

Moderation Case Study

During the workshop, you will be moderating two given assessments. Please attach all your evidence .

Initial Learner Moderator	
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Assessed

25/08/2011

Wunn

Re-assessed

26/09/2011

Wunn



Learner POE

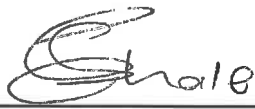
Workbook

Project Planning

Portfolio of Evidence

Learner name and surname	THENJIVE ELSIE SHALE
Learner ID number or alternative ID	740527 0439 030
Learner telephone number	051- 4
Date of submission	01 July 2011
Return address for the Portfolio of Evidence	554 g SECTION
Manager or Supervisor's Name	Mr
Contact details	051- 409
Special needs	

I hereby declare that the assessment process as contained in this guide was discussed with me and that I agree to be assessed on these principles

Learner Signature: 

Date: 10/06/2011

Learner Initial	T.E
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Learner Initial	T-E
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LEARNER ORIENTATION

This learning programme is based on the following unit standard:

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY
REGISTERED UNIT STANDARD:**

Develop, implement and evaluate a project plan

SAQA US ID	UNIT STANDARD TITLE			
252022	Develop, implement and evaluate a project plan			
ORIGINATOR		REGISTERING PROVIDER		
SGB Generic Management				
QUALITY ASSURING BODY				
-				
FIELD			SUBFIELD	
Field 03 - Business, Commerce and Management Studies			Generic Management	
ABET BAND	UNIT STANDARD TYPE	OLD NQF LEVEL	NEW NQF LEVEL	CREDITS
Undefined	Regular	Level 5	New Level Assignment Pend.	8
REGISTRATION STATUS		REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Registered		2007-11-28	2010-11-28	SAQA 0474/07
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2011-11-28		2014-11-28		

In all of the tables in this document, both the old and the new NQF Levels are shown. In the text (purpose statements, qualification rules, etc), any reference to NQF Levels are to the old levels unless specifically stated otherwise.

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

PURPOSE OF THE UNIT STANDARD

This Unit Standard is intended for managers in all economic sectors. These managers would typically be second level managers such as heads of department, section heads or divisional heads, who may have more than one team reporting to them.

The qualifying learner is capable of:

- Selecting a work-based project for a unit.
- Scoping a work-based project for a unit.
- Developing a project plan.
- Developing tools to measure key performance parameters.
- Implementing the plan and evaluate project progress.

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

It is assumed that learners are competent in:

- Communication at NQF Level 4.
- Mathematical Literacy at NQF Level 4.
- Computer Literacy at NQF Level 4.

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UNIT STANDARD RANGE

- The learner is required to apply the learning in respect of his/her own area of responsibility.
- This Unit Standard relates to once-off projects and events that have to be planned and implemented in a unit.
- Unit refers to the division, department or business unit in which the learner is responsible for managing and leading staff.
- Entity includes, but is not limited to, a company, business unit, public institution, small business, Non-Profit Organisation or Non-Governmental Organisation.

Specific Outcomes and Assessment Criteria:

SPECIFIC OUTCOME 1

Select a work-based project for a unit.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Project alternatives are considered in relation to their viability in achieving unit objectives.

ASSESSMENT CRITERION 2

The decision on the preferred alternative is motivated in terms of viability, cost and results.

SPECIFIC OUTCOME 2

Scope a work-based project for a unit.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The scope of work and deliverables are defined in relation to the unit objectives.

ASSESSMENT CRITERION 2

The principal work activities are determined that will be required to achieve the unit objectives.

ASSESSMENT CRITERION 3

The potential risks are identified and analysed in relation to the likelihood of risks materialising.

ASSESSMENT CRITERION 4

Change processes that are essential to project success are described in terms of their contribution to the project results.

SPECIFIC OUTCOME 3

Develop a project plan.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

The overall objectives of the plan are described with reference to the achievement of unit objectives.

ASSESSMENT CRITERION 2

Learner Initial

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The sponsor, project team and other stakeholders are described with their contributions to the project.

ASSESSMENT CRITERION 3

A work breakdown structure (WBS) is developed to describe the main activities of the project and the interrelationship between them.

ASSESSMENT CRITERION 4

The project activities, required performance levels and quality criteria are stipulated and communicated to team members and other stakeholders to promote quality and effectiveness.

ASSESSMENT CRITERION 5

The project plan is checked for accuracy, completeness and compliance to internal and external requirements.

SPECIFIC OUTCOME 4

Develop tools to measure key performance parameters.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

A gantt chart is developed for managing and evaluating the time dimension.

ASSESSMENT CRITERION 2

A budget is developed for managing and evaluating the cost dimension.

ASSESSMENT CRITERION 3

Quality parameters are developed for managing and evaluating quality.

ASSESSMENT CRITERION 4

The measurement tools are communicated to team members to promote a common understanding of requirements.

SPECIFIC OUTCOME 5

Implement the plan and evaluate project progress.

ASSESSMENT CRITERIA

ASSESSMENT CRITERION 1

Project implementation is monitored and evaluated against the plan, the stipulated performance criteria and quality requirements.

ASSESSMENT CRITERION 2

Project results are monitored to establish progress and effectiveness.

ASSESSMENT CRITERION 3

Deviations from the project plan are identified and analysed in order to take corrective action.

ASSESSMENT CRITERION 4

Corrective actions are implemented to ensure the achievement of project objectives.

ASSESSMENT CRITERION 5

Results are evaluated against the scope and objectives of the project.

UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS

- Anyone assessing a candidate against this Unit Standard must be registered as an assessor with the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- Any institution offering learning that will enable achievement of this Unit Standard must be accredited as a provider through the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines and the agreed ETQA procedures.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

- Methods and techniques for the planning and implementation of projects.
- Budgeting.
- Delegation of authority, responsibility and accountability.

UNIT STANDARD DEVELOPMENTAL OUTCOME

N/A

UNIT STANDARD LINKAGES

N/A

Critical Cross-field Outcomes (CCFO):**UNIT STANDARD CCFO IDENTIFYING**

Identify and solve problems in considering project alternatives and selecting the preferred option.

UNIT STANDARD CCFO WORKING

Work effectively with others when managing the implementation of a project plan.

UNIT STANDARD CCFO ORGANISING

Organise and manage oneself and one's activities in managing the members of the project team.

UNIT STANDARD CCFO COLLECTING

Collect, evaluate, organise and critically evaluate information to develop a clear and workable project plan.

UNIT STANDARD CCFO COMMUNICATING

Communicate effectively with individuals and teams when delegating tasks and responsibilities

ASSESSMENT OVERVIEW

Assessment Instruments

Formative Assessment

The Formative Assessment consists of tear out sections at the end of each chapter in the Learner POE Workbook for you to complete and submit as part of your Portfolio of Evidence. These activities have been designed around the specific outcomes of your unit standards, and will assist in showing areas where you may need more help, as well as where your strengths are. Upon completion of these tests, submit them as your Formative Assessment.

Summative Assessment

The Summative assessment is the assignment and or project to be completed after the contact session and is attached to this page. The Summative assessment must often be completed in consultation with your Line Manager / Coach. You may also consult with work colleagues. This is not "cheating" and it is the responsibility of the line-manager or coach to ensure that the project you have tackled is realistic and that the assignment adds value to yourself (in terms of your learning) and to the organisation.

Please note that the questions asked in the Summative assessment may not deal DIRECTLY with the outcomes listed in the unit standards linked to the assignment. It is your responsibility, as you complete the assignment, and the formative assessment, to ensure that you provide the assessor with sufficient evidence of competence against ALL the outcomes of the programme provided.

The recommended process of learning and applying your learning is as follows:

- a) Workshop/ Contact time: Deepen your knowledge in the subject area and explore how the theories, concepts and ideas apply to your role within the organisation. Ask questions and share ideas with other learners.
- b) Formative Assessment: Upon completion of the workshop, complete and collate all the activities, case studies and exercises that were covered during the workshop (including additional ones provided by the facilitator).
- c) Summative Assessment: Draft an outline of the assignment answer; check it against the unit standard outcomes and assessor guidelines. Ensure that all the outcomes have been covered in your assignment and/or the formative assessment. Now complete the final draft of your assignment.

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Portfolio of Evidence

Your portfolio of evidence is the combination of the Formative and Summative assessment. It is critical that you keep a copy of the whole portfolio as the assessors comments will refer to specific page numbers of the portfolio.

INSTRUCTIONS TO THE LEARNER:

1. This Learner POE Workbook is designed to assist you in compiling your Portfolio of Evidence.
2. Learners must comply with the following Code of Conduct during facilitation sessions:
 - Learners will abide by the time frames for training as contracted with them by the facilitator/assessor.
 - Learners will sign the attendance register on each day of training.
 - Learners must complete the **Learner Registration Form** and evaluate the training after completion on the **Learner Feedback Form**.
 - Learners that are assessed to obtain credits towards a qualification, have to sign the assessment contract and have to complete all assessments as instructed by the assessor.
 - If a learner cannot attend the training/assessment opportunity, the reasons for his absence must be registered with the responsible person(s) of the contracted client.
 - Learners will treat each other and the facilitator with respect during the training/assessment opportunity.
 - Learners must ensure that cell phones must be switched off during training.
3. Ensure that you initial every page of your Portfolio of Evidence in the space provided on the bottom of each page. This is important to ensure authenticity.
4. Candidate must sign all documents required in sections A and D.
5. ALL formative and summative activities must be completed in order to be deemed competent against the unit standard.

6. The declaration of Authenticity form MUST be signed and if evidence was collected in group activities, it should be declared on this form.
7. The candidate must take note that he/she will have three assessment opportunities to show competence against the outcomes of the unit standard.
8. The candidate must make himself aware of the Re-assessment and Appeals Procedure.

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Section A

CV and ID of Learner

Learner Initial

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CURRICULUM VITAE

THENJIWE ELSIE SHALE

PERSONAL DETAILS

SURNAME : SHALE
FIRST NAMES : THENJIWE ELSIE
SEX : FEMALE
DATE OF BIRTH : 27 MAY 1974
IDENTITY NUMBER : 740527 0439 080
STATE OF HEALTH : GOOD
HOME ADDRESS : 554 G SECTION
BOTSHABELO
9781
CONTACT NUMBERS : 073 933 7541 / 051 409 6643
HOME LANGUAGE : XHOSA
HOBBIES : READING & COOKING

EDUCATION

SCHOOL ATTENDED : HLONAMANG HIGH SCHOOL
HIGHEST GRADE PASSED: GRADE 12
YEAR OBTAINED : 1994

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TERTIARY EDUCATION

INSTITUTION : WELKOM TECHNICAL COLLEGE
QUALIFICATION : N4 CERTIFICATE IN MANAGEMENT ASSISTANT
YEAR OBTAINED : 1995
INSTITUTION : WELKOM TECHNICAL COLLEGE
QUALIFICATION : N5 CERTIFICATE IN MANAGEMENT ASSISTANT
YEAR OBTAINED : 1996

EXTRA MUTUAL QUALIFICATIONS

INSTITUTION : DAMELIN
COURSE : MS - EXCEL 97
YEAR : 2000
INSTITUTION : DAMELIN
COURSE : WINDOWS 95
YEAR : 2000
INSTITUTION : AGATE FRONTILINE DEV TRAINING
COURSE : OFFICE ADMINISTRATION TRAINING
YEAR : 2001
INSTITUTION : TECHNIKON FREE STATE
COURSE : KNOWLEDGE OF INFRASTRUCTURE
INTERGRATED APPROACH TO GOOD
GOVERNANCE
YEAR : 2003
INSTITUTION : MAP - TRAIN
COURSE : PROFFESIONAL OFFICE MANAGEMENT
YEAR : 2004
INSTITUTION : COAT
COURSE : PROFESSIONAL OFFICE MANAGEMNT
YEAR : 2006
INSTITUTION : SIYAQOBA S
COURSE : MEETINGS AND MINUTE TAKING
YEAR : 2006

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INSTITUTION : NOSA
COURSE : BASIC SHE INSPECTIONS
YEAR : 2009

INSTITUTION : NOSA
COURSE : HAZARD IDENTIFICATION AND RESPONSE
YEAR : 2009

INSTITUTION : NOSA
COURSE : PRELIMINARY INCIDENT INVESTIGATION
YEAR : 2009

WORK EXPERIENCE

A.

ORGANISATION : BOTSHABELO TRANSITIONAL COUNCIL

DIVISION : LIBRARY

POSITION : ASSISTANT LIBRAIAN

PERIOD : OCTOBER 1996 – FEBRUARY 1997

DUTIES & RESPONSIBILITIES

- SHELVING
- MONITORING CIRCULATION DESK
- BOOKINGS FOR VENUES
- NEWSPAPERS ARRANGEMENT

B.

ORGANISATION : BOTSHABELO TRANSITIONAL COUNCIL

DIVISION : COUNCILLORS OFFICE

POSITION : SECRETARY

PERIOD : FEBRUARY 1997 – MARCH 2001

DUTIES & RESPONSIBILITIES

T.E

W

- BOOKINGS FOR THE COUNCILLORS APPOINTMENTS
- TYPING FOR THE COUNCILLORS
- HANDLING THE DIARY OF THE MAYOR
- TRAVELLING ARRANGEMENTS FOR THE COUNCILLORS AND & MAYOR

C.

ORGANISATION : MANGAUNG LOCAL MUNICIPALITY

DIVISION : MAYOR'S OFFICE

POSITION : SECRETARY FOR THE (MAYCO)

PERIOD : MARCH 2001 – MARCH 2003

DUTIES & RESPONSIBILITIES

- BOOKINGS FOR THE COUNCILLORS APPOINTMENTS
- TYPING FOR THE COUNCILLORS
- HANDLING THEIR DIARIES
- TRAVELLING ARRANGEMENTS FOR THE COUNCILLORS

D.

