

Curriculum Outline



59201

**National Certificate: Generic
Management**

Level 5

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Part 1

Programme Overview

Programme rationale and purpose

The National Certificate: Generic Management, NQF Level 5 forms part of a learning pathway of management qualifications across various sectors and industries. It is specifically designed to develop management competencies required by learners in any occupation, particularly those who manage first line managers.

The qualification builds on the FETC: Generic Management and further develops the key concepts, principles and practices of management that will enable learners to lead, manage, organise and control first line managers and team leaders.

The learners will typically be managers who have other junior managers or team leaders reporting to them. In smaller organisations or entities, the managers could primarily be responsible for managing the supervisors and staff within their section, division or business unit.

The scope of generic management covers five domains: leadership, managing the environment, managing relations, managing knowledge and the practice of management. This qualification addresses each of these domains with generic competencies, so that it allows learning programmes to be contextualised for specific sectors and industries.

It reflects a similar design to the FETC: Generic Management, in that it provides opportunities for learners to transfer between various specialisations within management.

This leads to the strengthening of management competencies and will enable managers at this level to manage successfully systems, processes, resources, managers and teams in their various occupations and contexts.

This qualification is further intended to empower learners to acquire the knowledge, skills, attitudes and values required to operate confidently as individuals in South African communities and to respond to the challenging economic environment and constantly changing world of work.

Ultimately, this qualification is aimed at improving the effectiveness and leadership abilities of middle managers in various occupations in South Africa, in private and public business entities as well as non-governmental organisations. For this reason, the word 'entity' includes a company, business unit, public institution, small business or non-profit organisation.

It is assumed that learners are competent in:

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

Recognition of Prior Learning (RPL):

The qualification can be achieved wholly or in part through recognition of prior learning in terms of the defined Exit Level Outcomes and/or individual unit standards.

Evidence can be presented in various ways, including international and/or previous national qualifications, products, reports, testimonials mentioning functions performed, work records, portfolios and/or performance records. All such evidence will be judged in accordance with the general principles of assessment and the requirements for integrated assessment.

Access to the Qualification:

Access to the qualification is open keeping in mind the Learning Assumed to be in Place.

Specific Outcomes

Specific outcomes describe what the learner has to be able to do successfully at the end of this learning experience.

Assessment Criteria

The only way to establish whether a learner is competent and has accomplished the specific outcomes is through the assessment process. Assessment involves collecting and interpreting evidence about the learners' ability to perform a task.

This Learning programme includes assessments in the form of self-assessments, group exercises, quizzes, projects and a practical training programme whereby you are required to perform tasks on the job and collect as portfolio of evidence, proof signed by your supervisor that you have successfully performed these tasks.

To qualify

To qualify and receive credits towards your qualification, a registered Assessor will conduct an evaluation and assessment of your portfolio of evidence and competency.

Qualification rules**Fundamental Component:**

The unit standards included in the fundamental component of the qualification total 49 credits. They are compulsory and must be contextualised according to the specialisation or the selected learning programme.

Core Component:

The unit standards in the core component total 78 credits and are compulsory. They must be contextualised according to the specialisation or selected learning programme.

Elective Component:

The elective component of the qualification consists of a number of unit standards, divided into specialisations. The learner must choose a specialisation and complete unit standards totalling a minimum of 35 credits from the unit standards listed under that specialisation.

General Management (Learning Programme ID 60269):

- 252030: Analyse compliance to legal requirements and recommend corrective actions, NQF Level 5, 4 credits.
- 252041: Promote a learning culture in an organisation, NQF Level 5, 5 credits.
- 114212: Explain the impact of organisational wellness on a business environment and indicate a strategy for a business unit NQF Level 4, 3 credits.
- 12140: Recruit and select candidates to fill defined positions, NQF Level 5, 9 credits.
- 12761: Demonstrate an understanding of macroeconomic principles as they apply to the South African business environment, NQF Level 4, 8 credits.
- 252024: Evaluate current practices against best practice, NQF Level 5, 4 credits.
- 252033: Develop ways of dealing with the impact of dreaded diseases and in particular HIV/AIDS, NQF Level 5, 8 credits.
- 252039: Develop a plan to combat corruption, NQF Level 5, 5 credits.
- 10048: Identify brand mix elements, NQF Level 5, 8 credits.
- 114226: Interpret and manage conflicts in the workplace, NQF Level 5, 8 credits.
- 252031: Apply the principles and concepts of emotional intelligence to the management of self and others, NQF Level 5, 4 credits.
- 117853: Conduct negotiations to deal with conflict situations, NQF Level 5, 8 credits.
- 15230: Monitor team members and measure effectiveness of performance, Level 5, 4 credits.
- 264408: Manage and improve communication processes in a function, Level 6, 3 cr.

