

Unit standard ID:	Unit standard title:
110003	Develop administrative procedures in a selected organisation
110009	Manage administration records
242820	Maintain records for a team
242840	Make oral presentations
110026	Describe and assist in the control of fraud in an office environment

# Learner PoE Workbook

## Administrative effectiveness

**LEARNER NAME: FAITH JACK**

**ID NUMBER: NONE ON POE**

**BKB**

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## Section D: Assessor Mark Sheets

### ASSESSOR DECLARATION OF LEARNER COMPETENCE

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## Assessor Declaration of Learner Competence

Outcomes of each unit standard	Assessment criteria	Delineation of method of assessment (Formative / Summative)	Assessed		Competency	
			Date	Initial of assessor	C	NYC
<b>US 110003</b>						
<b>SO 1: Demonstrate an understanding of the administrative systems required</b>	AC 1: A list of all administrative systems required in a selected business environment is compiled including client-filing systems, staff administrative systems and business systems	Formative 1 Formative 2 Summative 1	26/10/2023			X
	AC 2: The elements and usage of each system is described in relation to company and legal requirements	Formative 1 Formative 2 Summative 1				X
	AC 3: Resources such as staff, information technology, office space and management requirements for the development of these administrative systems are listed and ways of finding these resources are identified in a specific business institution	Formative 1 Formative 2 Summative 1				X
<b>SO 2: Develop and update administrative systems in a specific business environment</b>	AC 1: The administrative requirements are identified to meet the specific needs of a selected business organisation	Formative 3	26/10/2023			X
	AC 2: The identified administrative systems are developed in accordance with the organisational and legal requirements	Formative 3 Summative 1				X

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	AC 3: The administrative systems and procedures identified are presented to management and staff for approval	Formative 3 Summative 1	26/10/2023	<i>Jul</i>		X
	AC 4: Feedback is obtained from management and staff regarding the suitability of the systems on specifically designed feedback forms	Formative 3 Summative 1	26/10/2023	<i>Jul</i>		X
	AC 5: Agreed changes are made to the systems	Formative 3 Summative 1				X
<b>SO 3: Develop systems to keep administrative information at the required level of confidentiality</b>	AC 1: Administrative information, which should be kept confidential, is identified in accordance with legal, company and industry requirements and practices	Formative 4 Summative 1	26/10/2023	<i>Jul</i>		X
	AC 2: Systems are developed to keep administrative information and records confidential and maintain secrecy of such information as required legally and by the company	Formative 4 Summative 1				X
	AC 3: Mandates of access to confidential information are identified for administrative and other staff according to their job role	Formative 4 Summative 1				X
<b>SO 4: Develop policies and procedures on administrative</b>	AC 1: Procedures, which are in alignment with legislative and organisational requirements, are developed for the administrative systems	Formative 5 Summative 1	26/10/2023	<i>Jul</i>		X

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<b>systems and write them into a manual</b>	AC 2: The procedure for each element of the administration system is explained to employees in line with policies developed	Formative 5 Summative 1	26/10/2023			X
	AC 3: The policies and procedures are collated into a written manual in company specific format	Formative 5 Summative 1				X
Outcomes of each unit standard	Assessment criteria	Delineation of method of assessment (Formative / Summative)	Assessed		Competency	
			Date	Initial of assessor	C	NYC
<b>US 110009</b>						
<b>SO1: Control and deal with confidential information and documents</b>	AC1: Confidential information is defined and described for a specific organization	Formative 4 Summative 1	26/10/2023			X
	AC2: The system and procedures used for dealing with confidential information is explained with examples.	Formative 4 Summative 1				X
	AC3: Documents are secured in an appropriate manner and within an agreed time frame.	Formative 4 Summative 1				X
	AC4: Utmost care is taken to avoid compromising any relevant stakeholder.	Formative 4 Summative 1				X
<b>SO2: Control and evaluate ordering and distribution of office stationery.</b>	AC1. A plan is presented to effectively control office stationery policies, procedures and strategies	Formative 7			✓	
	AC2. Plans are developed on how to monitor, maintain and improve stock levels in accordance with organisational requirements.	Formative 7			✓	