ORGANISATION : MANGAUNG LOCAL MUNICIPALITY

DIVISION : MAYOR'S OFFICE

POSITION : RECEPTIONIST

PERIOD : MARCH 2003 – APRIL 2007

DUTIES & RESPONSIBILITIES

- BOOKINGS FOR THE POLITICAL ADVISOR & CHIEF OF STAFF
- HANDLING PETTY CASH
- SCREENING OF CALLS
- TYPING FOR THE POLITICAL ADVISOR & CHIEF OF STAFF
- ANSWERING INCOMING CALLS
- HANDLING THE CORRESPONDENCE FOR IN COMING AND OUT GOING MAIL
- DRAFTING THE REQUISITION FOR ORDERS OF STATIONARY AND THE PAYMENT OF THE SERVICE PROVIDERS FOR THE OFFICE
- ORGANISING MAYORAL FUNCTIONS

T.E

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D.
ORGANISATION : MANGAUNG LOCAL MUNICIPALITY
DIVISION : MAYOR'S OFFICE (CLR IDP)
POSITION : ACTING PERSONAL ASSISTANT
PERIOD : APRIL 2007 – SEPTEMBER 2007

DUTIES & RESPONSIBILITIES

- BOOKINGS FOR THE COUNCILLOR
- HANDLING THE DIARY OF THE COUNCILLOR
- TRAVELLING ARRANGEMENTS FOR THE COUNCILLOR
- SCREENING OF CALLS
- TYPING FOR THE COUNCILLOR
- HANDLING THE CORRESPONDENCE FOR IN COMING AND OUT GOING MAIL
- ORGANISING FUNCTIONS FOR THE PORTFOLIO AND MEETINGS
- DOING RESEARCHES FOR THE COUNCILLOR

E.
ORGANISATION : MANGAUNG LOCAL MUNICIPALITY
DEPARTMENT : ECONOMIC DEVELOPMENT & PLANNING
DIVISION : HOUSING
POSITION : CLERK GRADE 11
PERIOD : APRIL 2008 – TO DATE

DUTIES & RESPONSIBILITIES

- CAPTURING OF RDP APPLICATIONS IN THE PC
- EVALUATION CERTIFICATES
- REPORTING THE ESTATE
- DATA CAPTURING FOR THE INFORMAL SETTLEMENT

REFERENCES

A. TUMELO LENTOA : SENIOR LIRARIAN
BOTSHABELO PUBLIC LIBRARY
P.O.BOX 3704

T.E

N

BLOEMFONTEIN 9300

TEL : 051 – 5330559

B. ME MASESE EVA MOILWA
MANGAUNG LOCAL MUNICIPALITY
MAYOR'S OFFICE
P.O.BOX 3704
BLOEMFONTEIN
9300

TEL: (051) 4058494

C. MR SYDNEY LONDON : MANAGER PROJECT IMPLEMENTATION
HOSTEL NO 1
ECONOMIC DEVELOPMENT & PLANNING
P.O.BOX 3704
BLOEMFONTEIN
9300

TEL: (051) 4096626

T.E

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NOSA
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This is to certify that

TE SHALE

ID Number

740527 0439 080

has met the requirements for

HAZARD IDENTIFICATION AND RESPONSE COURSE

Training period

10-12/06/2009



Manager



566869

T.E

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CMC15B

South African
Certification Council



Suid-Afrikaanse
Sertifiseringsraad

SENIOR CERTIFICATE SENIOR SERTIFIKAAT

Awarded to/Toegeken aan

THENJIWE ELSIE PIET

Date of Birth

1974-05-27

Geboortedatum

Subjects passed/Vakke geslaag

Southern Sotho : First Language
Afrikaans : Second Language / Tweede Taal
English : Second Language / Engels : Tweede Taal
Geography / Aardrykskunde
Biology / Biologie
Aggregate / Groototaal

HG	C	60%-69%
HG	E	40%-49%
HG	E	40%-49%
SG	F	33,3%-39%
LG	F	33,3%-39%
	S	720-949

ENDORSEMENT
None

ENDOSSEMENT
Geen

With effect from

DECEMBER/DESEMBER 1994

Met ingang van

Executive Officer

J. Bealitz

Uitvoerende Beampte

This certificate is issued without alteration or erasure of any kind.

Hierdie sertifikaat word uitgereik sonder verandering of uitwissing van enige aard.



950 0733 4866 R

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A445174

REPUBLIC OF SOUTH AFRICA
DEPARTMENT OF EDUCATION



REPUBLIEK VAN SUID-AFRIKA
DEPARTEMENT VAN ONDERWYS

NATIONAL
CERTIFICATE

N 5

NASIONALE
SERTIFIKAAT

MANAGEMENT ASSISTANT

BESTUURSASSISTENT

AWARDED TO

TOEGEKEN AAN

PIET THENJIWE ELSIE

IDENTITY NUMBER

IDENTITEITSNOMMER

7405270439080

WITH EFFECT FROM

MET INGANG VAN

1996/07/01

SUBJECTS PASSED

VAKKE GESLAAG

*INDICATES DISTINCTION

OFFICE PRACTICE N5
COMMUNICATION N5
INFORMATION PROCESSING N4
COMPUTER PRACTICE N5
COMPUTER PRACTICE N4

*DUI ONDERSKEIDING AAN

KANTORPRAKTYK N5
COMMUNICATION N5
INLIGTINGVERWERKING N4
REKENAARPRAKTYK N5
REKENAARPRAKTYK N4

EXAMINATION OFFICER
EKSAMENBEAMPTE

BOE 4/72

G.P.S. 018-0306

DIRECTOR GENERAL
DIREKTEUR-GENERAAL

11156592T

T.E

SERIAL NUMBER

00284

REEKSNOMMER

REPUBLIC OF SOUTH AFRICA
DEPARTMENT OF EDUCATION



REPUBLIEK VAN SUID-AFRIKA
DEPARTEMENT VAN ONDERWYS

NATIONAL
CERTIFICATE

N 4

NASIONALE
SERTIFIKAAT

MANAGEMENT ASSISTANT

BESTUURSASSISTENT

AWARDED TO TOEGEKEN AAN

PIET THENJIWE ELSIE

IDENTITY NUMBER IDENTITEITSNOMMER

7405270439080

WITH EFFECT FROM MET INGANG VAN

1995/12/01

SUBJECTS PASSED

VAKKE GESLAAG

* INDICATES DISTINCTION
OFFICE PRACTICE N4
COMMUNICATION N4
INTRODUCTORY INFORMATION
PROCESSING N4
COMPUTER PRACTICE N4
INTRODUCTORY COMPUTER PRACTICE N4

* DUL ONDERSKEIDING AAN
KANTOORPRAKTYK N4
COMMUNICATION N4
INLEIDENDE
INLIGTINGVERWERKING N4
REKENAARPRAKTYK N4
INLEIDENDE REKENAARPRAKTYK N4

EXAMINATION OFFICER
EKSAMENBEAMPTTE

BOE 4/71

DIRECTOR-GENERAL

G.P.-S. 008-0686

DIREKTEUR-GENERAAL

10784731K

SERIAL NUMBER

17490

REEKSNOMMER

T.G

Damelin

COMPUTER SCHOOL

THIS IS TO CERTIFY THAT

Piet Thenjiwe

HAS SATISFACTORILY COMPLETED A COURSE IN

MS-Excel 97

First-Time User

Distinction

**And in Testimony whereof has been awarded this
CERTIFICATE OF COMPLETION**

Certificate

Given

This *28th* day of *January* 2000

Principal

Registrar

A. Terblanche

[Signature]

T.E

W



Siyanjoba

SEMINARS

This is to certify that

?

Thenjiwe Piet

has successfully completed

Meetings and Minute Taking

Signed

[Handwritten signature]

Date



September 2006

T.E

W



NOSA
★★★★★



This is to certify that

TE SHALE

ID Number

740527 0439 080

has met the requirements for

BASIC SHE INSPECTIONS COURSE

Training period

10-12/06/2009



Manager



T-E W



NOSA
★ ★ ★ ★ ★



This is to certify that

TE SHALE

ID Number

740527 0439 080

has demonstrated competence in

Unit Standard ID:	Unit Standard Description:	NQF Level:	Credits
115087	Preliminary Incident Investigation	2	2

Date of issue

10-12/06/2009

Manager:



W

Damelin

COMPUTER SCHOOL

THIS IS TO CERTIFY THAT

Piet Thenjiwe

HAS SATISFACTORILY COMPLETED A COURSE IN

**Windows 95
Advanced**

Pass

**And in Testimony whereof has been awarded this
CERTIFICATE OF COMPLETION**

Certificate

Given

This *31st* day of *January* *2000*

Principal *A. Terblanche*

Registrar *[Signature]*

T-E

W

AGATE FRONTLINE DEVELOPMENT TRAINING

division of D'Leanne van Staden and Associates

CK 97/03933/23

CERTIFICATE OF COMPETENCE VAARDIGHEIDSERTIFIKAAT

this is to certify that

hiermee word gesertifiseer dat

THENJIWE PIET

has undergone training and
successfully completed the
appropriate modules

het opleiding ontvang en
toepaslike modules met
sukses voltooi

OFFICE ADMINISTRATION TRAINING

- * Skills and Attributes
- * Professionalism
- * Telephone Etiquette
- * Effective Communication
- * Code of Conduct
- * Business and Social Conduct
- * Inter-Personal Skills
- * Minute Taking/Agenda
- * Dealing with Difficult Customers
- * Grooming
- * Provisioning
- * Administrative Functions
- * Customer/Client Care

dated on this 07 day of December 2001
gedateer hierdie dag van

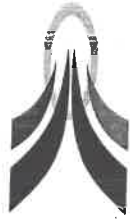
Signed
Geteken



Committed to Training Excellence

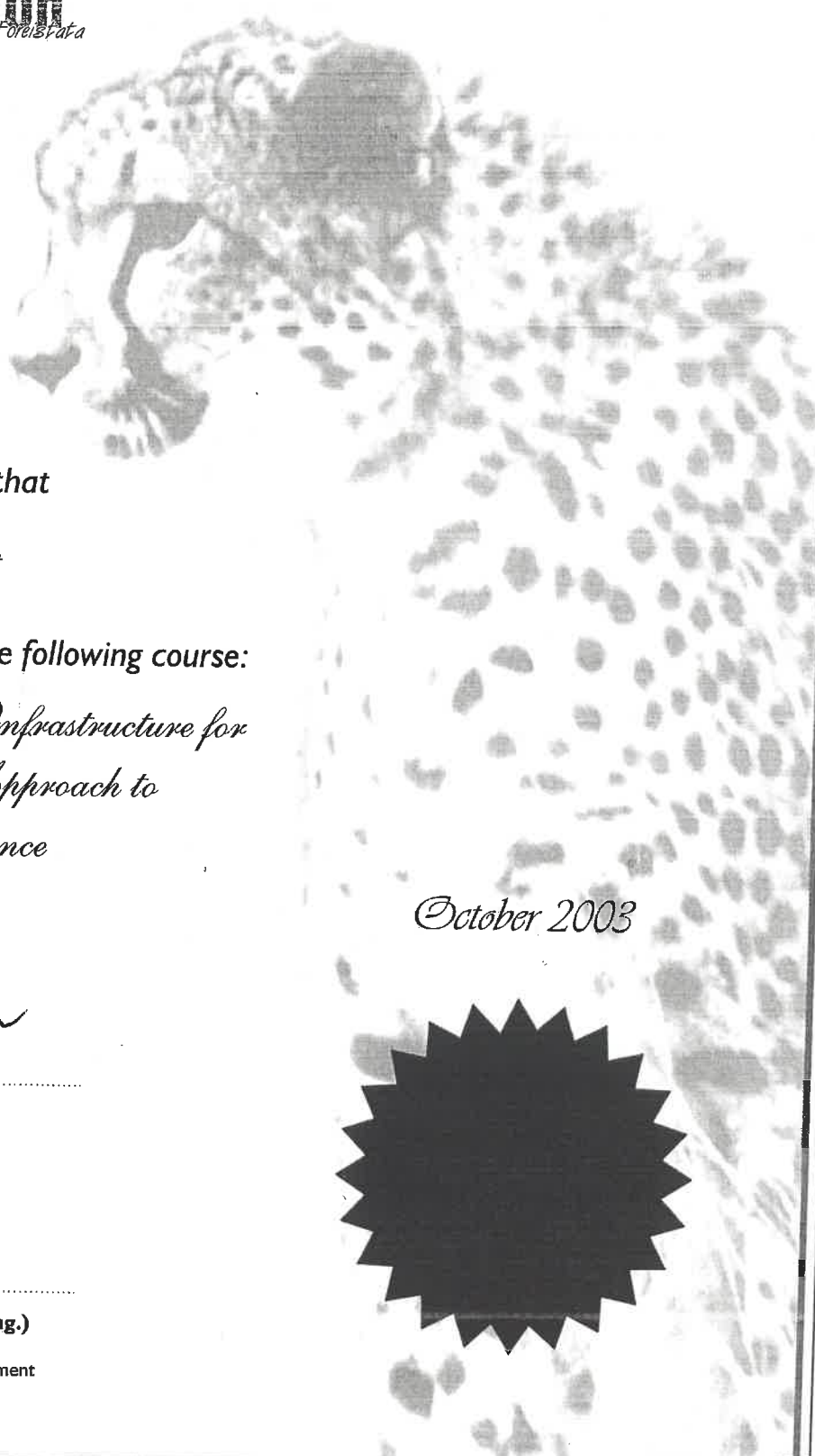
T.E

M



Technikon
Vrystaat • Free State • Forebafa

**CENTRE FOR THE BUILT ENVIRONMENT
SCHOOL OF CIVIL ENGINEERING & BUILT ENVIRONMENT**



This is to certify that

Thenjiwe Diet

has completed the following course:

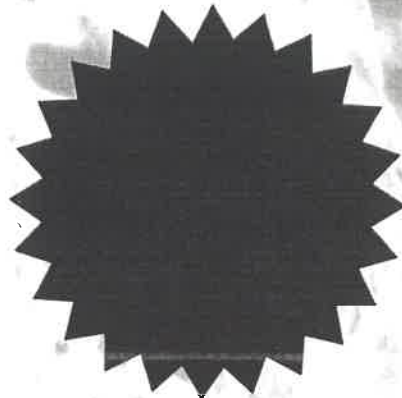
*Knowledge Infrastructure for
Integrated Approach to
Good Governance*

with excellence

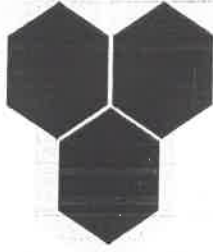
October 2003

Prof GD Jordaan
Executive Dean:
Engineering

Mr JC De Klerk (Pr. Eng.)
Director:
Centre for the Built Environment



T.E



MAP-TRAIN

MERIDIAN ADVANCED PROFESSIONAL TRAINING

SETA ACCREDITATION NUMBER:1232

Suite 507, 20 Dekorte St, Everite Building, Braamfontein,
Johannesburg, 2001. Tel: +27 11 339 5370/3