Generic Manufacturing (Learning Programme ID 60270):

- 12999: Contribute to the management of cost and the enhancement of value, NQF Level 5, 10 credits.
- 119159: Maintain Manufacturing Efficiencies, NQF Level 5, 12 credits.
- 119166: Optimise Manufacturing processes, NQF Level 5, 24 credits.
- 9897: Manage Inventory, NQF Level 5, 3 credits.

Fast Moving Consumer Goods (Learning Programme ID 60271):

- 119801: Demonstrate an understanding of Microbiological principles and its application to a food handling environment, NQF Level 5, 12 credits
- 119800: Optimise product and process quality in food or sensitive consumer product environment, NQF Level 5, 8 credits
- 119796: Monitor and control quality assurance procedures in a food or sensitive consumer product environment, NQF Level 4, 8 credits.
- 252039: Develop a plan to combat corruption, NQF Level 5, 5 credits.
- 10048: Identify brand mix elements, NQF Level 5, 8 credits.
- 252024: Evaluate current practices against best practice, NQF Level 5, 4 credits.

Cement Manufacturing (Learning Programme ID 60272):

- 10462: Demonstrate an understanding of cement process technology, NQF Level 4, 22 credits
- 10464: Demonstrate an understanding of lime process technology, NQF Level 4, 16 credits
- 252039: Develop a plan to combat corruption, NQF Level 5, 5 credits
- 252024: Evaluate current practices against best practice, NQF Level 5, 4 credits

Customer Management (Learning Programme ID 60273):

- 10045: Identify product features, advantages and benefits to the customer, NQF Level 5, 10 credits
- 10047: Close a deal with a customer, NQF Level 5, 5 credits
- 10070: Develop and implement marketing plan in line with marketing strategy, NQF Level 5, 20 credits
- 10048: Identify brand mix elements, NQF Level 5, 6 credits
- 10052: Monitor handling of customer by frontline customer service, NQF Level 5, 8 credits
- 10053: Manage customer requirements and needs and implement action plans, NQF Level 5, 8 credits
- 10054: Identify and manage areas of customer service impact, NQF Level 5, 6 credits
- 10066: Establish customer needs and relationships, NQF Level 5, 16 credits
- 10067: Develop customer needs and relationships, NQF Level 5, 16 credits

Disaster Risk Management (Learning Programme ID 60274):

- 251963: Utilise communication and information management systems, Level 5, 10 credits
- 251965: Create awareness and promote a culture of risk avoidance through advocacy activities, Level 4, 6 credits
- 251964: Develop and implement disaster risk reduction plans, Level 5, 10 credits
- 251962: Establish and co-ordinate forums for disaster risk management in a specific environment, Level 5, 6 credits
- 251966: Implement disaster risk management principles in response, recovery, relief and rehabilitation activities, Level 5, 15 credits
- 251967: Conduct disaster risk assessment, Level 5, 15 credits
- 251968: Develop and manage funding mechanisms for disaster risk management, Level 6, 10 credits
- 251961: Interpret and integrate disaster risk management theory into programmes and activities according to the Disaster Risk Management (DRM) Framework, Level 5, 15 credits

Financial Management for Sport Federations (Learning Programme ID 60275):

- 252038: Prepare and manage a budget, Level 5, 5 credits
- 252181: Explain the role of governance structures in sport, Level 5, 5 credits
- 252176: Manage the business components of a sport organisation, Level 5, 6 credits
- 242650: Manage project finances, Level 5, 15 credits
- 252039: Develop a plan to combat corruption, NQF Level 5, 5 credits
- 12761: Demonstrate an understanding of macroeconomic principles as they apply to the South African business environment, NQF Level 4, 8 credits
- 252024: Evaluate current practices against best practice, NQF Level 5, 4 credits.