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	AC3. Effective shrinkage controls are developed and implemented for an organisation.	Formative 7	26/10/2023		✓	
	AC4. Evidence of accurate reports are produced reflecting stationery movements for a given period.	Formative 7			✓	
	AC5. The control of the administration system and procedures is explained and applied to ensure effective administering of stationery.	Formative 7	26/10/2023	Jul	✓	
	AC6. Documentation used for the control of stationery in an accurate, complete way, which complies with requirements is explained to employees.	Formative 7			✓	
	AC7. Effective stationery control procedures, systems and follow up actions are evaluated and explained	Formative 7	26/10/2023	Jul	✓	
<b>SO3: Implement control measures with individuals.</b>	AC1. Contracted control measures are implemented, and non-conformances are identified for reporting to person with the authority to deal with them	Formative 4 Summative I	26/10/2023	Jul		✗
	AC2. Non-conformances are recorded, and corrective actions negotiated according to organisational requirements.	Formative 4 Summative I				✗
	AC3. Reported non-conformance is handled in accordance with organisational policies and procedures and is duly recorded.	Formative 4 Summative I				✗

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Outcomes of each unit standard	Assessment criteria	Delineation of method of assessment (Formative / Summative)	Assessed		Competency	
			Date	Initial of assessor	C	NYC
<b>US 242820</b>						
<b>SO 1: Explain why organisations record and keep information.</b>	AC 1. The reasons for recording information are explained according to organisational requirements.	Formative 1 and 2	26/10/2023	<i>Jul</i>		X
	AC 2. The methods of creating and storing records in the organisation are explained according to Standard Operating Procedures.	Formative 1 and 2				X
	AC 3. The purpose for which records are used is described with examples.	Formative 1 and 2	26/10/2023	<i>Jul</i>		X
	AC 4. The reporting requirements of a team leader are identified in accordance with Standard Operating Procedures.	Formative 1 and 2				X
<b>SO 2: Identify and describe the type of records used to manage the team.</b>	AC 1: Information about team members that a team leader is required to keep is described with examples.	Summative 2	26/10/2023	<i>Jul</i>	✓	
	AC 2: Documents relating to the operational requirements of the team are kept in accordance with Standard Operating Procedures.	Summative 2			✓	
<b>SO 3: Record and report team performance against team output</b>	AC 1: Information relating to team outputs against agreed targets is recorded according to Standard Operating Procedures.	Summative 2	26/10/2023	<i>Jul</i>	✓	
	AC 2: Reasons for variances between agreed and actual output are recorded according to Standard Operating Procedures.	Summative 2			✓	

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	AC 3: A report on a team's output is formulated and distributed according to Standard Operating Procedures.	Summative 2			✓	
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Outcomes of each unit standard	Assessment criteria	Delineation of method of assessment (Formative / Summative)	Assessed		Competency	
			Date	Initial of assessor	C	NYC
<b>US 110026</b>						
<b>SO 1: Describe fraud as it occurs in an office environment.</b>	AC 1. The concept of fraud is explained with authentic examples.	Formative 8	26/10/2023			✗
	AC 2. Areas in the industry where fraud could be committed are identified for a selected business sector and an indication is given of the parties who could be involved in fraud for each possible area.	Formative 8				✗
	AC 3. Three possible indicators of fraudulent activity are listed, and an indication is given of how these could be identified in practice.	Formative 8				✗
	AC 4. A portfolio of evidence of fraud is collected for three case studies involving at least three different parties.	Formative 8				✗
<b>SO 2: Demonstrate knowledge and</b>	AC 1. Legislation governing fraud is identified as it applies to a selected business sector.	Formative 8				✗

