

NATIONAL CERTIFICATE IN
WHOLESALE AND RETAIL
OPERATIONS SUPERVISION, NQF
Level 4, ID 49397

Written Communication

Learner Assessment Workbook and PoE



Table of Contents

Introduction	4
Learner preparation sheets	5
Purpose of the Assessment.....	5
Learner Preparation Sheet.....	5
Plan and prepare for the assessment.....	6
Assessment plan	7
<i>Assessment agreement</i>	8
Assessment strategy	9
Learner Responsibilities:	13
Learner Rights:	13
Confidentiality:.....	13
Learner appeals form	14
Requirements of the portfolio of evidence	16
Instructions.....	16
Instructions to learner to compile the portfolio of evidence	16
Learner information form.....	17
Personal contact details.....	17
Employment details and contact information	18
Declaration of authenticity	19
Learner curriculum vitae	20
Evidence	21
Formative assessments.....	22
Write and present texts for a range of communicative contexts, US ID 119465	22
Lesson 1	22
ACTIVITY 1.....	22
ACTIVITY 2.....	22
Lesson 2.....	23
ACTIVITY 3.....	23
Lesson 3.....	23
ACTIVITY 4.....	23
SECTION 1 – Facilitation	25
SECTION 2 – Training methodology	25
SECTION 3 – Value Add	26



BCONSULT

This Learner Assessment Workbook and Portfolio of Evidence (PoE) articulates in the following programme and manner:

**NATIONAL CERTIFICATE IN WHOLESALE AND RETAIL OPERATIONS
SUPERVISION, NQF LEVEL 4, ID 49397**

WHOLESALE and RETAIL Learning Programme

Written Communication

Write and present texts for a range of communicative contexts, US ID 119465



BCONSULT

Introduction

Dear learner

This Learner Assessment Guide is yours to work with during the duration of this training and assessment. It will assist you in understanding how the assessment will take place and what strategy will be followed.

There are certain pages within this Guide that will need to be completed by both you and the assessor and some will need to be placed in your PoE. We will also guide you on the requirements for your PoE through this Guide.

Good Luck!



BCONSULT

Learner preparation sheets

This section of the Assessment Guide must be discussed with yourself (learner) and the assessor. The assessor must ensure that the learner understands the assessment process and is ready for the assessment.

NAME OF LEARNER:	DATE:

Purpose of the Assessment

Please indicate which item is applicable for the assessment:

Criteria	☒	☐
Monitor performance		
Determine training needs		
Assess skills and knowledge		
Recognise prior learning		
Facilitate promotion opportunities		
Facilitate recruitment opportunities		

Learner Preparation Sheet

What the learner should know – everything the learner should know is recorded below:

Criteria	☒	☐
Explain and discuss the assessment process and assessment practices in their own organisation		
Explain the purpose of assessment and obtain agreement from the learner		
Explain the implications of standards-based assessment within the context of the NQF		
Check level of understanding all the time and use appropriate language		
Identify prior competence to ensure that the learner is ready for assessment		
Briefly discuss the related unit standards		
Identify naturally occurring opportunities to demonstrate the learner's ability to perform. Always keep the assessment criterion in mind		
Identify available evidence, which might already have been produced by the learner for other products, records or qualifications		
Identify the need for alternative forms of assessment such as simulation to fully cover the range, knowledge and understanding		
Identify and explain ways to collect evidence		
Agree on the Assessment Plan included in the Learner's Assessment Guide for inclusion in their PoE		
Check that the learner is ready for assessment		

Plan and prepare for the assessment

Please check the criteria carefully and ensure that the learner understands and has completed all required sections:

Criteria	✓	✗
The learner has received a Learner Study Guide and has attended the training as required		
The learner has received a Practical Workplace Logbook and understands that it must be monitored by the workplace mentor / coach. Further, the learner understands they need to achieve the specific outcomes within the PWL and insert the duly signed off document into their Portfolio of Evidence on the agreed date for submission?		
The learner understands and has agreed and signed the Assessment Plan (contained in the next section of this Guide)? The learner further understands the requirements in relation to the assessment relating to this unit standard, namely: The Formative Tasks listed in their Learner Study Guide and which must be completed in their Learner Assessment Guide? The Summative Assessments – Knowledge Assessment – which must be completed and handed in to the Assessor? The Summative Assessments – Practical Assessment – which must be demonstrated to the Assessor as per the requirements? The learner further understands that they may include any product sampling, projects, any other related evidence confirming that they have achieved the outcome or assessment criteria and have inserted these into the PoE.		