Fax: +27 11 339 5374

E-mail: maptrain@telkomsa.net

This is to certify that

T.Shale

ID.NO.7405270439080

Has Successfully completed a two day workshop on

NQF LEVEL 4:6 CREDITS

Professional Office Management and Public Service Delivery

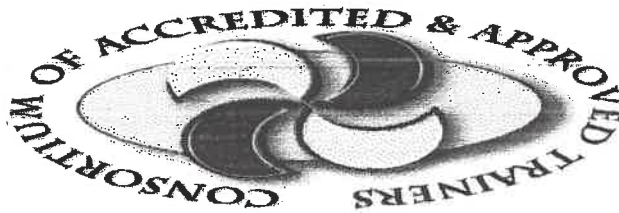
and in testimony thereof is awarded this

Certificate

TERRENCE KHUMALO
DIRECTOR

T.E

W



COAT

KWAPELE LEARNING AND CONSULTING ACCREDITATION NUMBER 1232

CERTIFICATE

IS HEREBY AWARDED TO

T. Shale

FOR THE ATTENDANCE OF THE

PROFESSIONAL OFFICE MANAGEMENT

Date: 19 - 22 June 2006

**GENERIC OFFICE MANAGEMENT; TEAM & PERSONAL
PERFORMANCE, EVENT COORDINATION & PROTOCOL,
EMOTIONAL INTELLIGENCE**

2006 : 10 CREDITS

INCORPORATING UNIT STANDARDS 13912; 10021; 14359; 13929

**Dr-Francine du Plessis
COAT : CONSORTIUM OF ACCREDITED
& APPROVED TRAINERS**

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Assessment Information

Assessment Details

CANDIDATE INFORMATION	
Name	THENJIWE ELSIE SHALE
Identity number	740527 0439 080
Telephone no	051- 4096643
E-mail address	thenjiwe.shale@mangaung.co.za
Postal address	554 G Section Botshabelo 9781
ASSESSOR INFORMATION	
Name	Eurika Willcocks
Identity number	6405070024083
Telephone no	082 827 2393
E-mail address	eurika @ agritrader .co.za
Postal address	PO Box 37530 LHP Bfn, 9330
MODERATOR INFORMATION	
Name	
Identity number	
Telephone no	
E-mail address	
Postal address	

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DECLARATION OF AUTHENTICITY

I, Thenjiwe Elsie Shale.....(full names of candidate, declare that the contents of this portfolio are entirely my own original work. I understand that any evidence I submit needs to be my own product and if evidence were found to be fake or a duplicate of another candidate's work, I may forfeit the opportunity to be assessed.

The following are items or documents that are not entirely my own original work.

Name of document	Page nr/Section in portfolio
G 2.1	
G 3.1	
G 4.1	

Shale

Signature of candidate

08/07/2011

Date



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DECLARATION

Please complete the following declaration and Critical Cross-field checklist and ask your supervisor or mentor to also complete the list below

I hereby declare that the work submitted in the Portfolio of Evidence	Self-Assessment	Supervisor/Mentor
Is the Learner's own work (authentic)	✓	
Is a reflection of the learner's current competencies	✓	
Would you rate the learner as competent in the following Critical Cross-field Outcomes:		
The learner has shown the ability to Identify and solve problems	✓	
The learner has shown the ability to Organise and manage himself or herself and his/her activities responsibly and effectively	✓	
The learner has shown the ability to Collect, organise and critically evaluate information	✓	
The learner has shown the ability to Communicate effectively using visual, mathematical and language skills	✓	
The learner has shown the ability to Demonstrate an understanding of the world as a set of related systems	✓	
The learner has shown the ability to act culturally and aesthetically sensitive across a range of social contexts	✓	
The learner has shown the ability to use Science and technology effectively and critically	✓	
The learner has shown the ability to Work effectively with others as a member of a team, group, organisation and community	✓	

Candidate signature		Date	10. June 2011
Mentor/Supervisor signature		Date	7 July 2011

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**PRE-ASSESSMENT
MEETING CHECKLIST**

Learner	Thenjiwo	Unit Standard Number	252022	Credits	8
Assessor	Eurika Willcock	Unit Standard Title		Level	5
Moderator					
Nr	Points to be Covered				
1	Welcome the Learner and put them at ease.	✓			
2	Explain the purpose and objectives of the meeting.	✓			
3	Provide clear explanations of the key elements and implications of standards based assessments within the context of the NQF.	✓			
4	Explain the assessment process and the principles of good assessment practice.	✓			
5	Explain the roles and responsibilities of the Learner, assessors and moderators.	✓			
6	Explain the Learner's rights, discuss the appeal process and reassessment policies.	✓			
7	Provide Learner with a copy of the relevant unit standard and criteria against which they will be assessed.	✓			
8	Discuss and identify any special assessments needs of the Learner.	✓			
9	Identify and eliminate any unfair barriers e.g. language, disabilities.	✓			
10	Discuss the evidence requirements with the Learner, and agree on evidence the Learner must submit.	✓			
11	Explain and agree the best assessment methods, instruments and activities to be used	✓			
12	Ensure the assessment environment and activities are aligned with recognized codes of practice, health and safety procedures and standards operating procedures	✓			
13	Agree on an assessment schedule with the Learner, which reflects: assessment criteria, types of evidence to be collected, assessment methods, timing of assessments, sequence of activities, deadlines and arrangements for reviewing the assessment plan.	✓			
14	Discuss the importance of confidentiality of all information.	✓			
15	Discuss the moderation and certification process.	✓			
16	Give the Learner opportunity to seek clarification on any items discussed.				
17	Provide the Learner with a copy of the assessment contract which is signed and safely stored away.	✓			
18	Explain how the learner will be supported during the assessment process.				
Declaration of understanding					
I understand the purpose of the meeting.					
I declare that the points of the Pre-Assessment Meeting Checklist were explained by the assessor.					
I declare that I have received copies of the Unit standards, assessment plan/schedule and copies of the relevant policies and procedures pertaining to my assessment.					
ASSESSOR'S SIGNATURE				DATE	
Eurika Willcock				25/08/2011	
LEARNER'S SIGNATURE				DATE	
Thenjiwo				10 June 2011	

Learner Initial	T.E
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Learner Assessment Contract

Learner name:	Thenjiwe Elsie Shale
Assessor name:	Eunika Willcock
Unit standard assessed:	252022
Date:	10 June 2011

Your rights as a learner:

- You have the right to appeal against any judgement given as a result of any assessment. You must have a valid reason for doing this.
- You have the right to an interpreter if you need one to perform this function. However, if one of the learning assumptions for the standard is that you are competent within the language of assessment you may not have an interpreter.
- You can ask that an impartial observer attend any assessment. This observer may not take part in the assessment.
- If you do not agree with the assessment you have the right to have your assessment internally moderated. If you still do not agree with the result of the assessment you can ask that the ETQA perform an external moderation on the assessment. If any verification upholds the assessment findings you will be held liable for all costs of the verification. If any verification rules that you have been aggrieved as a result of the assessment, your assessor will be liable for all cost of verification.
- If you are found NOT YET COMPETENT, your assessor will encourage you to master the areas where you have not reached competency. You are required to arrange a new assessment date with the assessor. The assessor can only permit two re-assessments. If you as the learner has not reached competence after the three assessment attempts, your assessor may remove you from the programme and will direct you towards another learning path.

Confidentiality

Each assessment application, the outcomes, results and reviews will be treated as a confidential matter by learners, assessors and moderators. No references will be made to anyone or any organisation outside the SETA about the status of an application during the assessment process.

Consent

I, Thenjiwe Shale, the learner, hereby state that I have read the above and understood the content thereof. I was given the opportunity to clarify any issues relating to the assessment process and my assessment plan.

Learner signature: Shale Date: 10 June 2011
 Assessor signature: Willcock Date: 25/08/2011

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Assessment Plan

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Unit standard	<u>Learning programme</u>	Where it is covered (In Learner Guide))	How it is Assessed (Assessment Methodology)	Classification of evidence
<u>SAQA ID Number</u>	<u>Internal code</u>			
252022				
<u>Title</u>	<u>Name</u>			
Develop, implement and evaluate a project plan	Project Management			
<u>NOF level and credits</u>				
5 – 8 credits				

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Unit standard	<u>Learning programme</u>	Where it is covered (In Learner Guide))	How it is Assessed (Assessment Methodology)	Classification of evidence
Project Management Principles	<ul style="list-style-type: none"> - Understand and reflect on Project Management knowledge and its definition - Understand the relationship between Projects, Programmes and Portfolios - Be able to describe the characteristics of a Project Manager, his/her responsibilities and interaction with Stakeholders - Be able to identify the PMBOK areas and their importance - Explain the critical constraints of a project - Grasp an overview of Project Scope, Deliverables and describe the Project Life Cycle 	<p>Embedded Knowledge</p> <p>Module 1 – Pgs 12 and 13</p> <p>Module 1 – Pgs 15 and 16</p> <p>Module 1 Pg 18</p> <p>Module 1 Pg 20 and 21</p> <p>Module 1 Pgs 19,22 and 23</p>	<p>Summative</p> <p>Formative F1.2</p> <p>Formative F1.1</p>	

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Unit standard	<u>Learning programme</u>	Where it is covered (In Learner Guide))	How it is Assessed (Assessment Methodology)	Classification of evidence			
<p>Specific outcome 1</p> <p>Select a work-based project for a unit.</p>	<p>Programme outcomes</p> <p>Understand Project Selection models in determining project viability</p> <p>Be able to develop and define the Project Definition</p> <p>Ensure project activities are identified to attain project goals in helping to achieve the strategic unit objectives.</p>	<p>Module 2 – Pgs 29 to 37</p> <p>Module 2 – Pgs 27, 28, 38, 39</p>		Direct	Indirect	Current	Historical
<p>Assessment criteria</p> <ul style="list-style-type: none"> Project alternatives are considered in relation to their viability in achieving unit objectives. 		Module 2 – Pgs 29 to 37	Questioning Product evidence	x		x	

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Unit standard	<u>Learning programme</u>	Where it is covered (In Learner Guide))	How it is Assessed (Assessment Methodology)	Classification of evidence		
<ul style="list-style-type: none"> The decision on the preferred alternative is motivated in terms of viability, cost and results. 		Module 2 – Pgs 35 to 37	Questioning Product evidence	x	x	
Specific outcome 2		Programme outcomes				

Learner Initial	
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Unit standard	<u>Learning programme</u>	Where it is covered (In Learner Guide))	How it is Assessed (Assessment Methodology)	Classification of evidence			
				Direct	Indirect	Current	Historical
<u>Assessment criteria</u>							
<ul style="list-style-type: none"> The scope of work and deliverables are defined in relation to the unit objectives. 		Module 2 – Pg 38	Questioning	x		x	
<ul style="list-style-type: none"> The principal work activities are determined that will be required to achieve the unit objectives. 		Module 3 – Pg 43 to 48	Questioning Product evidence Presentation	x		x	
<ul style="list-style-type: none"> The potential risks are identified and analysed in relation to the likelihood of risks materialising. 		Module 2 – Pg 39	Questioning Product evidence Presentation	x		x	
<ul style="list-style-type: none"> Change processes that are essential to project success are described in terms of their contribution to the project results. 		Module 3 – Pg 47 to 60	Product evidence Brain storming	x		x	

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Unit standard	<u>Learning programme</u>	Where it is covered (In Learner Guide))	How it is Assessed (Assessment Methodology)	Classification of evidence
<p>Specific outcome 3</p> <p>Develop a project plan.</p>	<p>Programme outcomes</p> <p>Describe how the sponsor, project team and other stakeholders contribute to the project.</p> <p>Be able to develop a work breakdown structure (WBS) and describe the main activities of the project and the interrelationship between them.</p> <p>The project activities, required performance levels and quality criteria are stipulated and communicated to team members and other stakeholders to promote quality and effectiveness.</p> <p>The project plan is checked for accuracy, completeness and compliance to internal and external requirements.</p>	<p>Module 3</p> <p>Module 3 – Pg 45</p> <p>Module 3 – Pg 47</p> <p>Module 3</p>		

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Unit standard	<u>Learning programme</u>	Where it is covered (In Learner Guide))	How it is Assessed (Assessment Methodology)	Classification of evidence			
				Direct	Indirect	Current	Historical
<u>Assessment criteria</u>							
<ul style="list-style-type: none"> The overall objectives of the plan are described with reference to the achievement of unit objectives. 		Module 2 – Pg 38	Questioning Product evidence	x		x	
<ul style="list-style-type: none"> The sponsor, project team and other stakeholders are described with their contributions to the project. 		Module 2 – Pg 38	Questioning Product evidence	x		x	
<ul style="list-style-type: none"> A work breakdown structure (WBS) is developed to describe the main activities of the project and the interrelationship between them. 		Module 3 – Pg 45 to 50	Brainstorming Product evidence	x		x	
<ul style="list-style-type: none"> The project activities, required performance levels and quality criteria are stipulated and communicated to team members and other stakeholders to promote quality and effectiveness. 		Module 3 – Pg 52 and 53	Product evidence	x		x	
<ul style="list-style-type: none"> The project plan is checked for accuracy, completeness and compliance to internal and external requirements. 		Module 3	Product evidence	x		x	
Specific outcome 4				Programme outcomes			