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<b>understanding of legal aspects relating to fraud in a selected business</b>	AC 2. The legal recourse available to employers in cases of fraud is identified with authentic examples of each.	Formative 8	26/10/2023	Jul		X
	AC 3. The consequences of committing fraud are explained for at least three different parties.	Formative 8				
	AC 4. The impact of fraud is explained in relation to the impact that it has on a selected business sector.	Formative 8				
<b>SO 3: Demonstrate knowledge and understanding of internal processes around the investigation of fraud.</b>	AC 1. The internal policy relating to fraud is described for a selected organisation or case study.	Formative 8	26/10/2023	Jul		X
	AC 2. The procedure followed if fraud is suspected is explained with reference to a particular incident or case study.	Formative 8	26/10/2023	Jul		X
	AC 3. The process followed in order to gather evidence and present a case is described with reference to a particular incident or a case study.	Formative 8	26/10/2023	Jul		X
	AC 4. Tools that are available for information management are described with reference to a particular organisation or a case study.	Formative 8	26/10/2023	Jul		X
	AC 5. The importance of confidentiality in an assessment investigation is explained and an indication is given of the possible consequences if there is a breach of confidence.	Formative 8	26/10/2023	Jul		X

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<b>SO 4: Analyse trends and the impact of fraud in a selected business sector.</b>	AC 1. A case study of a data set is compiled and trends in the data are identified to provide a benchmark against which to measure suspicious incidences in own work situation.	Formative 8	26/10/2023	Jul		X
	AC 2. Data is analysed to establish trends in fraud generated by an organisation within a selected business sector.	Formative 8	26/10/2023	Jul		X
	AC 3. A recommendation for possible corrective measures is made based on an identified trend or suspicious incidence.	Formative 8	26/10/2023	Jul		X
	AC 4. The potential impact if fraud is not identified and managed is described for a particular incident or case study.	Formative 8	26/10/2023	Jul		X
<b>SO 5: Explain and assist with control mechanisms used to contain fraud in a selected business sector</b>	AC 1. Possible control measures that could be used to manage fraud are listed for at least three parties.	Formative 8	26/10/2023	Jul		X
	AC 2. The risk, if an organisation within a selected business sector does not implement adequate control measures, is explained with reference to specific examples.	Formative 8	26/10/2023	Jul		X
	AC 3. Assistance is given with the implementation of antifraud measures, where possible at the level of authority of the learner.	Formative 8	26/10/2023	Jul		X

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Outcomes of each unit standard	Assessment criteria	Delineation of method of assessment (Formative / Summative)	Assessed		Competency	
			Date	Initial of assessor	C	NYC
<b>US 242840</b>						
<b>SO1: Use verbal/oral communication skills to make an effective presentation.</b>	AC 1: The voice intonation is used effectively to create clarity and to reach audience.	Formative 6	26/10/2023	<i>Juel</i>	✓	
	AC 2: Words are clearly spoken with confidence and with conviction and pronounced correctly to allow the audience to be focused on the message.	Formative 6	26/10/2023	<i>Juel</i>	✓	
	AC 3: Vocal aids are used correctly to amplify voice to reach audience and be heard clearly by following relevant guidelines.	Formative 6	26/10/2023	<i>Juel</i>	✓	
	AC 4: An appropriate conversational style is used to put the audience at ease and help them to become receptive of the message.	Formative 6	26/10/2023	<i>Juel</i>	✓	
	AC 5: A natural delivery style is used, and appropriate words and ideas are expressed clearly.	Formative 6	26/10/2023	<i>Juel</i>	✓	
	AC 6: A rapport is built with the audience to establish trust during the presentation.	Formative 6	26/10/2023	<i>Juel</i>	✓	
	AC 7: A message is presented and expressed naturally focusing on ideas to be delivered.	Formative 6	26/10/2023	<i>Juel</i>	✓	