BC CONSULT

Assessment plan

This plan MUST be completed by you and the Assessor

CRITERIA	COMPLETE THIS SECTION
Date	
Time	
Assessor name	
Learner name	
ID number	
Address	
Telephone number	
Fax number	
Email address	
Occupation	
Unit standard and ID	Write and present texts for a range of communicative contexts, US ID 119465
Employer	
Department	
Contact person	
Telephone number	
Special requirements / arrangements	

Assessment agreement

We, the undersigned, agree that the above information is correct and that the said assessment will take place at the agreed date, time and place.

Signatures:

SIGNATURE OF LEARNER:	SIGNATURE OF ASSESSOR:



BCONSULT

Assessment strategy

CRITERIA	DETAILS
Learning programme name	Written Communication
Description of the programme	The purpose of this learning programme is to enable learners to read and view a variety of text types with understanding and to justify their views and responses by reference to detailed evidence within the texts. Learners will further be able to evaluate the effectiveness of different texts for different audiences and purposes by using sets of criteria for analysis. Learners will be able to effectively write and present complex subject matter by engaging in accurate language and its construction. They will be able to select text type, subject matter and language that will suit the audience, purpose and context. They will be able to use linguistic structures and features that enable them to influence their readers and audience and are able to use language that is appropriate to the socio-cultural, learning and the workplace or technical environment as required. Learners will be able to write with expression and conviction on different topics. They will effectively explore complex themes and issues in different writing styles that stimulate and maintain the interest of their audience. Learners will also learn the significance of drafting and editing their work. Learners will further be able to interrogate a technical text in order to maximise understanding and to acquire the skills needed to extract relevant information from the text in the business environment. Learners will be able to identify textual features specific to business texts including legal documents. Learners will be able to use analytical skills to make sophisticated judgements about complex human and social issues. Learners will be aware of the functions of both language and its drama and power. Finally learners will be able to apply reading skills to speedily locate information on an electronic database or other media in order to attend to a client's request.
Assessment	The ability to produce the following evidence: 1. Use a range of reading and viewing strategies to understand the literal meaning of specific texts 2. Use strategies for extracting implicit messages in texts 3. Respond to selected texts in a manner appropriate to the context 4. Explore and explain how language structures and features may influence a reader 5. Write for a specified audience and purpose 6. Use language structures and features to produce coherent and cohesive texts for a wide range of contexts 7. Draft own writing and edit to improve clarity and correctness 8. Write effectively and creatively on a range of topics 9. Choose language structures and features to suit communicative contexts 10. Edit writing for fluency and unity

CRITERIA	DETAILS
	11. Identify and respond to textual features specific to written texts in a business environment 12. Recognise or recall ideas and information that are explicitly stated in a written text 13. Re-organise information from a written text 14. Infer information from a written business text 15. Evaluate information in a written text used in the business sector 16. Critically analyse texts produced for a range of purposes, audiences and contexts 17. Identify and explain the values, attitudes and assumptions in texts 18. Evaluate the effects of content, language and style on readers' responses in specific texts 19. Use an electronic information system to access information in a financial service environment 20. Skim electronic and other documents for general information 21. Scan electronic and other documents for technical information 22. Read an electronic or other document to interpret and convey the details
Methods for assessment	FORMATIVE Assessments – indicators for activities are included in the Learner Study Guide which must be completed in the Learner Assessment Workbook and PoE. SUMMATIVE Assessments – for the purposes of this learning programme will comprise the following: ☐ KNOWLEDGE ASSESSMENT: Questionnaire to test knowledge ☐ ASSIGNMENT: comprising of projects, case studies and product sampling which must be researched, completed and submitted in the PoE
Period of assessment	This learning programme needs to be completed within 50 hours. Time allocation for both formative and summative assessments is 54 hours. The PoE will need to be submitted prior to the 50-hour deadline.
Credits	This assessment is worth 5 SAQA credits indicating notional learning time of 50 hours
Result	Results and feedback will be given within 14 days of assessments being submitted (or as per the organisational process in the approved QMS)
Policy and appeal	This assessment, including the recording of results and any possible appeal to those, is governed by the organisational assessment policy as detailed in the approved QMS. , who is the contact person, should be contacted directly in this regard.

Please tick where applicable:

Criteria	☑	☒
I have attended training		
I understand the purpose of this assessment		
I understand the unit standard I will be assessed on		
I know what credits I will gain if I achieve the unit standard		
I know my responsibilities as a learner		
I have had enough opportunity to prepare for the assessment		
I have been given a chance to participate in the assessment plan		
I understand the assessment plan		
I understand the process of re-assessment should I be declared Not Yet Competent		



BCCONSULT

The following confirms your assessments – please ensure that you read it carefully, agree with it and sign it.

Date:

Name:

Address:

.....

