms of a specific work context.</li> <li>Identify tasks to create a task list.</li> <li>Identify steps or stages in a familiar set of tasks.</li> <li>Sort and prioritise tasks according to type and deadlines.</li> <li>Schedule time needed to complete tasks to allow for specified deadlines.</li> <li>Record information and documentation required on the task list and flag for further action.</li> <li>Receive and capture additional information online or manually.</li> <li>Report completed tasks to the appropriate authority and check off the task list.</li> <li>Draft an action plan to ensure that outstanding requirements are completed on time.</li> </ul>

SUBJECT OUTCOME	
Use and maintain a diary.	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<ul style="list-style-type: none"> <li>The purpose of keeping a personal diary and an</li> </ul>	<ul style="list-style-type: none"> <li>Explain the purpose of keeping a personal diary and</li> </ul>

<p>organisational diary system are explained as a self-management tool.</p> <ul style="list-style-type: none"> <li>Relevant information is recorded in the diary or system and is updated regularly.</li> <li>Diary entries are used to create an action plan.</li> </ul>	<p>an organisational diary system as a self-management tool.</p> <ul style="list-style-type: none"> <li>Record relevant information in the diary or system and update regularly.</li> <li>Use diary entries to create an action plan.</li> </ul>
---	--

<b>SUBJECT OUTCOME</b>	
<b>Plan and follow a work schedule.</b>	
<b>ASSESSMENT STANDARDS</b>	<b>LEARNING OUTCOMES</b>
<ul style="list-style-type: none"> <li>Regular daily, weekly and monthly activities are named and recorded on a work schedule.</li> <li>A roster is drawn up to ensure that all the activities are completed on time.</li> <li>Internal clients are informed of the aspects of the work schedule that affect them.</li> <li>The schedule is followed and adjusted when necessary to allow for unexpected interruptions.</li> </ul>	<ul style="list-style-type: none"> <li>Name and record regular daily, weekly and monthly activities on a work schedule.</li> <li>Draw up a roster to ensure that all the activities are completed on time.</li> <li>Inform internal clients of the aspects of the work schedule that affect them.</li> <li>Follow and adjust the schedule when necessary to allow for unexpected interruptions.</li> </ul>

<b>ASSESSMENT TASKS OR ACTIVITIES FOR TOPIC 5</b>	
<ul style="list-style-type: none"> <li>Assignments</li> <li>Projects</li> <li>Case studies</li> </ul>	<ul style="list-style-type: none"> <li>Simulated Enterprise</li> </ul>

#### 4 SPECIFICATIONS FOR EXTERNAL ASSESSMENT IN BUSINESS 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 are 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:

<b>LEVEL 2</b>	<b>KNOWLEDGE AND COMPREHENSION</b>	<b>APPLICATION</b>	<b>ANALYSIS, SYNTHESIS AND EVALUATION</b>
	40%	40%	20%

<b>MARK ALLOCATION PER QUESTION</b>		
<b>Section 1: Compulsory (must cover all topics)</b>		
Two questions of 25 marks each, covering short questions, e.g. true or false, leave out words and monkey puzzles.		<b>50 marks</b>
<b>Section 2: Compulsory</b>		
Question 1:	Professional Behaviour in a Business Environment	40 marks
Question 2:	Health, Safety and Security in the Workplace	20 marks
Question 3:	Structure of an Organisation as a Workplace	20 marks
Question 4:	Manage a diary	20 marks
		<b>100 marks</b>
<b>GRAND TOTAL</b>		<b>150 marks</b>