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	AC 8: A message is delivered with an appropriate and natural modulation to make it appealing to the audience.	Formative 6	26/10/2023	Jul	✓	
<b>SO 2: Use non-verbal communication effectively to reach audience.</b>	AC 1: Body language is used effectively to express ideas, opinions, and message to audience.	Formative 6	26/10/2023	Jul	✓	
	AC 2: Personal space is used to meet individual or group preferences and/or cultural preferences.	Formative 6	26/10/2023	Jul	✓	
	AC 3: Eye contact is used effectively to show interest in the audience	Formative 6	26/10/2023	Jul	✓	
	AC 4: Head is well positioned to reinforce the spoken words and convey feelings.	Formative 6	26/10/2023	Jul	✓	
	AC 5: Nervousness and other distracting habits are controlled effectively by being calm.	Formative 6	26/10/2023	Jul	✓	
<b>SO 3: Use and maintain good poise during a presentation.</b>	AC 1: Composure is expressed appropriately to the occasion.	Formative 6	26/10/2023	Jul	✓	
	AC 2: Delivery is practised repeatedly to build memory patterns that can be readily activated when a presentation is delivered.	Formative 6	26/10/2023	Jul	✓	
	AC 3: A proper image is projected, assessed and re-shaped to ensure confidence and credibility to audience.	Formative 6	26/10/2023	Jul	✓	
	AC 4: Bold and deliberate movements, displaying conviction, are expressed	Formative 6	26/10/2023	Jul	✓	
	AC 5: Personal image in terms of appearance, manner of dress and grooming is projected	Formative 6	26/10/2023	Jul	✓	

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	appropriately and purposefully for the occasion/ or presentation.					
<b>SO 4: Handle questions and overcome any objections effectively.</b>	AC 1: A list of every fact or opinion that may be regarded as a possible challenge to the presenter's position is developed and handled appropriately beforehand.	Formative 6	26/10/2023	<i>Juel</i>	✓	
	AC 2: Assertion skills are applied in a given context.	Formative 6	26/10/2023	<i>Juel</i>	✓	
	AC 3: Relevant conversational style is used to show interest, politeness and appropriateness when handling questions during or after a presentation.	Formative 6	26/10/2023	<i>Juel</i>	✓	
	AC 4: Resistance and objections to the presenter's ideas or concepts or that of the member of the audience are overcome with solid justification and conviction.	Formative 6	26/10/2023	<i>Juel</i>	✓	
	AC 5: Questions and concerns are responded to in a friendly manner and understanding by the audience is clarified to build goodwill.	Formative 6	26/10/2023	<i>Juel</i>	✓	

Assessment decision:	Name and signature of Assessor: <b>JESSICA NEL</b> <i>Juel</i>	Assessment result	YES	NO
		<b>NOT YET COMPETENT</b>		<b>x</b>

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	Name and signature of moderator:	Assessment result confirmed:	YES	NO
Moderator comments				

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## CCFO Marksheet

**Assessor comments:** Although most of the activities in the PoE are integrated with the different Critical Cross-fields Outcomes and covers a diverse methods of assessment tools, there are explicit identifications that can be assessed towards the learner's achievement.

Critical Cross-fields	Competent /NYC	Assessor Comments - detail
Identifying	<b>NYC</b>	US 242820 – SO2 was explicitly covered in activities, BUT NOT achieved by the learner
Organising	<b>NYC</b>	US 110009 – SO1 was explicitly covered in activities, BUT NOT achieved by the learner US 242840 – SO1 was explicitly covered in activities, BUT NOT achieved by the learner
Collecting	<b>NYC</b>	US 110003 – SO 2-4 was explicitly covered in activities, BUT NOT achieved by the learner US 242820 – SO 4 was explicitly covered in activities, BUT NOT achieved by learner US 242840 – SO 3 was explicitly covered in activities, BUT NOT achieved by learner
Communicating	<b>NYC</b>	US 242840 – SO 1-4 was explicitly covered in activities, BUT NOT achieved by learner
Demonstrating	<b>NYC</b>	US 110003 – SO1 was explicitly covered in the activities, BUT NOT achieved by the learner US 110026 – SO3&4 was explicitly covered in activities, BUT NOT achieved by learner

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Contributing	<b>NYC</b>	<p>US 110009 – SO 4 was explicitly covered in activities, BUT NOT achieved by learner</p> <p>US 242820 – SO 3&amp;4 was explicitly covered in activities, BUT NOT achieved by learner</p> <p>US 242840 – SO 3 was explicitly covered in activities, BUT NOT achieved by learner</p>
Science	<b>NYC</b>	<p>US 110026 – SO 4&amp;5 was explicitly covered in activities, BUT NOT achieved by learner</p>
Working	<b>NYC</b>	<p>US 110003 – SO 2-4 was explicitly covered in activities, BUT NOT achieved by the learner</p> <p>US 110009 – SO 2&amp;3 was explicitly covered in activities, BUT NOT achieved by the learner</p> <p>US 242820 – SO 3 was explicitly covered in activities, BUT NOT achieved by the learner</p>