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Unit standard	<u>Learning programme</u>	Where it is covered (In Learner Guide))	How it is Assessed (Assessment Methodology)	Classification of evidence
Develop tools to measure key performance parameters.	<p>The project activities, required performance levels and quality criteria are stipulated and communicated to team members and other stakeholders to promote quality and effectiveness.</p> <p>Describe how project implementation is monitored and evaluated against the plan, using the stipulated performance criteria and quality requirements.</p> <p>Demonstrate how project results are monitored to establish progress and effectiveness.</p> <p>Show and describe how deviations from the project plan are identified and analysed in order to take corrective action.</p>	Module 3		

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Unit standard	<u>Learning programme</u>	Where it is covered (In Learner Guide))	How it is Assessed (Assessment Methodology)	Classification of evidence			
				Direct	Indirect	Current	Historical
<u>Assessment criteria</u>							
• A Gantt chart is developed for managing and evaluating the time dimension.		Module 3	Product evidence	x		x	
• A budget is developed for managing and evaluating the cost dimension.		Module 3 – Pg 55 to 58	Questioning Product evidence	x		x	
• Quality parameters are developed for managing and evaluating quality.		Module 3 – Pg 59 and 60	Product evidence	x		x	
• The measurement tools are communicated to team members to promote a common understanding of requirements.		Pg 59 and 60	Product evidence	x		x	
Specific outcome 5		Programme outcomes					

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Unit standard	<u>Learning programme</u>	Where it is covered (In Learner Guide))	How it is Assessed (Assessment Methodology)	Classification of evidence			
				Direct	Indirect	Current	Historical
Implement the plan and evaluate project progress.	<p>Explain a range of possible corrective actions to be implemented to ensure the achievement of project objectives.</p> <p>How results are evaluated against the scope and objectives of the project.</p>	Module 4		x		x	
<u>Assessment criteria</u>							
<ul style="list-style-type: none"> Project implementation is monitored and evaluated against the plan, the stipulated performance criteria and quality requirements. 		Module 4 – Pgs 64 to 74	Case study	x		x	
<ul style="list-style-type: none"> Project results are monitored to establish progress and effectiveness. 		Module 4 – Pgs 64 to 74	Case study	x		x	
<ul style="list-style-type: none"> Deviations from the project plan are identified and analysed in order to take corrective action. 		Module 4 – Pgs 64 to 74	Case study	x		x	
<ul style="list-style-type: none"> Corrective actions are implemented to ensure the achievement of project objectives. 		Module 4 – Pgs 64 to 74	Questioning Product evidence	x		x	

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Unit standard	<u>Learning programme</u>	Where it is covered (In Learner Guide))	How it is Assessed (Assessment Methodology)	Classification of evidence	
<ul style="list-style-type: none"> Results are evaluated against the scope and objectives of the project. 		Module 4 – Pgs 64 to 74	Questioning Product evidence	x	x
<p><u>Essential embedded knowledge</u></p> <p>Methods and techniques for the planning and implementation of projects.</p> <ul style="list-style-type: none"> Budgeting. Delegation of authority, responsibility and accountability. 	<p><u>Knowledge components</u></p> <p>-</p>	Module 1-4	Questioning Case study Practical project planning		
<p><u>Critical cross-field outcomes</u></p> <p>Identifying</p> <p>Working</p> <p>Organising</p> <p>Collecting</p> <p>Communicating</p>	<p>- Module 1-4</p> <p>- Module 1-4</p> <p>- Module 1-4</p> <p>- Module 1-4</p> <p>- Module 1-4</p>				

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Section B: Formative Assessments

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Module 1:



F 1.1. Individual Formative Exercise:

Instructions:

Choose a project which directly relates to your work situation. Please ensure that this is not a completed project and preference should be given to a new project yet to be motivated. The project should have a future value add benefit to the organisation.

- a. Describe the project briefly and the motivational background – you may use the “Project Definition Sheet” provided – as a guideline for this
- b. List the various stakeholders of the project and analyse their relationship – you may use the “Stakeholder Analysis” provided – as a guideline for this

Use additional note paper if necessary. Please ensure clear referencing in your Portfolio.

Time-frame: 45 min

Competent	Not Yet Competent <i>NYC</i>

Learner Initial	<i>T.E</i>
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F.1.1

Background of project:

Mangaung Accreditation: To make sure that all the standards of building houses are adhered to and to make sure that the backlog of houses in Mangaung decreases

Stake holders:

Mangaung Metro Municipality
Batho Local Community
Local contactors
Engineers in Mangaung
Local councilors

NB- Look at Stakeholder Analysis

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Project Definition Sheet

Project Definition Form [or PID]

Mangaung Accreditation

Project Title:

Sponsor:

Mangaung Metropolitan Municipality

State below the link with the corporate agenda – the actual wording please.

* Many people in MMM are still poor and without houses - We will build 300 houses to meet the national target and

Project Background:

(MMM) Mangaung Metropolitan Municipality is situated in the Free State and is made of 3 Centres. According to the IDP there was a backlog of 64515 houses in Mangaung. To ensure that planning of houses is of acceptable standards.

Project Benefits:

To ensure proper allocation and transfer of green to rightful owners.
The Strategic
→ Comply with National Strategy on Housing
→ Increase service delivery on a better life for all.



Project Objectives:


The strategic objective of the attainment of accreditation is to be able to implement its approved Housing Sector Plan.

Project Deliverables:

Approval of business plan and MOU by PD LGH
Completion of recruitment process for new personnel
Identify and install management systems
Complete Certification for level one functions
Transfer of level one functions by Provincial Department of Local Government & Housing

This project will include:	This project will not include:
Computers training files Workshops ✓	Builders Inspectors ✓
Success Criteria: ✓	Experienced and Skilled / Qualified lectures / rep for the job
Constraints: ✓ ✓ ✓	Time: Business Plan be finished and signed in time Cost: A financial Manager to take care of training of staff Quality: Systems Administrator to strengthen the capacity to process beneficiary applications
Key Assumptions: ✓ ✓ ✓ ✓ ✓	✓ * Singed Signing of the Business Plan * Implementation of Memorandum of Understanding * Recruitment of New Staff * Systems Management * Training of Staff
Project Manager: ✓	Thenjiwe

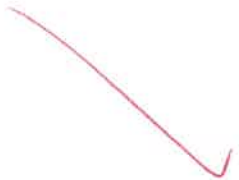
Project Sponsor: ✓		Mangaung Metro Municipality & Department of Local Government and Housing	
Project Board/Steering Group Members: ✓		Project Team Members:	
Strategic Housing Planner Financial Manager Systems Administrator Senior Project Manager Project Coordinator		Akagisang Neo Phemelo Malefetsane Dikeledi Pakiso ✓	
Budget			
R 4 234. 225 ✓			
Total costs (attach a breakdown of the overall budget)			
Recruitment costs: R 25 000 Strategic Housing Planner R 350.000 Financial Manager: R 350.000 Systems Administrator: R 240.000 Senior Project Manager: R 420.000 Project Coordinator (x2): R 300.000		Cost of Training R 419. 225 Cost of Implementing R 45000 (see attached Breakdown)	
Start Date: ✓	01 July	Completion Date: ✓	July
Signature of Project Manager: ✓		Date: ✓	20 June 2011
Approval from Sponsor: ✓		Date: ✓	July 2011

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Operational Budget

Budget

ACTIVITIES	COSTING	TOTAL
NEW STAFF RECRUITMENT Adverts in the newspapers	5 X R25 000	R125,000
COST OF NEW APPOINTMENT Salaries		R735,000
Strategic Housing Planner	R350,000	
Financial Manager	R350,000	
Systems Administrator	R240,000	
Senior Project Manager	R420,000	
Project Coordinator x 2	R300,000 x 2	
STAFF TRAINING	R419,000	R419,000
COMMUNICATIONS PLAN	R300,00	R300,000
MANAGEMENT SYSTEMS	R450,000	R450,000
TOTAL	R2 629,000	R2 629,000



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Stakeholder Analysis

The purpose of stakeholder analysis is to inform the project manager and sponsor who should contribute to the project, where barriers might be and the actions that need to be taken prior to detailed project planning.

Stakeholder	Their interest or requirement from the project	What the project needs from them	Perceived attitudes and/or risks	Actions to take
Mangung Metro Municipality	Approval of Accreditation Business Plan	Signing of Memorandum of Understanding	Delay in Signing	Submit in time
Provincial Department of Local Government and Housing	Approve the Budget	funds for the project to start	Shortage of funds.	Ensure that funds are available
Accreditation Working Committee	Deals with day-to-day project activities	Submit monthly report	Delay in Submitting the report	Submission be done in time.



F 1.2. Individual Formative Exercise:

Instructions:

For the project chosen in F1.1, please describe the impact of the PMBOK elements on your project management approach.

Use additional note paper if necessary. Please ensure clear referencing in your Portfolio.

Time-frame: 30 min

Project time management:

Delay of signing of Business Plan or Memorandum of Understanding can delay the project

Project Cost Management:

Training of the new staff can cost the project a lot.

Project Communication Management:

Promotes effective communication in respect of Housing development

Competent

Not Yet Competent

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F 1.3. Individual Formative Exercise:

Instructions:

Utilising the project identified in F1.1, use it as a working example throughout the course. This must be the project for which you are going to compile a presentation.

1. Identify the constraints of the project and list them in order of importance.
2. Describe ways in which you may overcome the impact of the constraint / constraints identified

Use additional note paper if necessary. Please ensure clear referencing in your Portfolio.

Time-frame: 20 min

Time: The Accreditation must be finished in time like is starting on the 1st July and finished on

Legal: To establish legislation and develop rules and regulations.

Quality: Hiring professional or Qualified Consultants to do the training.

Competent

Competent

Not Yet Competent

Learner Initial

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F 1.4 Individual Formative Exercise:

Instructions:

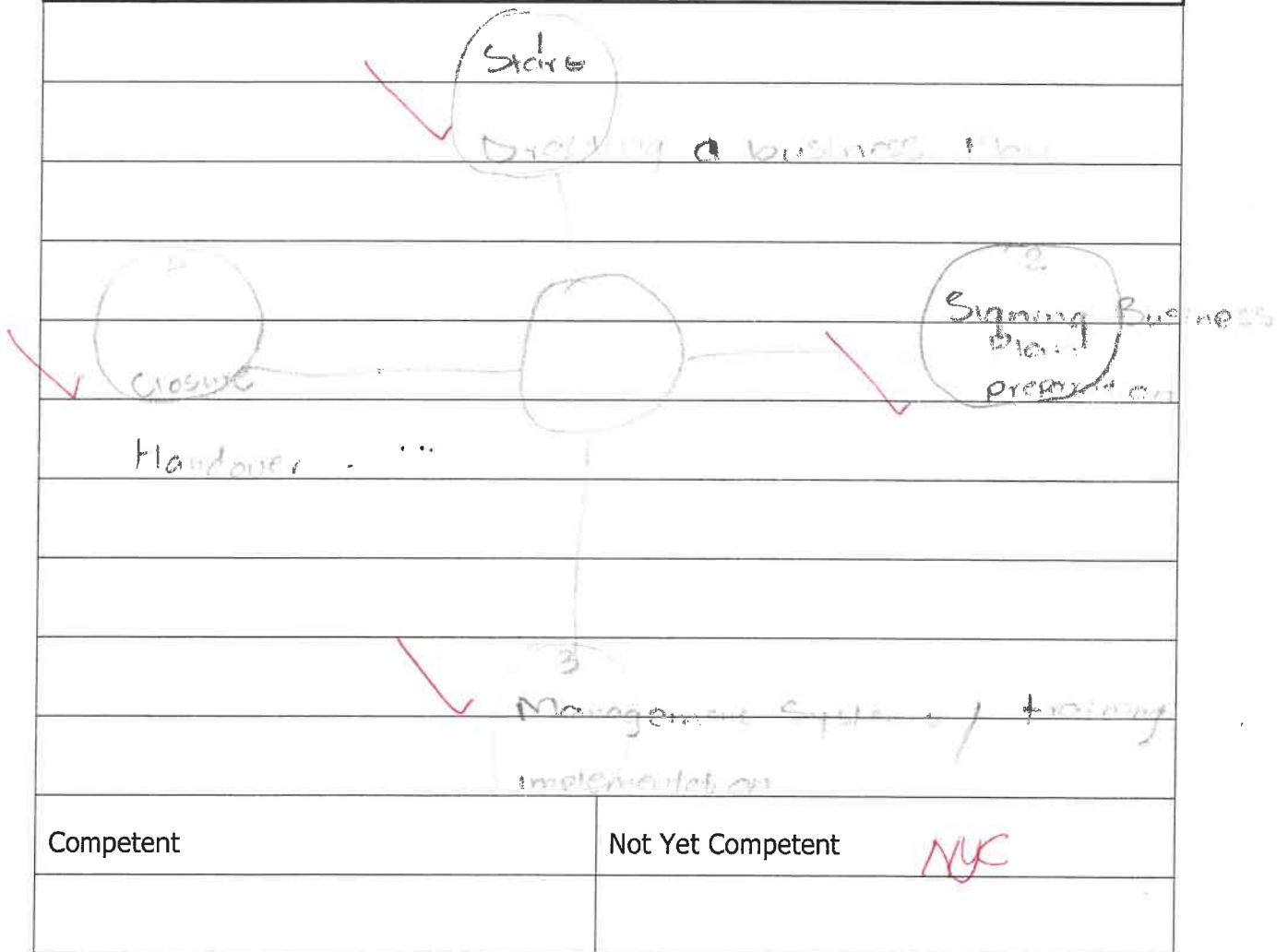
①

②

Identify and develop the phases of your project's lifecycle. Write down the activities / processes to be executed for your project based on the guidelines given in the text, figures and table on pages 21 to 23 of the learner guide.

Use additional note paper if necessary. Please ensure clear referencing in your Portfolio.