Sport Event Management (Learning Programme ID 60276):

- 252175: Apply principles of marketing to sport, Level 5, 4 credits
- 242650: Manage project finances, Level 5, 15 credits
- 252180: Coordinate the logistics of a sports team on tour, Level 5, 8 credits
- 252179: Manage volunteers in sport, Level 5 , 5 credits
- 243948: Monitor and maintain health, safety and security, Level 5, 4 credits
- 15230: Monitor team members and measure effectiveness of performance, Level 5, 4 credits

Advanced Sport Management Administration (Learning Programme ID 60277):

- 252182: Establish sustainable sport organisations structures, Level 5, 6 credits
- 252176: Manage the business components of a sport organisation, Level 5 , 6 credits
- 252181: Explain the role of governance structures in sport, Level 5, 5 credits
- 115855: Create, maintain and update record keeping systems, Level 5, 5 credits
- 242650: Manage project finances, Level 5, 15 credits
- 252179: Manage volunteers in sport, Level 5, 5 credits
- 252177: Manage participants with disability in sport, Level 5 , 8 credits
- 252178: Support sport and fitness participation for people living with HIV/AIDS, Level 5, 4 credits

Adventure Based Learning (ABL) (Learning Programme ID 60278):

- 252188: Develop a programme for Adventure Based Learning (ADL) experiences, Level 5, 8 credits
- 252184: Facilitate participation in an adventure based activity, Level 5, 6 credits
- 252187: Plan and conduct leading and mentoring of participants in outdoor adventure experiences, Level 5, 4 credits
- 252186: Prepare to lead and conduct physical activities, Level 5, 4 credits
- 252185: Promote sustainable use of the environment, Level 5, 3 credits
- 252183: Maintain safety in the conduct of Adventure Based Learning activities, Level 5, 5 credits
- 252189: Deal with substandard performance in a team, Level 5, 5 credits

Wholesale and Retail Management (Learning Programme ID 63334):

- 10980: Induct a new employee, Level 4, 6 credits
- 12140: Recruit and select candidates to fill defined positions, Level 5, 9 credits
- 255494: Schedule staff, Level 5, 10 credits
- 255495: Demonstrate an understanding of the sectoral determination for the wholesale and retail sector, Level 5, 8 credits
- 255496: Manage a training intervention, Level 5, 8 credits
- 255497: Manage stock holding procedures in a wholesale and retail unit, Level 5, 6 credits
- 255498: Manage cold chain processes in a wholesale and retail unit, Level 5, 6 credits
- 255499: Manage shrinkage and losses in a wholesale and retail unit, Level 5, 12 credits
- 255500: Manage procedures that increase the net income of a wholesale and retail unit, Level 5, 8 credits
- 255514: Conduct a disciplinary hearing, Level 5, 15 credits

Mining Management (Learning Programme ID 64869):

- ID 7863: Manage staff development; Level 5; 6 credits
- 10043: Develop, implement and manage a project/activity plan; Level 5; 5 credits
- 11286: Institute disciplinary action; Level 5; 8 credits
- 12140: Recruit and select candidates to fill defined positions; Level 5; 9 credits
- 12996: Record, analyse and prepare cost information; Level 5; 10 credits
- 12997: Prepare financial reports and returns; Level 5; 8 credits
- 13015: Draft financial statements; Level 5; 12 credits
- 15214: Recognise areas in need of change, make recommendations and implement change in the team, department or division; Level 5; 3 credits
- 252024: Evaluate current practices against best practice; Level 5; 4 credits
- 15223: Implement training needs for teams and individuals to upgrade skills levels; Level 5; 3 credits
- 15226: Implement systems to meet the flow of information in a team, department or division; Level 5; 3 credits
- 15229: Implement codes of conduct in the team, department or division; Level 5; 3 credits
- 15230: Monitor team members and measure effectiveness of performance; Level 5; 4 credits

Skills Development Management (Learning Programme ID 66069):

- 11911: Manage individual careers; Level 5; 5 credits
- 15219: Develop and implement a strategy and action plans for a team, department or division; Level 5; 4 credits
- 15220: Set, monitor and measure the achievement of goals and objectives for a team, department or division within an organisation; Level 5; 4 credits
- 15232: Coordinate planned skills development interventions in an organisation; Level 5; 6 credits
- 116926: Implement skills development as workplace learning to support organisational transformation; Level 5; 12 credits
- 252041: Promote a learning culture in an organisation, NQF Level 5, 5 credits