<b>Assessor Signature</b>		<b>Date</b>	26 October 2023
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<b>Moderator Signature</b>		<b>Date</b>	
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## ASSESSMENT DECISION

OVERALL ASSESSMENT SCORE	
1. Meets all the criteria for all the specific outcomes of the unit standard.	
2. Meet some, but not all the criteria for the specific outcomes of the unit standard.	
3. Clearly do not meet the criteria for the specific outcomes of the unit standard.	<b>x</b>
4. More evidence is required in order to make a judgement of competence.	


## VACS ANALYSIS

<b>Assessor Name</b>	Jessica Nel			
<b>Assessment Evaluated</b>	I10003; I10009; 242820; 242840; I10026			
<b>Date of Evaluation</b>	26/10/2023			
	<b>PRINCIPLE</b>		<b>ASSESSOR REPORT</b>	<b>MODERATOR REPORT</b>
Validity of evidence	Is the evidence appropriate and related to the specific outcomes?	Y/N	Yes	Yes
	Was there any evidence that prohibited the learner from meeting the assessment criteria?	Y/N	No	No
Authenticity of evidence	Is there proof that the evidence is the learner's own work?	Y/N	Yes	Yes
Currency of evidence	Currency refers to the applicability of skills, knowledge and understanding in the present circumstances. Is the evidence current to the situation?	Y/N	Yes	Yes

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Sufficiency of evidence	Is there enough evidence to meet all the criteria of the specific outcome to certify competency?	Y/N	Yes	Yes
	Will the learner be deemed competent if the learner's performance is to be reported?	Y/N	Yes	Yes
<b>Moderator Signature</b>		<b>Date</b>		
<b>Assessor signature</b>		<b>Date</b>	26/10/2023	

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## RE-ASSESSMENT AND APPEAL PROCEDURE

Learner completes the re-assessment and appeals application and delivers to the assessor

Assessor decides on actions to be taken:

- Discuss reasons and appropriate actions with learner
- Learner accepts and follows actions
- Assessor re-assess

Assessor or learner still not satisfied

- Appeals application together with actions taken and complete assessment portfolio to the internal moderator

Internal moderator discuss with assessor and learner together next steps and recommendations

- Re-assessment by moderator

Learner still not satisfied with results

- Appeals application, actions taken and complete assessment portfolio to the ETQA for verification

**The assessor has to provide the moderator with all appeals and re-assessment applications regardless of if the learner accepts the results of the re-assessment or not.**

Reassessment should comply with the following conditions:

- Reassessment should take place in the **same situation or context** and under the same conditions
- The **same method and assessment instrument** may be used, but the **task and materials should be changed**. However, they should be of the same complexity and level as the previous one(s).
- Where the methods and instruments are changed, they must be appropriate for the outcomes specified.
- On Appeal the learner must complete and sign the appeals application (see appendix B)
- On reassessment the initial assessment plan should be extended and accepted by the learner.

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**NOTE:**

Where several outcomes have been assessed and some, but not all, were achieved successfully, a decision has to be made about the credits for the successful outcomes, i.e. will the learner be able to retain these credits without having to be reassessed? If so, what would the assessment consist of then?