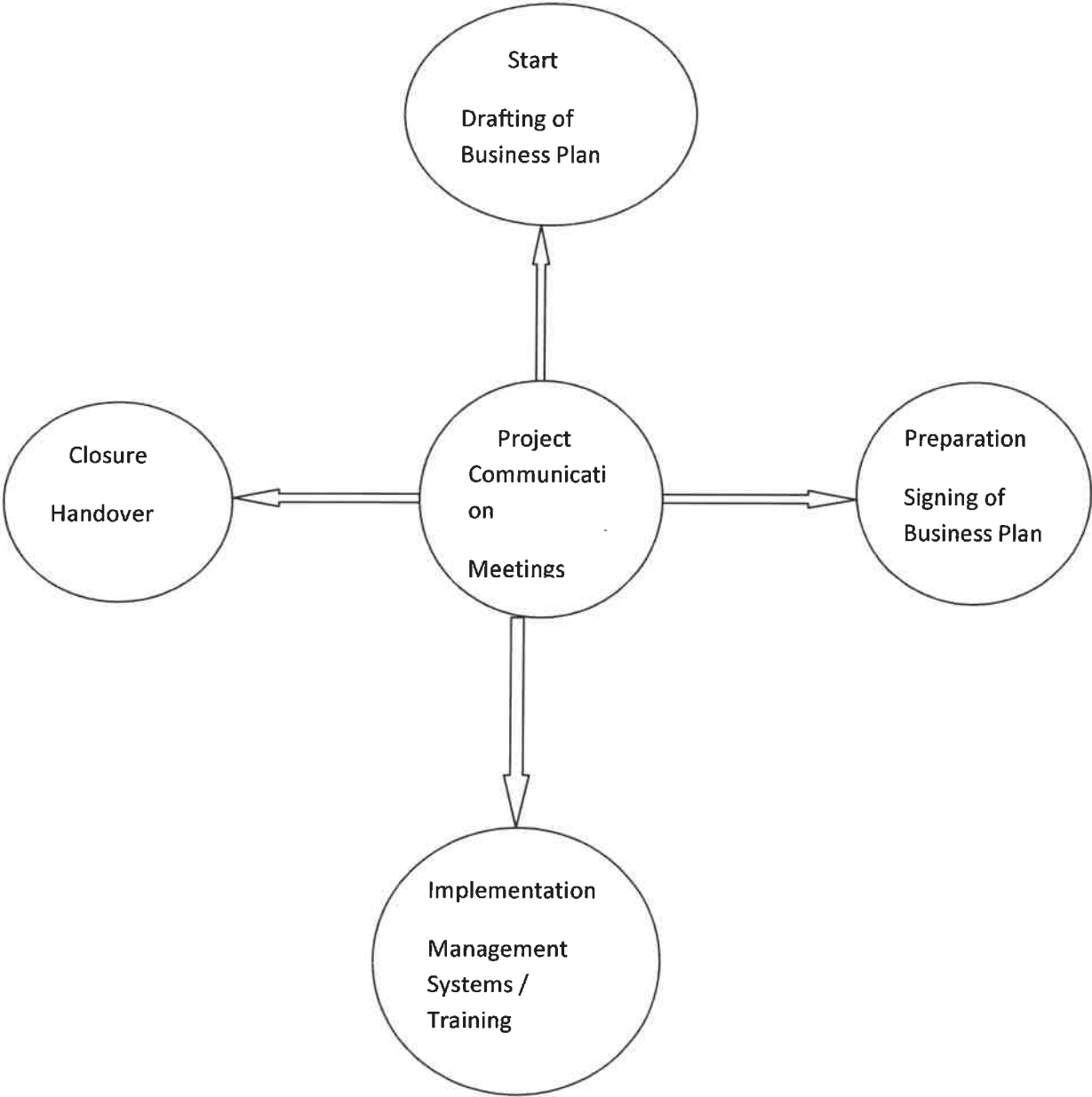
Time-frame: 20 min



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LIFE CYCLE



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F1.4 Processes to be executed for my project

Concept and Initiation Phase

- The need to built houses for the poor in Batho Location
- The need analysis of how many people are going to get houses
- Feasibility of the project has been identified and investigate
- The proposal has been accepted

Design and Development Phase

- 300 houses need to be built
- Drafting of the business plans and cost are done
- Outlines and plans for the project are been drawn
- MOU's are been signed with sub- contactors

Implementation and Construction phase

- The baseline plan are been followed by all stakeholders
- Project Manager are the only point of responsibility
- Project are being implemented
- Preparing of building site
- Foundations
- Walls are been built
- Roofs, sewerage and water and electricity are been installed

Commissioning and Handover Phase

- The project has been implemented
- Inspections and trial on water electricity etc are been runned
- Houses are been handed to MMM
- Identified owner are getting their houses

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F 2.1 Individual Formative Exercise:

Instructions:

Describe the processes and selection criteria which you will use for your project to be submitted for this course assessment. Please give reasons and explain your choices of selection models.

Use additional note paper if necessary. Please ensure clear referencing in your Portfolio.

Time-frame: 20 min

✓ Quantitative Selection

✓ Return on Investment
Average Annual Profit = $\frac{(\text{Total gains}) - \text{Total Outlay}}{\text{No of years}}$

✓ Net present Value

✓ Qualitative Model

The Sacred Cow

Comparative benefit Model

Competent

Competent

Not Yet Competent

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F2.1 Selection Criteria

Production Consideration

- Method of implementation
- Time to be up and running of the project
- Amount of double processing and waste
- Cost of power requirements
- Interfacing equipment required
- Period of disruption
- Safety on the site

Administration Considerations

- Compliance with national standards
- Reaction from shareholders and other stakeholders
- Cost of maintenance contract
- Disaster recovery plan
- Vulnerability of using a single supplier (Cash Built)
- Legal consideration

Return on our investment

- Beneficiaries will pay an amount of R 500/ month
- The average annual profit/ loss can then be calculated
- The return on the investment can be calculated in payment for water or electricity if any
- A weighted factor can be added to increase the score of important factors while reducing the scoring of the less important



F 2.2 Individual Formative Exercise: Can be done after class session

Instructions:

Expand on the Project Definition already worked on in module 1. Complete as much information as possible and complete the risk analysis for your project.

Utilise the Project Definition sheet worked on in F 1.1 and the Risk Analysis table following this exercise as a template or guideline.

Time-frame: 30 min

Competent

Competent

Not Yet Competent

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Risk Analysis Sheet

Risk Analysis

Score as follows, for Likelihood and Impact: High = 3, Medium = 2, Low = 1

Nature of Risk or Uncertainty	Likelihood High/Medium/Low	Impact High/Medium/Low	Likelihood x Impact [Score]	Actions required and who will take responsibility to manage the risk
Budget Approval	H	H	3	Project Manager to
Stakeholders	H	H	2	Meetings with community
Beneficiaries	M	M	2	Meeting to get approval of plans

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G 2.1 Group Formative Exercise:

Instructions:

Prepare a group presentation for the beginning of day 2. Choose one of the chosen projects worked on and present the following:

- ✓ • Project Title
- ✓ • Background and motivation for the project
- ✓ • Describe the Selection model / models to be used on project viability and give a brief overview
- ✓ • Identify the constraints and how to monitor them
- ✓ • Describe the stakeholders and their roles
- ✓ • Describe the risks associated with the project and describe actions to be taken to mitigate these risks

Time-frame: 30 min

Competent

Competent

Not Yet Competent

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NAME OF THE GROUP: ELEPHENT ON THE MOVE CONSULTANT ENGINEERS

NAME	ID NUMBERS	CONTACT #	SIGNATURES
1. D.G. MOHLAKOANA	781117 0324 084	082 333 3145	<i>D. G. Mohlakoana</i>
2. M.J. MOROANE	700221 5414 086	082 731 1999	<i>M. J. Moroane</i>
3. N.E. PHOLO	761119 0690 088	072 408 2897	<i>N. E. Pholo</i>
4. P.F. NTSANE	760106 5706 085	078 247 8999	<i>P. F. Ntsane</i>
5. P.G. MALOISANE	810916 0901 089	083 432 2035	<i>P. G. Maloisane</i>
6. M.Z. PHALADI	620318 5981 085	073 898 7558	<i>M. Z. Phaladi</i>
7. T.E. SHALE	740527 0439 080	073 839 7137	<i>T. E. Shale</i>
8. N. LIEBENBERG	800908 0348 082	072 384 8929	<i>N. Liebenberg</i>

✓

3

T-E

Development of a Container Village

"Botshabelo/Thaba-Nchu N8 corridor Conti Park"

Name of the Project

- The Title of the Project will be :
"Botshabelo N8 Corridor Conti Park"

Background

- Government introduced RDP houses to the SA citizens as a way of restructuring informal settlements and providing better housing for the poorer communities
- Due to:
 - the high increased demand of building material
 - Supply from warehouses decreasing, and
 - Escalating costs of production of materials, RDP houses have now become too expensive and no more practical.
- The government can no longer able to subsidise the programme of reconstruction and development

Background Cont.

- RDP houses are getting expensive for the indigents residents to maintain due to:
 - High maintenance (waterborne system)
 - Costly equipment (geyser etc)
- It's becoming unsafe for the residents as some structures are not constructed properly due to shortage of material

Proposal

- It is proposed that the Government introduces Prefabricated Steel Container's as the new form of housing because they:
 1. Require less manpower for erection; thus saving on labour payout
 2. Are durable in terms of
 1. They can withstand any weather pattern or conditions
 2. They are eco-friendly
 3. Are very practical in terms of availability and can be relocated to any area, when/if the need arises

Proposal Cont.

4. They have multiple uses which could be for warehouses, storages, offices without breaking down any permanent walls.
5. They can easily be partitioned into many forms of space using dry wall (ceiling)
6. This will work best as there plenty of pieces of land in Thaba-Nchu

Cost Breakdown

Item	Quantity	Unit Cost	Proposed Budget	Accounted Amount
Quantity House	15	R 35 000,00	R 525 000,00	R 525 000,00
Quantity for Shopping	1	R 25 000,00	R 25 000,00	R 175 000,00
Quantity	1	R 20 000,00	R 20 000,00	R 800 000,00
Quantity for School	1	R 35 000,00	R 35 000,00	R 840 000,00
Infrastructure work, sewer, water, electricity etc)	1	R 11 500 000,00	R 11 500 000,00	R 12 340 000,00
Quantity	1	R 3 100 000,00	R 3 100 000,00	R 1 440 000,00
Quantity (local labour)	1	R 830 000,00	R 830 000,00	R 18 200 000,00
MMMP	1	R 1 500 000,00	R 1 500 000,00	R 12 740 000,00
Part	1	R 1 600 000,00	R 1 600 000,00	R 18 340 000,00
Quantity Church	1	R 30 000,00	R 30 000,00	R 18 375 000,00
Quantity	3	R 620 000,00	R 1 860 000,00	R 20 560 000,00
			R 18 300 000,00	R 20 600 000,00

Extra Items on the Village

- The following three items were added due to the requirements by the Surveyor General on the Township Planning and Establishment

Selection Model

- Both Quantitative and Qualitative Model will be used
 - Quantitative model used
 - Return on Investment
 - The funds that will be coming from paying rates & taxes, sanitation, water, electricity etc
 - Return on assets
 - The infrastructure
 - Cost of Risks
 - The cost of risk will be calculated, on delays, disasters
 - Qualitative Model used
 - Sacred model- based on a necessity of the project

Constraints

- Two constraints are anticipated on this project:
 - Cost
 - Expenditure should be closely monitored by means of progress reports with cash flows, otherwise the project will go over budget
 - Time
 - Time should also be closely monitored by means of review of the programme as delays costs money
 - Quality
 - Quality should not be compromised at all times, as the safety of the community is very important hence the appointment of consultants
 - It might end up being costly if quality is not maintained

Stakeholders roles and responsibilities

- MMM (Mangaung Metropolitan Municipality)
 - Politician (Ward Councillor (Cir) and ward committee members (WC) , the Speaker and the Mayor)
 - Mayor and his/her team (council) will approve the project (council resolution)
 - Cir & WC will be responsible for the recruitment of the local labour and be part of the project steering committee
 - Speaker will be responsible for Public Participation
 - Technical Engineers
 - Advise and monitor on the quality of the project
 - Managers of different departments
 - Advise and manage the engineers on different items (such as Roads, water, planning)of the project

Stakeholders roles and responsibilities

- Consultant Engineers (civil, structural and building)
 - Design the project and give instructions to the contractors
 - Monitor the project with regard to the specified requirements
- Contractors
 - Implement the project
- Project Manager
 - Manage the project

Risk Analysis

Nature of the Risk/Uncertainty	Likelihood/ high/ medium/ low	Impact/high/ medium/ low	Likelihood X impact-score	Action required/ person responsible
*Rain	M	H	3	Weather forecast (include extra days on the project-Gloria
*Budget disapproval	L	L	1	Cash flow report-Neo
*Project disapproval	L	L	1	Proposal with figures and graphs to show the project in detail

Township Plan



Thank You



F 3.2 Individual Formative Exercise:

Instructions:

Utilising the "activity on arrow" technique, draw a network diagram from the information given in your Work Breakdown Schedule.

Use additional note paper if necessary. Please ensure clear referencing in your Portfolio.