Dear: Learner Name

Your forthcoming assessment is hereby confirmed to check your ability to demonstrate competence of the following registered unit standards:

- US ID 119465: Write and present texts for a range of communicative contexts

The assessment will take place as follows:

	Knowledge Assessment	Practical Assessment	PoE Submission
Date:	/...../.....	/...../.....	/...../.....
Time:			
Venue:			
Language:			
Special needs:			

Assessment Methods to be utilized:

- Knowledge Assessment
- Practical Assessment
- Formative Tasks

You will need to prepare yourself in the following ways:

- Ensure you understand the specific outcomes of the unit standard.
- Seek clarity with your assessor / workplace mentor / coach should you require to do so.

You will need to bring the following items with you:

- A working black pen (and a spare!)
- Pencil and a ruler

You are invited to provide me with any extra evidence to support your competencies, such as letters of recommendation from your supervisor or any other evidence that will support your competence.

You are expected to be prompt. Should you not be clear as to what is expected from you, you may ask questions during the assessment. I will assess you as the candidate, however, you may bring along a third party to observe the assessment process should you wish. The observer will have no responsibilities relating to the assessment process and may not take part in the assessment.

There will be a process of moderation to ensure that the assessment was fair, valid and reliable.

If you are found "not yet competent" you may appeal to the internal moderator. This must be based on one or more of the following:

- Unfair assessments

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

Every candidate will be allowed two pre-assessments after initial assessment, if declared "not yet competent".

If you have any questions relating to the above, please do not hesitate to contact me on telephone number:

Yours sincerely

.....
ASSESSOR NAME

.....
ASSESSOR SIGNATURE

NAME OF PROVIDER:

Learner Responsibilities:

- The learner must prepare thoroughly for the assessment.
- The learner must be available for the assessment on the agreed time, venue and date.
- It is the learner's responsibility to inform the assessor and employer should he/she be unable to attend.
- If the learner is re-assessed, he/she is responsible for arranging new assessment plans with the assessor.
- If the learner exceeds the number of re-assessments allowed by the provider policy, the assessor reserves the right to remove the learner from the programme.
- The learner will be responsible for the payment of assessment, moderation and verification costs should they exceed the number of re-assessments allowed by the policy.

Learner Rights:

- The learner has the right to appeal against any judgement given as a result of assessment should he/she have valid reasons to do so.
- The learner has a right to an interpreter if necessary, unless the competency of the language is a pre-requisite or necessary for the standard.
- The learner can ask an impartial witness to attend on an observer basis.
- The learner may ask to have an internal moderation if he/she does not agree with the assessment. If the verifier confirms the original result the learner will be liable for the costs of verification.
- The assessor should offer remedial support for the learner or refer to counselling if the outcome of the assessment is Not Yet Competent.

Confidentiality:

Assessment results, outcomes and reviews must be treated as confidential. The information may only be given for record, assessment and moderation purposes.

Learner appeals form

CRITERIA	DETAILS
Learner name	
Date of application	
Venue of assessment	
Date of assessment	
Name of assessor	
Unit standard title against which you were assessed	Write and present texts for a range of communicative contexts, US ID 119465
Unit standard ID	119465
NQF Level	Level 4
Credits	5
What was the purpose of the assessment?	
Explain how you were assessed	
List the reasons why you disagree with the assessment decisions:	
Indicate the options that could resolve the matter – simply state YES or NO	
A different assessor	
Different assessment tool	
Different assessment method	
Different venue for the assessment	
Different time	

CRITERIA	DETAILS
List any special requirements or needs you may have	

Signatures

CRITERIA	SIGNATURE	DATE
Learner		
Assessor		
Moderator		



BCONSULT

Requirements of the portfolio of evidence

Instructions

Instructions to learner to compile the portfolio of evidence

A Portfolio of Evidence contains the following:

- Copies of reflections and any work completed during the contact training phase
- Copies of worksheets completed following the contact training phase

Evidence must be in the form of a portfolio where documented proof exists for all research done by the learner.

The forms that follow in the next pages are those that must form the index of your PoE. Ensure that you insert the required information in the correct point of the document.

Please ensure that your PoE is handed in for assessment on the agreed time, date and venue!



BCONSULT

Learner information form

Personal contact details

CRITERIA	DETAILS
Home address	
Home address code	
Postal address	
Postal address code	
Telephone number	
Mobile number	
Email address	
Province	



BCONSULT

Employment details and contact information

CRITERIA	DETAILS
Organisation name	
Organisation SDL number	
Department / division	
Job title	
Occupational code (OFO)	
Date started employment	
Work physical address	
Work physical postal code	
Province	
Work telephone number	
Work email address	
Supervisor / manager name	
Who approved your training or RPL?	
Supervisor / manager signature confirming this information is correct	

Declaration of authenticity

I, (Full Name)

..... (ID Number)

Declare that the contents of this portfolio are my own evidence and that everything was compiled / completed by myself.