Care should be taken regarding **how often reassessment can be taken**, and the length of time between the original assessment and the reassessment. At the initial discussion of the assessment process and appeals procedure the learner and assessor agree on the number of re-assessments. **A learner who is repeatedly unsuccessful should be given guidance on other possible and more suitable learning avenues.**

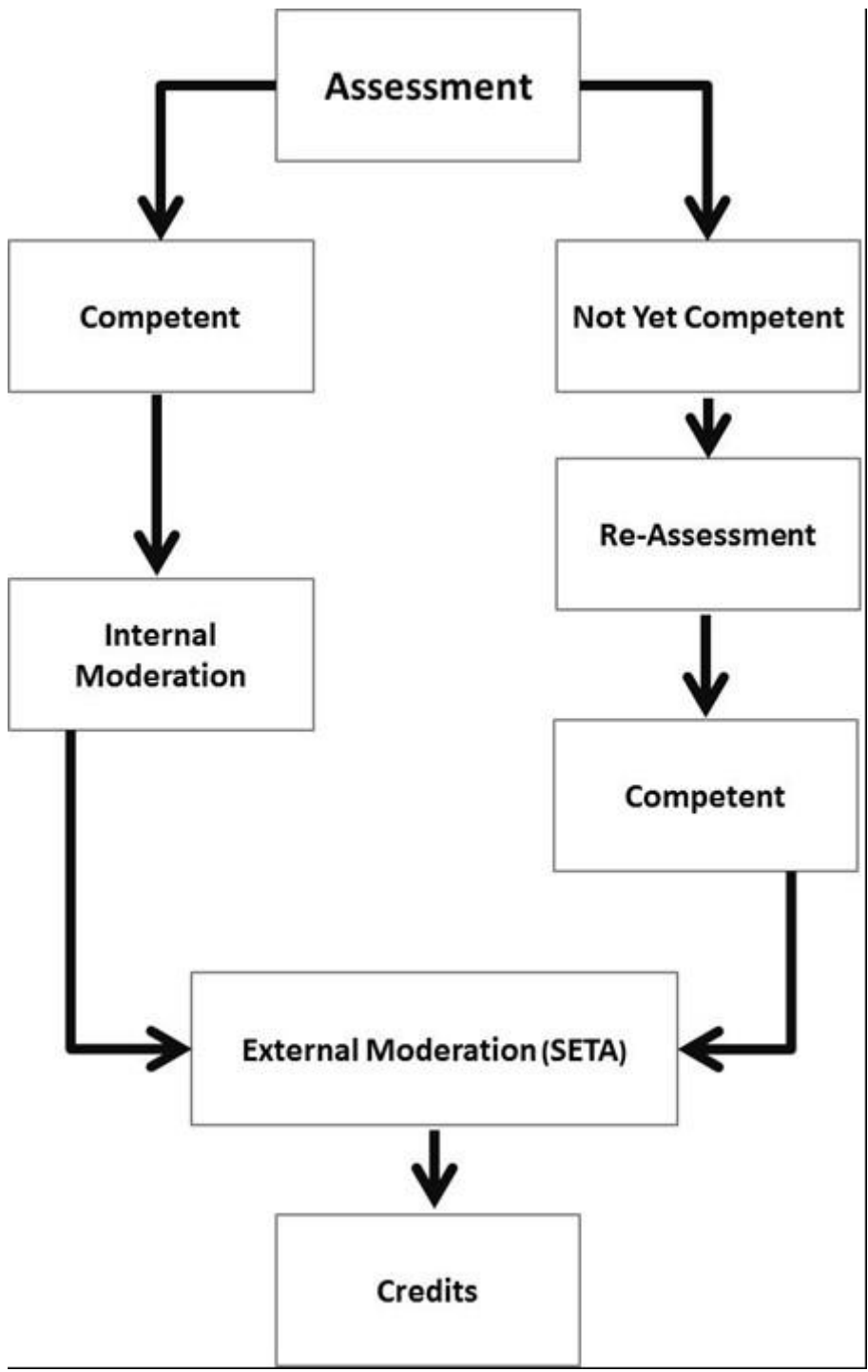
Learners should be secure in the knowledge that they can appeal against an unfair assessment.

**Appeals can be brought against:**

- Unfair assessment
- Invalid assessments
- Unreliable assessments
- The assessor's judgment, if considered biased
- Inadequate expertise and experience of the assessor if it influenced the assessment.
- Unethical practices.