Time-frame: 30 min

Critical Path
Early Start & late finish
Backward & forward pass

Competent

Competent

Not Yet Competent

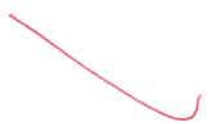
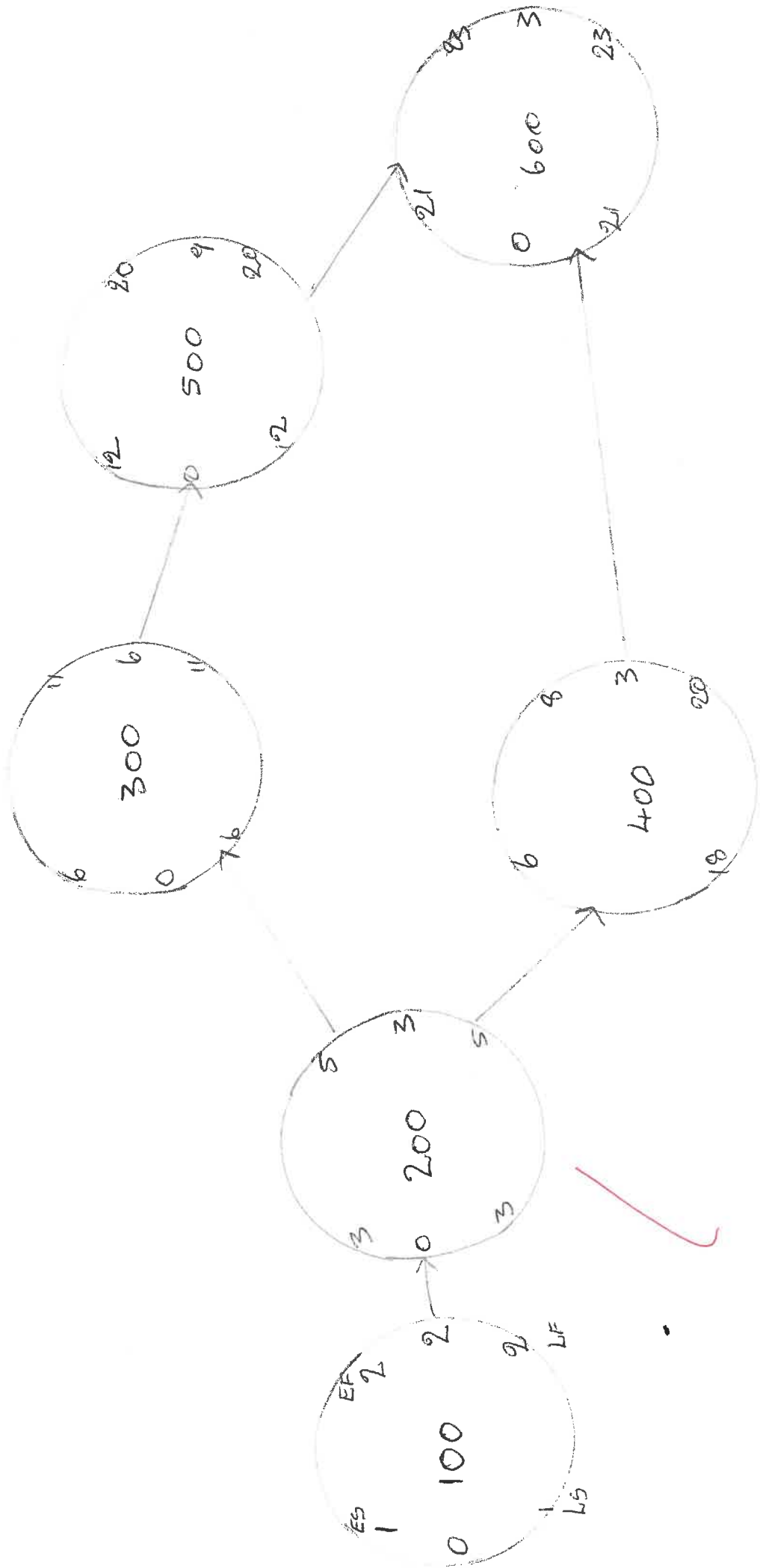
Learner Initial

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F 3.3 Individual Formative Exercise:

Instructions:

From the information given in your Work Breakdown Schedule, draw up a Gantt / Bar Chart for your project.

Use the sample template guideline provided and additional note paper if necessary. Please ensure clear referencing in your Portfolio.

Time-frame: 25 min

Competent

Competent

Not Yet Competent

Learner Initial

T.E

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G3.1 Group Formative Exercise:

Instructions:

Choose one organisation which runs projects. (1)

Break into small groups and describe the range of tools best suited to the present project environment in the organisation.

Describe the processes utilised (2) by the organisation for project budgeting as well as forecasting.

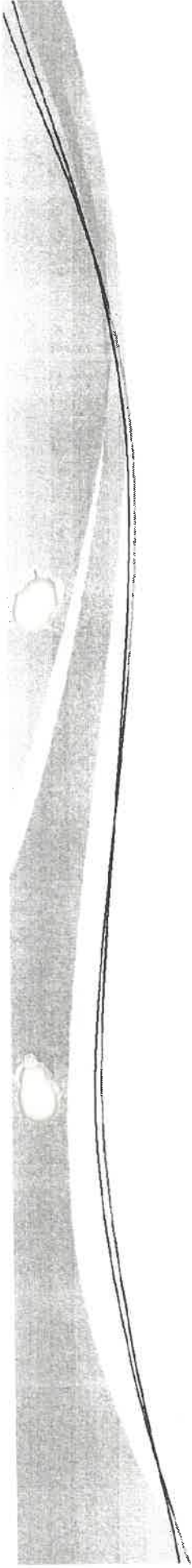
Time-frame: 45 min

Competent

Competent

Not Yet Competent

T.E W



Project Budgeting and Forecasting

for
Mangaung Metropolitan Municipality (MMM)

2

G. S. 1

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Process to be utilised by MMM in

Managing Projects

- The following Project Management Tools will be used:
 1. **Project Priority Worksheets** will be used as the organisation has got lots of projects needs hence the selection of projects according to their priorities
 2. **Project Process Flow Chart** will be used to project the flow of activities in a project to make it simpler to comprehend
 3. **WBS** will also be used to breakdown work activities into manageable tasks for easy control and monitoring
 4. **Network Diagrams** will be used by means of diagrams, Gantt charts, CPM-PERT and network diagrams to further point out the sequence of the activities and for control.
 5. **Budget Tracking Chart** will assist with tracking of the actual expenditure against budget, and progress on cash flows to ensure we stay with budget

3

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F 4.1 Individual Formative Exercise:

Instructions:

Revisit your WBS. Identify suitable times for project meetings and decide when status reports should be submitted. Indicate these meetings and reports on your Gantt chart.

Use additional note paper if necessary. Please ensure clear referencing in your Portfolio.

Time-frame: 15 min

The project is taking ~~23~~ 23 days

on day ~~5~~ 5 the first meeting

Day 10 ~~status~~ status report about the project

On day ~~20~~ 20 meeting finalization and the last meeting on day 22.

Competent

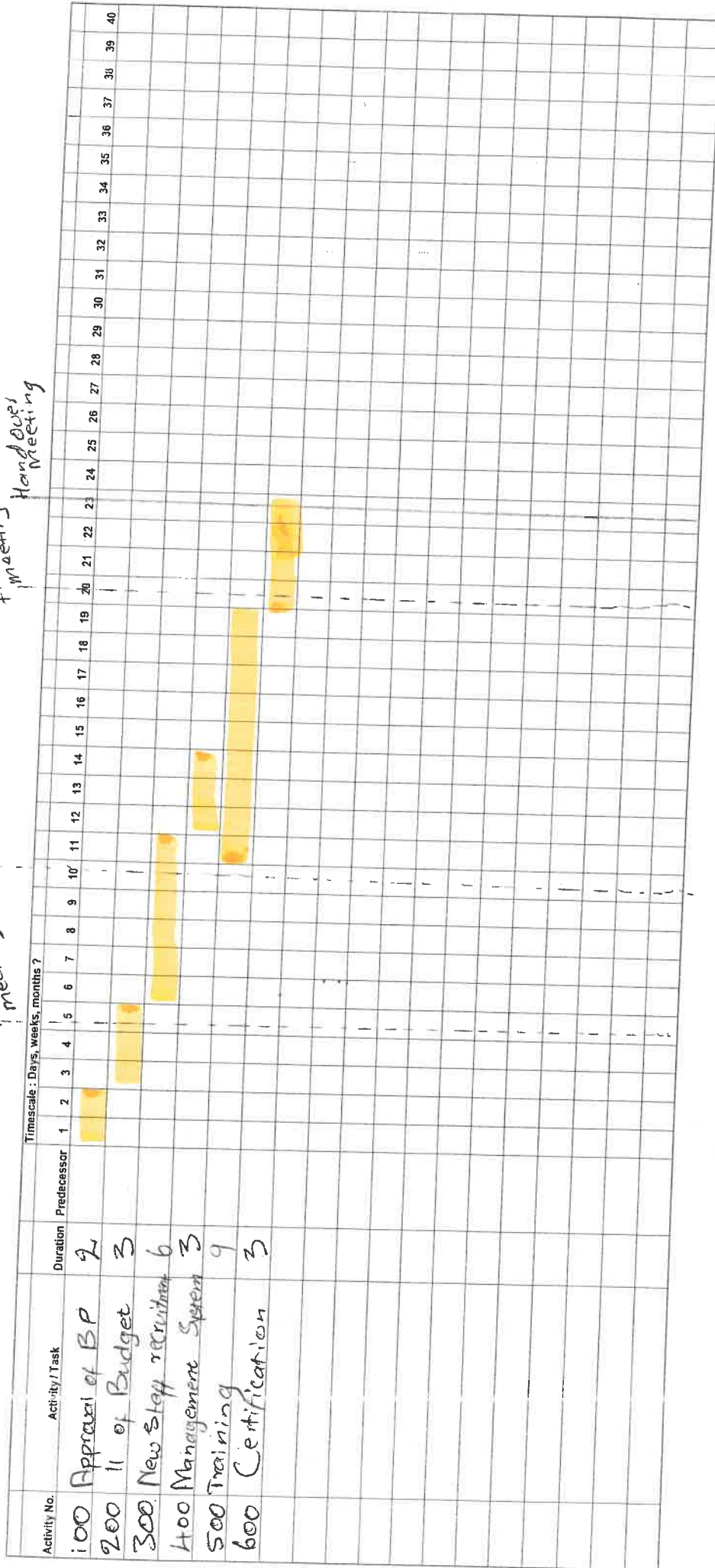
Competent

Not Yet Competent

Initial:Learner

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GUIDELINE TEMPLATE FOR GANTT CHART



Case Study

Group Formative Exercise G 4.1

60 minutes

Read through the case shown below.

Discuss the advantages and disadvantages of this method for assessing status and measures which should be taken in light of activities falling behind or incomplete

Case Study

The following table outlines the different sub-tasks allocated to an activity of a production project. The activity, "Handover" is the last activity on the schedule that was given to you by the previous Project Manager that resigned a few days ago.

The project is already 3 days late and the Client has indicated that penalties will be levied after the project exceeds the schedule by 5 days. This gives you another 2 days to complete the "Handover" activity.

You have a meeting scheduled with all the parties concerned and your Project Controller gathered the following information:

ACTIVITY NO. 407: HANDOVER

ORIGINAL DURATION: 6 DAYS

TIME LEFT FOR COMPLETION: 2 DAYS (before penalties are levied)

Health and Safety Division Approval (Weight – 30%)

	Department	Inspected	Snag list provided	Snag list completed	Approved	Signed off	% Complete
WEIGHT		10%	20%	50%	10%	10%	100%
	Occupational Health office	Yes	Yes	No	No	No	40%

Initial:Learner

T.E

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	Fire Prevention office	Yes	Yes	50%	No	No	50%
	Reaction Unit Section	Yes	Yes	Yes	Yes	No	80%
	Production Safety Manager	Yes	No	No	No	No	20%

Production Commissioning (Weight – 70%)

		Production Specification Manuals received	Test Runs completed	Test Report received	Approved	% Completed
WEIGHT		20%	65%	10%	5%	100%
	Body Shop	Yes	No	No	No	25%
	Paint Shop	Yes	Yes	Yes	Yes	100%
	Engine Section	No	No	No	No	0%
	Trim and Mechanical section	Yes	Yes	Yes	No	75%

DA You have to calculate the progress (% complete) of this last activity and determine if the rate of progress is sufficient to complete the project before penalties are levied.

If the rate of progress is insufficient to complete the activity, list all the different options you can think of in order to ensure completion within time.

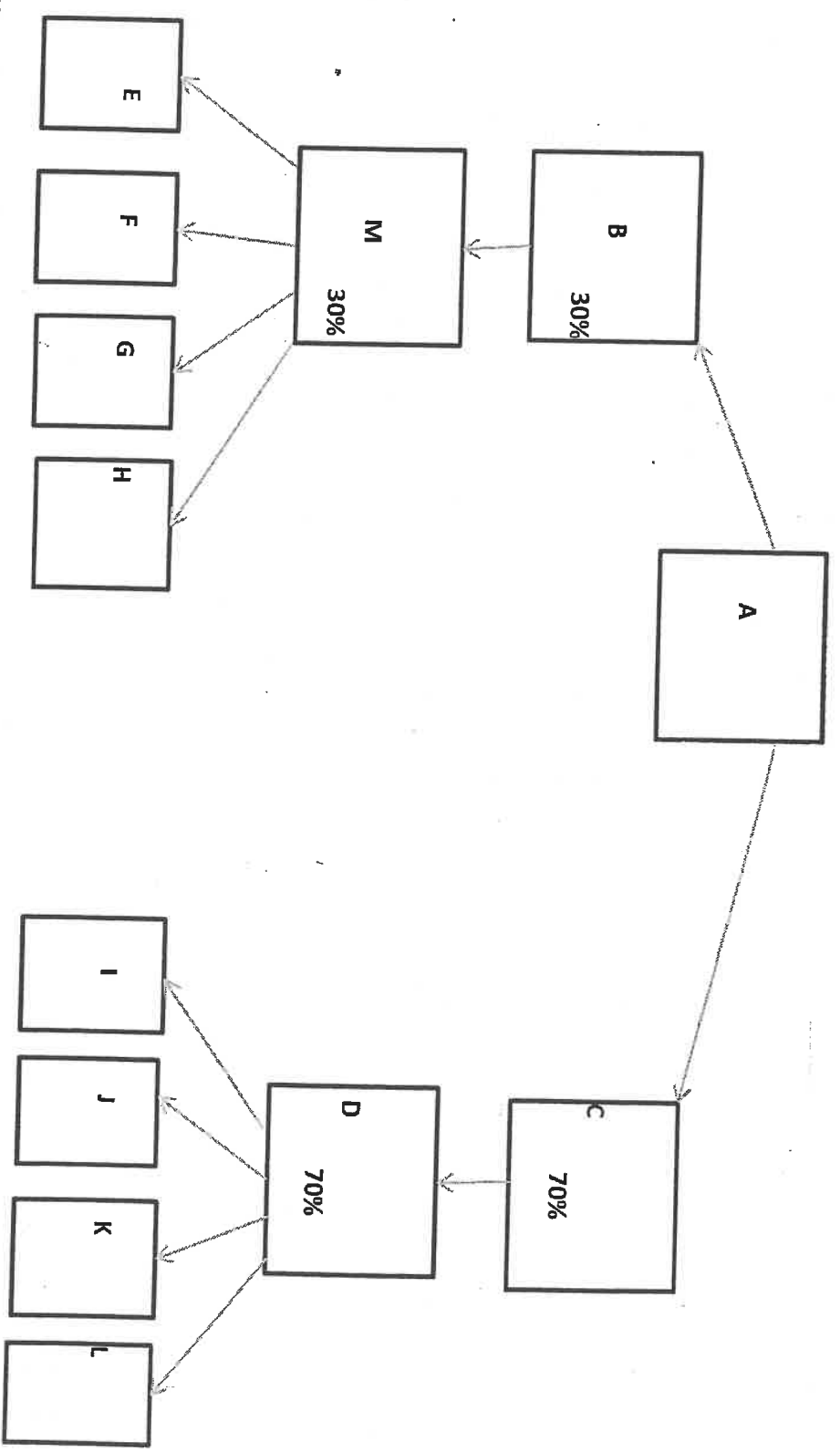
Competent	Competent	Not Yet Competent

Initial:Learner

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G.4.1



HANDOVER PHASE= A:100%

HEALTH AND SAFETY DIVISION APPROVAL=B:30%
 WEIGHT UNDER H & S=M:30%
 OCCUPATIONAL HEALTH AND SAFETY=E:30% OF M
 FIRE PREVENTION OFFICE=F:20% OF M
 REACTION UNIT SECTION=G:10% OF M
 PRODUCTION SAFETY MANAGER=H:90% OF M