Service Station Management (Learning Programme ID 66310):

- 244031: Manage dangerous goods logistics, Level 5, 12 credits
- 114274: Demonstrate and apply an understanding of the Basic Conditions of Employment Act, Level 5, 8 credits
- 255514: Conduct a disciplinary hearing, Level 5, 15 credits
- 114592: Produce business plans for a new venture, Level 4, 8 credits
- 242668: Demonstrate knowledge and application of the Occupational Health and Safety Act, 85 of 1993 (OHSA) (as amended) and the responsibilities of management in terms of the Act, Level 4, 4 credits
- 255500: Manage procedures that increase the net-income of a wholesale and retail unit, Level 5, 8 credits
- 255499: Manage shrinkage and losses in a wholesale and retail unit, Level 5, 12 credits
- 252024: Evaluate current practices against best practice, Level 5, 4 credits
- 252030: Analyse compliance to legal requirements and recommend corrective actions, Level 5, 4 credits.

Real Estate (Learning Programme ID 71609):

- 258115: Manage the marketing, selling and leasing of property developments, Level 5, 12 credits
- 258116: Manage community schemes, Level 5, 8 credits
- 258117: Manage a Real Estate franchise business, Level 5, 12 credits
- 258118: Market, sell and lease community schemes, Level 5, 8 credits
- 258119: Manage an auctioneering business or division, Level 5, 12 credits
- 258120: Integrate the principles of Agricultural property ownership into Real Estate sales and marketing functions, Level 5, 12 credits
- 258121: Manage Real Estate business operations, Level 5, 8 credits
- 258122: Manage a business broking business or division, Level 5, 12 credits
- 258123: Demonstrate an understanding of real estate economics in the SA context, Level 5, 8 credits
- 258124: Manage the marketing, selling and leasing of properties, Level 5, 12 credits
- 258125: Integrate the principles of Commercial/Industrial property ownership into Real Estate sales and marketing functions, Level 5, 12 credits
- 258126: Apply facilities management principles, Level 5, 8 credits
- 258135: Develop, implement and control administration of Real Estate systems, policies and procedures, Level 5, 8 credits
- 258136: Perform market assessments, Level 5, 12 credits
- 258137: Collate, interpret and utilise financial information in a Real Estate business, Level 5, 8 credits
- 258138: Implement and maintain legal requirements within a Real Estate business, Level 5, 6 credits

Security Management (Learning Programme ID 74511):

- 120480: Demonstrate understanding of crime prevention, Level 5, 6 credits
- 242830: Conduct a security threat assessment in a defined operational area, Level 4, 6 credits
- 13952: Demonstrate basic understanding of the Primary labour legislation that impacts on a business unit, Level 4, 8 credits
- 244315: Assess threat for security installation purposes, Level 5, 7 credits

- 244330: Compile a threat and risk assessment for a close protection operation, Level 5, 5 credits
- 120484: Demonstrate understanding of the principles of common law crimes and statutory law offences, Level 5, 12 credits
- 120303: Apply principles of risk management, Level 5, 8 credits
- 15228: Advise on the establishment and implementation of a quality management system for skills development practices in an organisation, Level 5, 10 credits
- 15221: Provide information and advice regarding skills development and related issues, Level 5, 4 credits
- 15227: Conduct skills development administration in an organisation, Level 4, 4 credits
- 242829: Monitor the level of service to a range of customers, Level 4, 5 credits
- 114925: Manage learner information using an information management system, Level 5, 4 credits

Strategic Management (Learning Programme ID 74512):

- 264395: Formulate a strategy and an implementation plan for a function, Level 6, 6 credits
- 264398: Evaluate and plan the role of self as leader in a function, Level 6, 5 credits
- 264400: Apply the principles of corporate governance and ethics in a function, Level 6, 5 credits
- 264403: Apply problem-solving techniques to make decisions on a multi-faceted problem, Level 6, 5 credits
- 264405: Manage relationships with strategic partners to improve the performance of a function, Level 6, 6 credits
- 264406: Manage the information and institutional knowledge within a function, Level 6, 5 credits
- 264407: Analyse the strategy and external environment of the entity in relation to a function, Level 6, 3 credits
- 264408: Manage and improve communication processes in a function, Level 6, 3 cr.
- 264409: Use negotiation in multi-faceted situations to achieve the objectives of a function, Level 6, 5 credits
- 264416: Appraise, develop and retain human capital for a function, Level 6, 6 credits

Additional specialisations in Contact Centre Management, Human Resource Management and Public Administration will be added at a later stage.