The following sources of reference were used to gather evidence (books, people, websites, etc.)

Title / Name / Web Address / Other	Question / Assignment Number	Page Number

Signatures:

CRITERIA	SIGNATURE	DATE
Learner		

Learner curriculum vitae

Please file your CV behind this page. Please remember to include a copy of your Identity Document (ID).



BCONSULT

Evidence

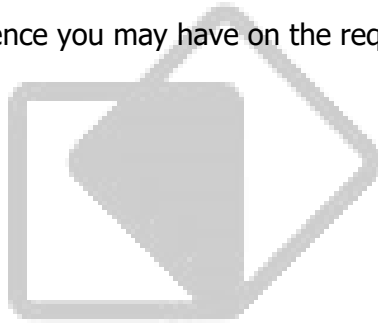
Indirect Evidence is evidence produced about the learner from another source. This is usually in the form of reports of third party sources, i.e. sources other than the assessor.

Indirect evidence can be used to verify the authenticity of other forms of evidence. In addition, it may be necessary to corroborate these forms of evidence.

Sources of indirect evidence include:

- Team outputs
- Work completed at an earlier stage
- Performance appraisals
- Training records
- Testimonials
- Reviews and commendations
- Certificates and qualifications
- Medals, prizes and trophies
- Customer / client ratings

Please attach any indirect evidence you may have on the required outcomes within the PoE in the insertions provided.



BCONSULT

Formative assessments

During your training, you were required to complete a number of activities within each Lesson in your Learner Study Guide. You need to complete these activities and attach the evidence of each in this section of your PoE.

Write and present texts for a range of communicative contexts, US ID 119465

Lesson 1

Writing for a specific audience and purpose

ACTIVITY 1

	Activity 1
What type of text type would you use most frequently in the workplace? Motivate your response in relation to the style and register that would be used, including appropriate language, getting the message across with a clear point of view.	

ACTIVITY 2

	Activity 2
When do you think you would need to use research skills in the workplace? What types of written communication would require this skill?	

Lesson 2

Language structures and features

ACTIVITY 3



Activity 3

In the following paragraph, find the sentence that is off-topic:

1. Each of the Russian manned space exploration projects had specific major goals. 2. For example, the Vostok project was designed to test whether or not human beings could survive and function in outer space. 3. Another example was the Voshkhod project, which was intended to find out whether people could work in the weightless environment of space. 4. One Voshkhod cosmonaut experimented with weightlessness by taking a spacewalk. 5. That is, he floated in a spacesuit outside his Voshkhod spacecraft, connected to it by a tether. 6. The cosmonaut to do this was Alexei Leonov. 7. Several weeks later, Leonov's spacewalk was followed by that of US astronaut Ed White. 8. Finally, the Soyuz project, with three cosmonauts, had goals of testing spacecraft and spaceflight skills so that people could fly long missions in Earth orbit.

The sentence that is off topic is:

Lesson 3

Drafting and editing own writing

ACTIVITY 4



Activity 4

Find out the alphabet used in the airline industry. List it from A – Z.

Practical workplace logbook

Once you reach your 50 notional hours as required for the completion of this programme, you should have then accumulated sufficient evidence to place against the requirements of your Practical Workplace Logbook for this Programme. Remember this is the logbook you have used whilst completing your practical component of the requirements of the programme at your designated workplace.

Attach this document, together with all your substantiating evidence behind this page.



BCONSULT

Learning programme evaluation

Criteria	DETAILS
Date	
Venue	
Facilitator	
Workplace mentor / coach or assessor	

Please provide your objective evaluation of the Learning Programme

Please evaluate by using the following scale:

Criteria	Rating
Excellent	3
Acceptable	2
Unacceptable	1

SECTION 1 – Facilitation

How do you evaluate the FACILITATOR in terms of the following:

Criteria	Rating
Style of facilitation	
Pace	
Knowledge of subject	
Obtaining participation	
Clarity	
Facilitation skills	
Provide a brief comment on the facilitator	

SECTION 2 – Training methodology

How do you evaluate the TRAINING and VISUAL AIDS in terms of the following:

Criteria	Rating
Study guides and handouts	
Visual aids such as PowerPoint slides and any others that have been used for the purposes of delivering this training?	
Provide a brief comment on the training methodology overall:	

Would you say that the training CONTENT is relevant to the learning programme?

Criteria	Rating
Yes	
No	
If your answer is NO, please explain why	

SECTION 3 – Value Add

Evaluate your OVERALL SATISFACTION

Criteria	Rating
Excellent	
Acceptable	
Unacceptable	
Please provide an explanation for your selection and evaluation	
Do you have any suggestions for improvement?	

Thank you for your time.