PRODUCTION COMMISSIONING=C:70%
 WEIGHT=D:70%
 BODY SHOP=I:80% OF D
 PAINT SHOP=J:10% OF D
 ENGINE SECTION=K:100% OF D
 TRIM AND MACHANICAL SECTION=L: 5% OF D

T.E

G 4.1 CONTINUES

E+F+G+H= 14.25% of 30% Incomplete

I+J+K+L= 46.25% of 70% Incomplete

Total percentage of work incomplete = 60.5%

The progress of the project is 39.5 % and this rate is insufficient to complete the project before penalties are levied

What we can do to ensure completion within time is to:

Take staff from J and use them to help with sub-activity K

Take staff from L and use them to help with sub-activity I

Take staff from G and use them to help with sub-activity F

Take staff from E and use them to help with sub-activity H

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F 4.2 Individual Formative Exercise:

Instructions:

Identify the main areas that should be controlled in the implementation of your project.

Use additional note paper if necessary. Please ensure clear referencing in your Portfolio.

Time-frame: 30 min

PTO

Competent

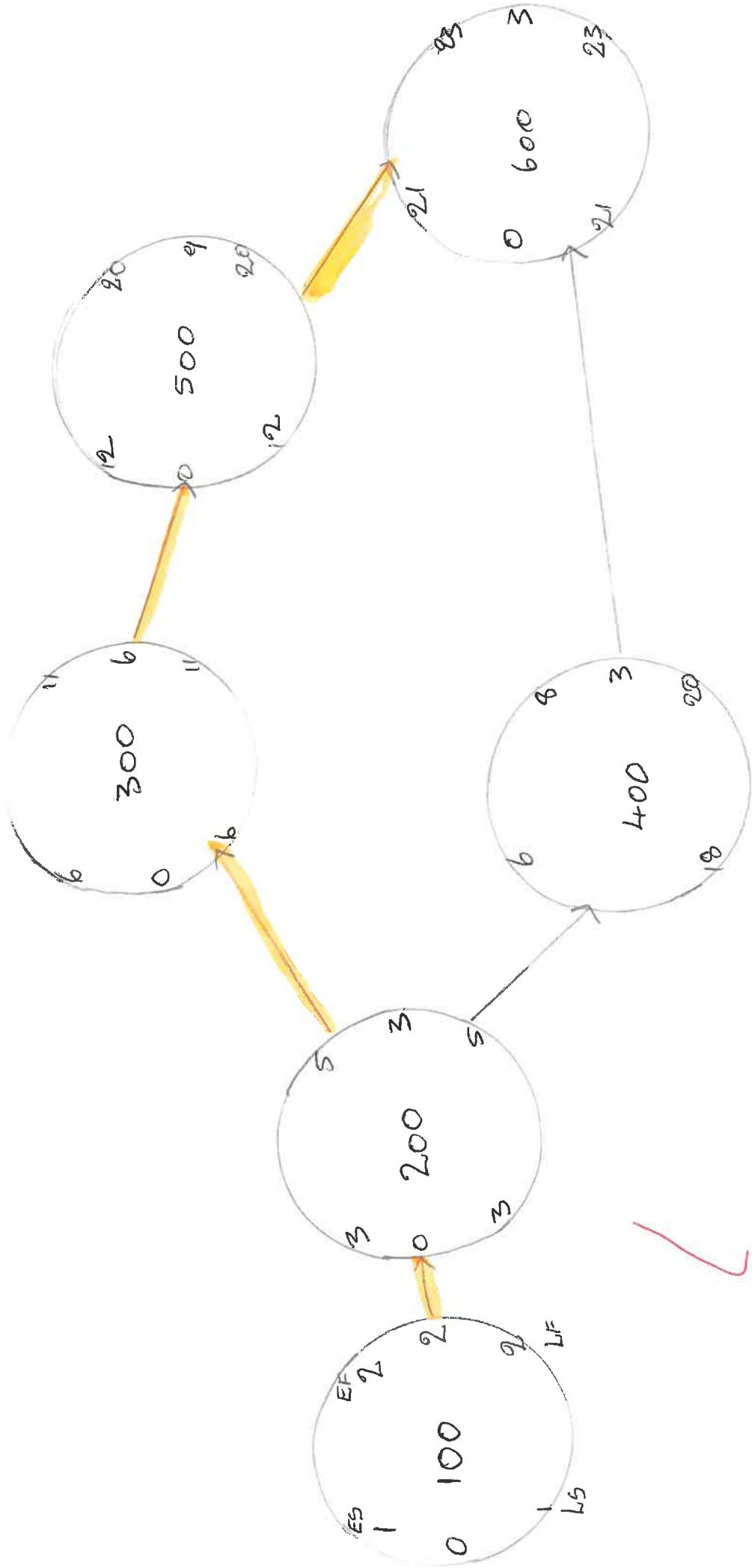
Competent

Not Yet Competent

Initial:Learner

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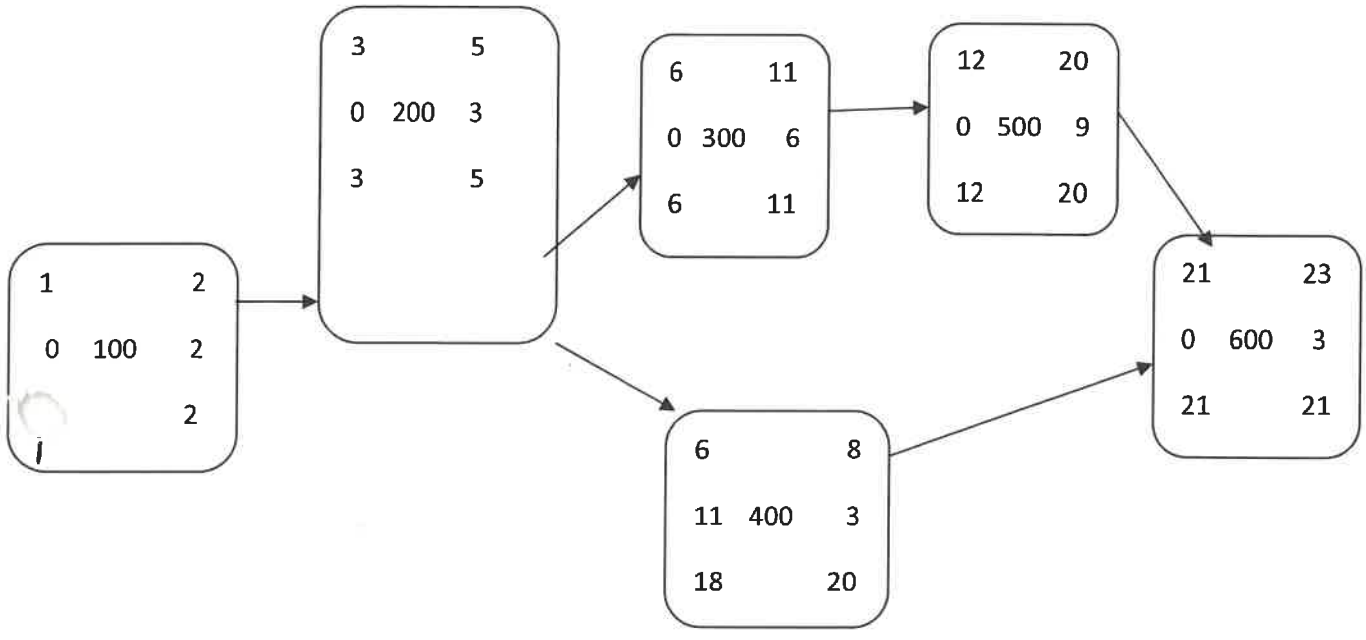
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ACTIVITY No.	Activity/Task	DURATION	Early Start	Early Finish	Late Start	Late Finish
100	APPROVAL OF BUSINESS PLAN	2	1	2	1	2
200	APPROVAL OF BUDGET	3	3	5	3	5
300	NEW STAFF RECRUITMENT	6	6	11	6	11
400	MANAGEMENTSYSTEM	3	6	8	18	20
600	TRAINING	9	12	20	12	20
700	HANDOVER	3	21	23	21	23



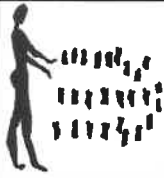
F. 4.2



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Section C: Summative Assessments

Summative Exercises



S1 Summative Exercise:

Go back to the workplace and develop, implement and evaluate a new project. Complete all required documents (see bullets below) and also include evidence of all communications with regards to the project (e.g. e-mails, faxes etc)

Identify relevant stakeholders of the project which you have worked on (At least 3 excluding yourself). Invite them to a brief presentation about the following key aspects of your project:

- Project Title,
- Background / Motivation for viability,
- Scope of the Project and description of the Project Definition
- Deliverables,
- Constraints,
- Stakeholders analysis,
- Risks Assessment analysis,
- Project Selection process / processes to be adopted,
- WBS and Gantt Chart
- Resource overview and broad budget
- Controls and control measures to be implemented.

You may provide the group with handouts.

As proof of presentation, ask the stakeholders to sign an attendance register and utilise the above points as a checklist for them to rate.

Include all documentation generated during planning, implementation and evaluation of the project as evidence in your POE.

Competent
26/9/2011

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2

Project Title

Operation Hlasela Batho renewal
Housing Project Implementation
Plan

Background / Motivation

- The Housing Department Manager identified Batho Location as a lead project during 2009 and launched as "Operation Hlasela".
- Batho Location is of specific significance due to its rich heritage and it was agreed at Provincial Executive Committee level that the historical heritage of the area should be protected.

Scope: To build ³⁰⁰ new houses for the residence of Batho location and to also increase the standard of living.

Description: The houses will be built on the Free State RDP-houses structure with plans from the Municipality

TE

Scope of the project and the

Description

Scope: To built 300 new RDP- houses for the residence of Batho location and also to increase the standard of living of the people.

Description: The houses will meet the national standards as set out by the national goverment but will be aligned with the structures of the provinces- RDP –project. The plans will be the plans that was approved by the MMM for RDP houses in Thaba Ncu

Deliverables

- Service Delivery
- Demolition of old cracked houses to build new houses for the beneficiaries.
- To provide more houses to cover the housing backlog.
- To ensure proper allocation and transfer of erven to rightful owners.

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Constraints

- Time: Purchase three computers for housing subsidy data capture to reduce time frame.
- Quality: The Municipality to inspect the construction of houses from foundation to completion to ensure that quality houses are build.
- Cost: Training of Data Capturers and filing of Applications can cost a lot.

Stakeholders analysis

Stakeholder	Their interest or requirement from the project	What the project needs from them	Perceived attitudes and / or risks	Actions to take
Mangaung Metro Municipality	Provide suitable houses for the community	Service delivery	The applicant does not meet the requirements of the subsidy	Clarify the requirements to the community
Department of Local Government and Housing	Budget	Funds	Not enough funds	Ensure that the funds are available
Councillors	Participation	Input	Political Interference	Drafting rules and regulations
Officials	Door to door call forms	Filling of applications	Natural disaster (e.g. ...)	Transportation

2

Risks Assessment analysis

Nature of risk	Likelihood / high /medium / low	Impact / high / Medium / low	Likelihood X Impact = score	Action required / person responsible
Budget	L	L	1	Proposal with figures and graphs to show the project in detail.
Rain	M	H	3	Weather forecast

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Project Selection progress

- Quantitative Model: Return on Investment by paying services.