Exit level outcomes

1. Initiate, develop, implement and evaluate operational strategies, projects and action plans so as to improve the effectiveness of the unit.
2. Monitor and measure performance and apply continuous or innovative improvement interventions in the unit.
3. Lead and manage a team of first line managers to enhance individual, team and unit effectiveness.
4. Build relationships with superiors and with stakeholders across the value chain.
5. Apply the principles of risk, financial and knowledge management and business ethics within internal and external regulatory frameworks.
6. Enhance the development of teams and team members.

Critical Cross-Field Outcomes:

The learner will be expected to demonstrate the ability to:

- Identify and solve problems and make responsible ethical decisions within own scope of responsibility.
- Work effectively with others as a member of a team, group, organisation or community to achieve unit objectives.
- Organise and manage oneself and one's activities responsibly and effectively to plan, lead, organise and control in order to achieve unit objectives.
- Collect, organise and critically evaluate information in order to manage performance in the unit.
- Communicate effectively using visual, mathematics and language skills in the modes of oral and/or written presentations to lead a team of first line managers.
- The learner will be required to demonstrate an understanding of the world as a set of related systems by managing others in multiple teams within a unit.
- Be culturally and aesthetically sensitive across a range of social contexts in managing and interacting with diverse people in the workplace.
- Use science and technology effectively in researching, recommending and implementing management solutions in the unit, showing responsibility towards the environment and health of others.

Associated Assessment Criteria**Associated Assessment Criteria for Exit Level Outcome 1:**

- Priorities are identified by considering a broad range of factors in solving problems and making decisions on operational strategies.
- The need for and the benefits of change are explained and recommendations are made to achieve intended results.
- The initiatives undertaken by the unit are linked to organisational goals & objectives.
- Operational strategies, projects and action plans are initiated and developed.
- Operational strategies, projects and action plans are implemented and evaluated.

Associated Assessment Criteria for Exit Level Outcome 2:

- The performance of the teams and the unit is monitored and measured according to entity's systems and procedures.
- Innovative and/or continuous improvement strategies are applied according to generally accepted theory and practice.
- Results are evaluated in relation to intended outcomes.

Associated Assessment Criteria for Exit Level Outcome 3:

- The talents of each team member are evaluated according to the needs and operational requirements of the unit.
- The team is provided with direction towards fulfilment of organisational goals.
- Resources are identified and used by the leader to accomplish the objectives of the unit.

Associated Assessment Criteria for Exit Level Outcome 4:

- Relationships are built through the provision and solicitation of unit-relevant information.
- Communication processes that contribute towards building relationships are implemented both vertically and horizontally.
- Team effectiveness and desired outcomes are achieved through partnership and information sharing.
- Customer needs are interpreted and distilled through effective communication processes in order to ensure that relationships are sustained.

Associated Assessment Criteria for Exit Level Outcome 5:

- Risk in the unit is managed by considering the impact and likelihood of a variety of internal and external factors.
- The intended outcomes of the unit are achieved by applying accepted principles and practices of financial management.
- The intellectual assets of the unit are identified, developed and protected through the application of the principles of knowledge management.
- The desired outcomes of the unit are achieved within an individual ethical framework and according to the value system of the entity.

Associated Assessment Criteria for Exit Level Outcome 6:

- The acquisition and enhancement of skills is facilitated through people development processes.
- Direction is given to first line managers on their possible career progression within the entity through coaching and other personal interaction.
- The diversity in the team is recognised and harnessed in order to add value to team effectiveness.

Integrated Assessment:

Assessment practices must be fair, transparent, valid and reliable and should ensure that the learner is not disadvantaged in any way.

Integrated assessment provides the opportunity for learners to demonstrate that they are able to integrate concepts, actions and ideas achieved across a range of unit standards and contexts. Integrated assessment must evaluate the quality of competence attained by the learner.