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# APPEALS PROCEDURE



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# APPEALS APPLICATION

<b>Unit Standard Title</b>		<b>Unit Standard number</b>	
<b>NQF level</b>		<b>Credits</b>	
<b>Venue</b>		<b>Date</b>	
<b>Learner Name</b>		<b>Learner ID number</b>	
<b>Assessor Name and Surname</b>		<b>Assessor Registration number</b>	

<b>1. Please explain how you were assessed:</b>
<b>2. Please list the reason(s) for your appeal:</b>

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<b>3. Please indicate what course of action you would find acceptable in order to resolve this issue. (For example another assessor, a different assessment method, etc)</b>
<b>4. Please specify any additional requirements or needs you may have:</b>

<b>Learner Signature</b>		<b>Date</b>	
<b>Moderator Signature</b>		<b>Date</b>	


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Assessor Feedback to learner						
Assessor Declaration of Competence	1 <sup>st</sup> Attempt		2 <sup>nd</sup> Attempt		3 <sup>rd</sup> Attempt	
	Competent	NYC	Competent	NYC	Competent	NYC
			<b>X</b>		<b>X</b>	
Date of declaration	3/10/2023		16/10/2023		26/10/2023	
Feedback	Precious is trying to complete the PoE, but is not consulting the learner guide or research questions relevant to the workplace.		No corrections made		No corrections made. Evidence insufficient.	
Action Plan for Competence and Re-assessment						
The learner was assessed on the following date:					<b>26/10/2023</b>	
The learner did not submit sufficient evidence and was therefore not yet competent on the 1 <sup>st</sup> attempt. No remedial was done on the 2 <sup>nd</sup> and 3 <sup>rd</sup> attempt and therefor the learner is not competent in this module.						
The learner is required to submit additional evidence against the following: (List the specific outcome and assessment criteria relevant below)			The learner is required to improve in the following areas:			

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<b>Assessor Feedback to learner</b>			
<p>Redo the following:</p> <p>Formative Exercise 2 – Purchasing and Supply Chain functions; 3 – question 1-4 describe functions and provide sufficient evidence of staff responsibility; 4 – Incomplete; 5 question 2-5 Insufficient and not on NQF level 4 standard; 8 – question 1 – Type of fraud to be classified, question 2 – Each case study must be dealt with separately, question 3 – Incorrect and Insufficient and question 5 – 7 Insufficient.</p> <p>Summative Exercise 1 question 2 &amp; 3</p>			
<b>Learner Declaration</b>		I, .....declare that I am satisfied that the feedback given to me by the Assessor was relevant, sufficient and done in a constructive manner. I accept the assessment judgment and have no further questions relating to this particular assessment instrument.	
<b>Learner's Signature</b>		<b>Date:</b>	
<b>Assessor's Signature</b>			<b>Date:</b> 26/10/2023
<b>Moderator's Signature</b>		<b>Date:</b>	


## LEARNER:ASSESSMENT REVIEW

<b>Learner name</b>	<b>Faith Jack</b>
<b>Assessor name</b>	<b>Jessica Nel</b>

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<b>Date of assessment</b>	<b>26/10/2023</b>		
<b>Question</b>	<b>Yes</b>	<b>No</b>	
Was the assessment process explained to you before the assessment?			
Did the assessor have a pre-assessment meeting with you?			
Did you receive feedback after the assessment?			
Was the assessment feedback clear enough?			
Did you receive your feedback within the agreed Timeframes?			
Do you feel that the assessment was fair?			
Do you feel that you received enough opportunities during the assessment to provide evidence to the assessor?			
Did the assessor explain all the evidence requirements to you?			
Were you given the chance to give your input in terms of the assessment process?			
Was the evidence judged in accordance with the requirements outlined to you?			
Was the feedback provided constructive?			
Was the assessment documentation clear and user-friendly?			
<b>Learner Signature</b>		<b>Date</b>	
<b>Assessor Signature</b>		<b>Date</b>	<b>26/10/2023</b>
<b>Moderator Signature</b>		<b>Date</b>	

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## ASSESSOR:ASSESSMENT REVIEW