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WBS and Gantt Chart

ACTIVITY NO	ACTIVITY / TASK	DURATION	PREDECESSOR
1	Cast foundation	3	-
2	Walls to wall plates	4	
3	Roofing	3	
4	Ceiling	2	
5	Electric Installation	5	
6	Plumbing Installation	5	

7.02

2

Resource overview and broad budget

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Control and control measures to be implemented

- The contracts for the building of the house will go out on tender to local contractors and will be handled by the tender board of the municipality
- The Chief Engineer of the MMM will be the Project Manager and will be the sole point of responsibility
- Project meeting will be held every second week
- All work should be accessed through the project management tools like WBS, CPM and all the Gann't Charts that was in the Baseline Plan



ACTIVITY	DESCRIPTION	Claim 1 MIM	Claim 2 START OF PROJECT	Claim 3 CONTRACTOR CLAIM	Claim 4 COMPLETION OF PROJECT	Total
Planning	Issue instruction	-	2,850		1,500	4,350
	Prepare building plan	-				-
	Instruct foundation contractor	-				-
	Order materials	-	1,000			1,000
	Order roof	-				-
	Temporary dwelling	-				-
	Demolition	3,272	2,000			5,272
Construction	Cast foundation	-	3,400	20,400		23,800
	Curing period	-				-
	Walls to wall plate	19,538	4,974			24,513
	Roof	-		14,100		14,100
	Ceiling	2,664			1,074	3,738
	Electrical installation	1,900			750	2,650
	Plumbing installations	3,711			375	4,086
	Plaster	314			921	1,234
	Glazing, Carpentry	4,972			285	5,257
	Paint	-				-
Handover	Site handover	-				-
	Remove temp structure	-				-
	Total	36,371	14,224	34,500	4,905	90,000

F.E

Controls and control measures to be implemented

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- The contracts for the building of this houses will be given to local contractors
- The chief-engineer will be in charge (project manager)
- Project-meetings will be held every second week
- All work should be assessed through CPM, WBS and charts from the planning phase
- Handover will only be done after approval of project by sponsor (Muticipality)

PROJECT PRESENTATION CHECKLIST

Was the presentation clear and concise ?			
ITEM RATED	YES	NO	COMMENT
Project Title,	✓		<i>Well done!</i>
Background / Motivation for viability,	✓		
Scope of the Project and description of the Project Definition	✓		
Deliverables,	✓		
Constraints,	✓		
Stakeholders,	✓		
Risks Assessment,	✓		
Project Selection process / processes to be adopted,	✓		
WBS and Gantt Chart	✓		
Resource overview and broad budget	✓		
Controls and control measures to be implemented.	✓		

Section D: Assessor Mark Sheets

Assessor Declaration of Learner Competency

Remedial work done successfully
26.09.2011

Outcomes of each unit standard	Assessment criteria	Notional Hours	Method of assessment (Formative / Summative)	Assessed		Competent	
				Date	Name and signature of assessor	YES	NYC
Select a work-based project for a unit.	Project alternatives are considered in relation to their viability in achieving unit objectives.	30 min	Formative F2.1 Summative	25/05/11	[Signature]	C	NYC
		30 min 20 min	Formative F2.1 Formative F1.3 Summative	25/8/11	[Signature]	C	NYC C
Scope a work-based project for a unit.	The scope of work and deliverables are defined in relation to the unit objectives.	30 min	Formative F2.1	25/8/11	[Signature]	C	NYC
		20 min	Formative F1.4	25/8/11	[Signature]	C	NYC
	The principal work activities are determined that will be required to achieve the unit objectives.	30 min	Formative F2.2	25/8/11	[Signature]	C	NYC
		30 min	Summative	25/8/11	[Signature]	C	NYC
	The potential risks are identified and analysed in relation to the likelihood of risks materialising.	30 min	Formative 2.2	25/8/11	[Signature]	C	NYC
		45 min	Summative	25/8/10	[Signature]		C
		30 min 25 min	Formative F3.1, Formative 3.2 Formative 3.3	25/8/10	[Signature]		C C C

F1.2
C 2.1
25/8/10 [Signature]
25/8/10 [Signature]

T.E

Develop a project plan.	The overall objectives of the plan are described with reference to the achievement of unit objectives.	30 min 30 min 30 min	Formative F2.1 Formative F2.2 Formative F2.3 Summative	25/8/11 " "	Munk	C C C	NYC
	The sponsor, project team and other stakeholders are described with their contributions to the project.	45 min	Formative F1.1 Summative	25/8/11	Munk	C	NYC
	A work breakdown structure (WBS) is developed to describe the main activities of the project and the interrelationship between them.	45 min	Formative F3.1 Summative	25/8/11	Munk	C	
	The project activities, required performance levels and quality criteria are stipulated and communicated to team members and other stakeholders to promote quality and effectiveness.	30 min	Formative F3.2 Summative	25/8/11	Munk	C	
	The project plan is checked for accuracy, completeness and compliance to internal and external requirements.		Summative SI	25/8/11	Munk	C	NYC

26/09/2011
Munk

26/09/2011
Munk

Initial: Learner	T.E
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Develop tools to measure key performance parameters.	A gantt chart is developed for managing and evaluating the time dimension.	25 min	Formative F3.3 Summative	25/8/11	WJW	C	
	A budget is developed for managing and evaluating the cost dimension.	30 min	Formative F3.4 Summative Group G3.1	25/8/11	WJW	C	
	Quality parameters are developed for managing and evaluating quality.	45 min	Formative F4.1	25/8/11	WJW	C	
	The measurement tools are communicated to team members to promote a common understanding of requirements.	15 min	Formative F4.1 Summative	25/8/11	WJW	C	
Implement the plan and evaluate project progress.	Project implementation is monitored and evaluated against the plan, the stipulated performance criteria and quality requirements.	60 min	Group G4.1 case study	25/8/11	WJW	C	
	Project results are monitored to establish progress and effectiveness.	60 min	Group G4.1 case study	25/8/11	WJW	C	
	Deviations from the project plan are identified and analysed in order to take corrective action.	60 min	Group G4.1 case study	25/8/11	WJW	C	

	Corrective actions are implemented to ensure the achievement of project objectives.	30 min	Formative F4.2 Summative	25/8/11	WJW	C	
	Results are evaluated against the scope and objectives of the project.	30 min	Formative F4.2 Summative	25/8/11	WJW	C	
Details of moderation	Competent Assessment result confirmed: NYE						

Please see notes for remedial work, and re-submit,

WJW
25/8/11
↓

See: remedial work done successfully.
Well done!!

WJW
26/09/2011

WJW

Initial: Learner	WJW
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CCFO Marksheet

Critical Cross-fields	Competent/ Not Competent	Assessor Comments
Identifying	C	} Sufficient evidence
Organising	C	
Collecting	C	
Communicating	C	
Demonstrating	C	
Contributing	C	
Science	C	
Working	C	

Assessor Signature	<i>[Handwritten Signature]</i>	Date	<i>25/08/11</i>
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Moderator Signature		Date	
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6.3 **Assessment Decision**

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

26/08/2011
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6.4 **VARCS Analysis**

Assessor Name	Eunika Willcock			
Date of Evaluation	25/8/2011			
	PRINCIPLE		ASSESSOR REPORT	MODERATOR REPORT
Validity of evidence	Is the evidence appropriate and related to the specific outcomes?	Y/N		
	Was there any evidence that prohibited the candidate from meeting the assessment criteria?	Y/N		
Authenticity of evidence	Is there proof that the evidence is the learner's own work?	Y/N		
Reliability of evidence	Are you able to make the same judgement again under similar circumstances?	Y/N		
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		
Sufficiency of evidence	Is there enough evidence to meet all the criteria of the specific outcome to certify competency?	Y/N		
	Will the candidate be deemed competent if the learner's performance is to be reported?	Y/N		
Assessor Signature	[Signature]		Date	25/8/2011
Moderator Signature			Date	

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RE-ASSESSMENT AND APPEAL PROCEDURE

Candidate 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 candidate
- Candidate accepts and follows actions
- Assessor re-assess

Assessor or candidate still not satisfied

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

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

- Re-assessment by moderator

Candidate 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 if the candidate 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 candidate must complete and sign the appeals application (see appendix B)
- On reassessment the initial assessment plan should be extended and accepted by the candidate.

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?

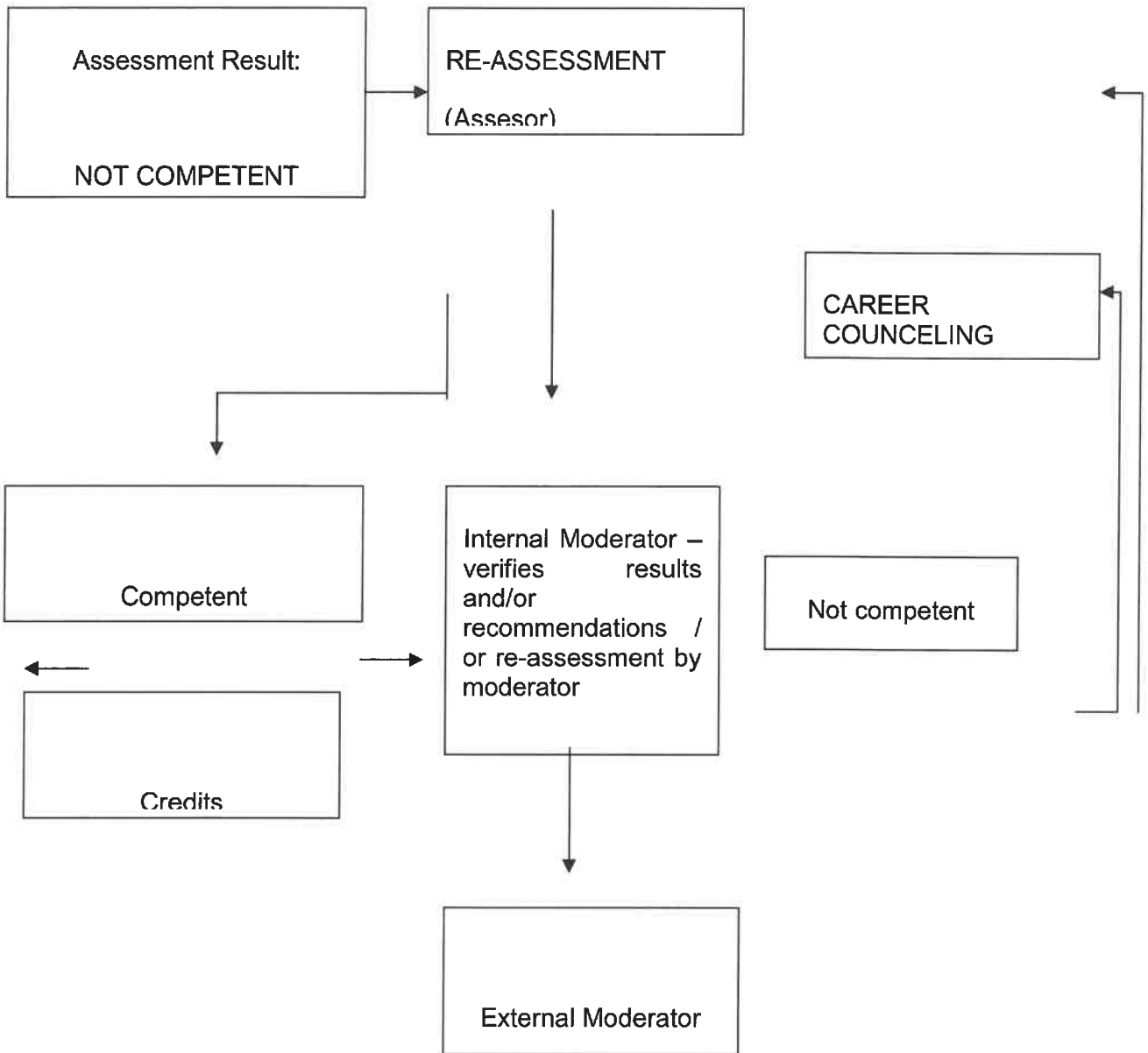
Care should be taken regarding **how often reassessment can be taken**, and the length of time between the original assessment and the reassessment. At the initial discussion of the assessment process and appeals procedure the candidate and assessor agree on the number of re-assessments. **A learner 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.

Appeals Procedure



Appeals Application

Unit Standard Title		Unit Standard number	
NQF level		Credits	
Venue		Date	
Candidate Name		Candidate ID number	
Assessor Name and Surname		Assessor Registration number	



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

Assessor Feedback to learner									
Assessor Declaration of Competence	1 st Attempt			2 nd Attempt			3 rd Attempt		
	Competent	NYC	NYA	Competent	NYC	NYA	Competent	NYC	NYA
		✓			✓				
Date of declaration	25/08/2011			26/09/2011					
Feedback	Please see notes for remedial work + re-submit.			Remedial work done successfully					
Action Plan for Competence and Re-assessment									
The learner was assessed on the following date:							25/08/2011 26/09/2011		
The learner has not submitted sufficient evidence and is therefore not yet competent.									
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:				
F2.1 F1.4					} more evidence to be submitted.				
F2.2 F1.1.					} Done 26/09/2011 [signature]				

Initial:Learner

T. E

W W

Assessor Feedback to learner			
Learner Declaration	I, <u>Thenjiwo Elsie Shale</u> 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.		
Learner's Signature		Date:	
Assessor's Signature		Date:	25/08/2011
Moderator's Signature		Date:	

Candidate: Assessment Review

Candidate name	Thenjine Elsie Shale		
Assessor name	Eunka Willcock		
Date of assessment			
Question	Yes	No	
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 time-frames?	✓		
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?	✓		
Candidate Signature	Shale	Date	
Assessor Signature	Willek	Date	25/08/2011
Moderator Signature		Date	

Assessor: Assessment Review

Assessor name	Eurika Willcock		
Date of assessment	25/8/2011		
Assessment Review	Agree	Disagree	
The candidate provided inputs into the assessment process.	✓		
Before the assessment was conducted the candidate understood what criteria and evidence will be used in the assessment process.	✓		
The assessment process was conducted in the candidate'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 candidate 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 candidate.	✓		
All special needs have catered for and considered during the assessment.	✓		
The assessment instruments were manageable and user-friendly.	✓		
General Comments:			
Assessor Signature	Wanna	Date	25/08/2011
Moderator Signature		Date	

Initial:Learner	T.E
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Assessment Review Report

Unit Standard Title	Develop Implement & Evaluate a Project Plan	Unit Standard Number	252022
NQF Level	5	Credits	8
Venue		Date	
Candidate Name	Thenjiwe Elsie Shale	Candidate ID Number	7405270439080
Assessor Name	Eunka Willcock	Assessor Registration Number	6405070024083T

Assessment Guide

Strengths
Well structured
Weaknesses:
None
Recommendations:
None

Assessment Process

Strengths
Fair + objective
Weaknesses:
None

Recommendations:
None

Assessment Methods Used

Strengths
Objective, fair
Weaknesses:
None
Recommendations:
None

Assessment Instruments Used

Strengths
Covered all outcomes
Weaknesses:
None
Recommendations:
None

Candidate's Readiness for Assessment

Strengths
Open communication
Weaknesses:
None
Recommendations:
None

Unit Standard

Strengths
Well designed
Weaknesses:
None
Recommendations:
None

Assessor Signature	<i>Mumuk</i>	Date	25/8/2011
Moderator Signature		Date	

Initial:Learner

F.E

W