The assessment strategies used must ensure that that all Specific Outcomes, Essential Embedded Knowledge and Critical Cross-Field Outcomes are assessed. The assessment of the Critical Cross-Field Outcomes should be integrated with the assessment of the Specific Outcomes.

The learner who has provided the required evidence for all the exit level outcomes of the qualification will be assessed as competent and awarded the qualification.

This will ensure that learning and competence are not achieved only in the building blocks of the unit standards but also in the integration and application of the fundamental, core and elective building blocks to a particular context, i.e. the exit level outcomes.

Part 2 Programme Alignment

Notional Hour Matrix

The delivery strategy below indicates the relationship between theory, practical, workplace and FSA component

DATE	Module	TITLE OF UNIT STANDARDS	US ID	Cr	Cr p/ module
Part 1	Module 1 – Workforce and Workplace Management				
	Core	Build teams to achieve goals and objectives	252037	6	31
	Core	Lead people development and talent management	252029	8	
	Core	Devise and apply strategies to establish and maintain workplace relationships	252027	6	
	Core	Manage a diverse work force to add value	252043	6	
	Fund	Apply the principles of ethics to improve organisational culture	252042	5	
	Contact / Facilitation Days		12 DAYS		Workplace Application Days 22 DAYS
	Theory		93 Hours		
	Practical		174 Hours		
	Assessments		43 Hours		

DATE	Module	TITLE OF UNIT STANDARDS	US ID	Cr	Cr p/ module
Part 2	Module 2 - Workplace Operations, Change Management and Communication				
	Core	Develop, implement and evaluate an operational plan	252032	8	38
	Core	Formulate recommendations for a change process	252021	8	
	Fund	Analyse leadership and related theories in a work context	120300	8	
	Fund	Apply mathematical analysis to economic and financial information	252036	6	
	Fund	Use communication techniques effectively	12433	8	
	Contact / Facilitation Days		14 DAYS		Workplace Application Days 27 DAYS
	Theory		114 Hours		
	Practical		213 Hours		
	Assessments		53 Hours		

DATE	Module	TITLE OF UNIT STANDARDS	US ID	Cr	Cr p/ module
Part 3	Module 3 - Workplace Risk, Coaching and Knowledge Management				
	Fund	Apply a systems approach to decision making	252026	6	42
	Core	Apply the principles of knowledge management	252044	6	
	Core	Create and manage an environment that promotes innovation	252020	6	
	Core	Monitor and evaluate team members against performance standards	252034	8	
	Core	Monitor, assess and manage risk	252025	8	
	Core	Select and coach first line managers	252035	8	
	Contact / Facilitation Days		16 DAYS		
	Theory		126 Hours		
	Practical		235 Hours		
	Assessments		59 Hours		
			Workplace Application Days 29 DAYS		

DATE	Module	TITLE OF UNIT STANDARDS	US ID	Cr	Cr p/ module
Part 4	Module 4 - Workplace Finances and Project Plans				
	Fund	Develop, implement and evaluate a project plan	252022	8	16
	Fund	Manage the finances of a unit	252040	8	
	Contact / Facilitation Days		6 DAYS		
	Theory		48 Hours		
	Practical		90 Hours		
	Assessments		22 Hours		
			Workplace Application Days 11 DAYS		

DATE	Module	TITLE OF UNIT STANDARDS	US ID	Cr	Cr p/ module
Part 5	Module 5 - Workplace Conflict, Brand Mixing and Employee Wellbeing				
	Elect	Recruit and select candidates to fill defined positions	12140	9	41
	Elect	Develop ways of dealing with the impact of dreaded diseases and in particular HIV/AIDS	252033	8	
	Elect	Identify brand mix elements	10048	8	
	Elect	Interpret and manage conflicts within the workplace	114226	8	
	Elect	Conduct negotiations to deal with conflict situations	117853	8	
	Contact / Facilitation Days		14 DAYS		
	Theory		114 Hours		
	Practical		213 Hours		
	Assessments		53 Hours		
			Workplace Application Days		
			27 DAYS		

Part 5	FINAL SUMMATIVE ASSESSMENT
Part 6	FINALISING PORTFOLIOS OF EVIDENCE

Part 3

Assessment Strategy

1. Instructions & Memorandum of Assessment

1.1 Classroom: Formative Learner Workbook Questionnaires / Activities

These activities will be completed during the classroom or facilitation session and can be found in the learning material. Activities may include questioning, case studies, group activities and assignments.