Assessor name	Jessica Nel	
Date of assessment	26/10/2023	
Assessment Review	Agree	Disagree
The learner provided inputs into the assessment process.	✓	
Before the assessment was conducted the learner understood what criteria and evidence will be used in the assessment process.	✓	
The assessment process was conducted in the learner's work environment.	✓	
The assessment instruments were clear and easily understood by the assessor.	✓	
In similar circumstances the assessor will make the same judgment again.	✓	
The evidence requirements are relevant to the unit standards.	✓	
The evidence identified for this portfolio is sufficient.	✓	
The evidence produced by the learner can be verified as being authentic.	✓	
The assessment methods are suitable for the outcomes being assessed.	✓	
The assessment does not present any barriers for the learner.	✓	
All special needs have catered for and considered during the assessment.	✓	

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The assessment instruments were manageable and user-friendly.	✓	
<b>General Comments:</b> The learning programme followed all the necessary processes to ensure fair and reliable assessment. Unfortunately, the learner could not provide sufficient evidence and is therefore not found competent in this module.		
<b>Assessor Signature</b>		<b>Date</b> 26/10/2023
<b>Moderator Signature</b>		<b>Date</b>

## ASSESSMENT REVIEW REPORT

<b>Unit Standard Title</b>		<b>Unit Standard Number</b>	110003; 110009; 242820; 242840; 110026
<b>NQF Level</b>	4	<b>Credits</b>	23
<b>Venue</b>	BKB	<b>Date</b>	26/10/2023
<b>Learner Name</b>	Faith Jack	<b>Learner ID Number</b>	None in PoE
<b>Assessor Name</b>	Jessica Nel	<b>Assessor Registration Number</b>	7607110015083-A

## ASSESSMENT GUIDE

<b>Strengths</b>
The assessment guide is user friendly and easy to manage.
<b>Weaknesses:</b>
None.
<b>Recommendations:</b>

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None.

### Assessment Process

#### Strengths

The process is according to the principles of assessment.

#### Weaknesses:

None.

#### Recommendations:

None.

### ASSESSMENT METHODS USED

#### Strengths

The assessment methods address the assessment criteria of the unit standards and is open and fair.

#### Weaknesses:

None.

#### Recommendations:

None.

### Assessment Instruments Used

#### Strengths

Easy manageable, cost effective and gives the learner a fair opportunity to proof competence.

#### Weaknesses:

None.

#### Recommendations:

None.

### Learner's Readiness for Assessment

#### Strengths

The learners attended the pre-assessment meeting and signed the checklist.

#### Weaknesses:

None.

#### Recommendations:

None.

### UNIT STANDARD

#### Strengths


The unit standards give guidance of what is expected from the learners.

#### Weaknesses:

None.

#### Recommendations:

None.

Assessor Signature		Date	26/10/2023
Moderator Signature		Date	

### SPECIAL NEED ASSESSMENT

NAME OF COURSE: CBI3600 Administrative Effectiveness

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DATE OF COURSE: 1/09/2023

NAME OF LEARNER: Faith Jack

ID OF LEARNER: None in PoE

NAME OF ASSESSOR: Jessica Nel

EXPLANATION OF SPECIAL NEED:

Language barrier: Consideration of the fact that learner may interpret the instructions incorrectly.

Distance and time constrain: Difficulty in completing tasks on time and having face-to-face assistance to demonstrate the requirements needed to complete the PoE.


ACTIONS TAKEN BY ASSESSOR TO COMPLETE THE ASSESSMENT:

Assistance to translate instructions from the programme coordinator in order to understand the instructions and evidence required.

The assessor ensured that there was a direct open channel for learners and programme coordinator towards communication when the learner needed to clarify evidence for PoE required.

LEARNER COMPETENT **NO**

REASONS IF NOT YET COMPETENT: **EVIDENCE IS INSUFFICIENT AND NO CORRECTIONS WERE MADE ON 2<sup>ND</sup> AND 3<sup>RD</sup> ATTEMPT.**

<b>LEARNER SIGNATURE</b>		<b>DATE</b>	
<b>ASSESSOR SIGNATURE</b>		<b>DATE</b>	<b>26/10/2023</b>
<b>MODERATOR SIGNATURE</b>		<b>DATE</b>	

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