1.2 Classroom: Formative Assessment Instrument

These knowledge based questions will be based on the outcomes and Unit Standards addressed in this module. This component will consist of both direct and multi-choice questions. You are required answer all the questions provided as this will also form part of your portfolio of evidence.

Assessment Section 2:

2.1 Summative Knowledge Assessment

You are required to complete the knowledge assessment by answering all the questions provided in filled giving examples where asked.

2.2 Workplace Assignments

This section will consist of Workplace assignments and projects which you will need to complete which will form part of your Portfolio of Evidence.

2.3 Summative Practical / Observational Assessment

The practical / observational assessment will be completed by the assessor based on your performance against the outcomes of this module to determine your competence.

2.4 Personal Narrative

The personal narrative requires you to reflect on the reflexive competence requirements needed to be deemed competent in this module. This section will include critical cross field outcomes.

2.5 Witness Testimony

The witness testimony consists of a testimonial based on your performance as observed / reviewed by your Supervisor / Manager in the workplace.

2. Assessment appeals procedures

1. A learner has the right to appeal under the following circumstances

- If the laid down assessment procedures were not followed during assessments
- If not all evidence available was taken into account during the assessment
- The assessor was not a subject matter expert or did not have a subject matter expert during the assessment process
- The assessor did not assess according to the performance criteria and range statement stipulated in the unit standard
- Not all the range items were available for assessment

2. A learner bringing an appeal against a decision of the assessment will lodge such an appeal with the assessor and the internal moderator within 2 days of the assessment feedback session.

3. A learner bringing an appeal should complete the "Learner's Notice of Assessment Appeal" form before the Appeal Hearing. The form should be handed to the internal moderator or a representative of the SETA.

4. Should the internal moderator re-affirm the assessor's decision, the learner may appeal to the external verifier within 2 days after the initial moderator's feedback session. The external verifier's decision will be final. Should the external verifier re-affirm the assessors' decision, the cost for re-evaluation will be upon the learner. Should the verifier's decision differ from the assessor's decision, the cost for re-evaluation will be borne by the assessor.

3. Pre-assessment meeting checklist

Item	Points to be covered	Tick
1	Welcome the candidate and put them at ease	
2	Explain the purpose of the meeting (why you are there and how long the meeting will take)	
3	Explain the <ul style="list-style-type: none"> ▪ NQF ▪ Credits ▪ Certification process ▪ Learning pathways 	
4	Explain <ul style="list-style-type: none"> ▪ Who is involved in the assessment and their role (learners, coach, assessors, managers, moderators) ▪ Principles of assessment (fairness, confidentiality, validity, sufficiency) 	
5	Explain the assessment process? <ul style="list-style-type: none"> ▪ Check learner readiness for assessment (logbook / self assessment) ▪ Assessment contract to be completed ▪ Preparation of learner (this meeting) ▪ The assessment (observation and knowledge questionnaire) ▪ Judgement of the evidence ▪ Outcome of assessment (competent, not yet competent, need further evidence) 	
6	Give Learner copies of the following documentation and explain each document <ul style="list-style-type: none"> ▪ The Assessment Guide which includes <ul style="list-style-type: none"> ○ The relevant unit standard (s) ○ Assessment contract ○ Assessment plan ○ Observation checklist ○ Knowledge checklist 	
7	Discuss the assessment plan (complete the assessment plan document) <ul style="list-style-type: none"> ▪ Allow the learner to participate in the decisions made ▪ Agree on dates, time and venue for the assessment and feedback ▪ Agree on evidence the learner can submit ▪ Agree and explain the assessment methods ▪ Identify and discuss special assessment needs of the candidate ▪ Identify and eliminate unfair barriers (language, disability etc) ▪ Discuss and agree on witness requirements 	
8	Tell the candidate his/her rights and responsibilities, the assessment procedures and policies <ul style="list-style-type: none"> ▪ How many times they may be assessed ▪ Appeals process / procedure ▪ Reassessment policy 	
9	Ensure the assessment environment is appropriate or make special arrangements	
10	Discuss moderation	
11	Allow the learner opportunity to clarify any items discussed	

4. Assessment evaluation

EVALUATION OF ASSESSMENT					
Learner Name				Assessor name	
Unit Stds				Date	
Review dimension	Learner Yes No		Assessor Yes No		Action
Were the principles / criteria for good assessment achieved?					
Did the assessment relate to the registered standard?					
Was the assessment practical?					
Was it time efficient and cost-effective?					
The assessment did not interfere with my normal responsibilities?					
Was the assessment instrument fair, clear, and understandable?					
The assessment judgment was made against set requirements?					
Was the venue and equipment functional?					
Were special needs identified and the assessment plan adjusted?					
Was feedback and communication constructive?					
Was an opportunity to appeal given?					
Was all evidence recorded?					
Were the review / evaluation process apparent and user friendly?					

Learner Declaration of Understanding					
I am aware of the moderation process and understand that the moderator could declare the assessment decision invalid					
Learner Name & Sign	Date	Assessor Name & Sign	Date	Moderator Name & Sign	Date

Part 4

Design Strategy

1 - Learning aims and objectives

Clarity on focus on outcomes and design down:

- Outcomes that focused on what learners should do at the end of a series of significant, meaningful and coherent learning experiences were analysed and identified.
- Outcomes are expressed as a set of broad, comprehensive, assessable and observable indicators of student achievement at each stage of the learning programmes.
- Learning programmes include not only specific outcomes (observable outcomes), but also critical crossfield (adaptive ability such as problem solving).
- Learning programmes are designed back from the outcomes.

2 - Theoretical content

Content relevance:

- Content was designed to include knowledge and skills that are relevant and connected to real-life situations.
- Content and activities present authentic tasks.
- Learning programmes were designed to include theoretical and practical learning components and, wherever possible and appropriate, experiential learning.
- Delivery methodology allows for flexibility, a variety of methods, environments and resources.

3 - Teaching and learning

Learner centered and expanded opportunities:

- Learners are expected to take responsibility for their own learning in order to reach the required standard or outcome.
- The emphasis is on whether the learner reaches the required standard or outcome and not on procedure.
- Learning is value adding: it builds contextually on the learner's existing frames of reference.
- Learners given multiple opportunities to demonstrate if the outcome has been reached.

High participation and co-operative learning:

- Learning activities are inductive and allow learners to construct knowledge for themselves.
- Learning activities allow learners to engage in group/team/pair work, debate, role-play, research, experiment to discover for themselves.
- Learners are encouraged to form own insights and create own solutions based on successful attainment of predetermined performance outcomes.
- Learners are motivated by constant feedback and affirmation of their worth by means of assessment.

Integration

- Learning is designed to integrate a wider social and economic understanding and awareness.
- Learning methodology allows for clear integration between theory, practical / workplace components.
- Learning programmes are designed to focus on learning that integrates critical thinking, reasoning, reflection and action.

4 - Assessment**Principles of assessment**

Assessments meet the following criteria for SAQA's principles of assessment:

- Assessment methods are; appropriate, fair, manageable, integrated into work or learning
- Assessment evidence is; valid, current, authentic, sufficient
- Assessment process is systematic, open and consistent

Clarity of focus on outcomes

- Assessments are focused on what the learner has achieved in relation to learning outcomes.
- Learner achievements are measured solely on whether a learner has reached the required outcomes or not.
- Assessment criteria are clearly defined and are derived from the unit standard.

High expectations

- Assessment tasks are challenging, not simply routine.
- Evidence collected is governed by quality criteria (criterion-referenced).
- Assessments discriminate between low and high levels of achievement.
- Advancement is based on demonstrated achievement.

Expanded opportunity

- Assessments lead toward achievement of qualifications or part qualifications.
- Learners advance through the system when they are able to demonstrate attainment of the desired outcomes.
- Learners' prior knowledge is taken into consideration when organising learning experiences
- Learners are supported to attain these desired outcomes

Continuous integrated assessment

- Formative (during learning, informal and not for credits) and summative (after learning, formal and for credits) assessment are used.
- Learners are assessed on an on-going basis – Assessment is towards life-long learning.
- A variety of assessment techniques are used, for example simulations, portfolios, self-assessment, workplace assessment.
- Assessment is broad, covering a number of assessment standards, which include skills, knowledge, understanding, attitudes and values.
- Assessment is integrative and focuses on the application of competence.

5 – Evaluation

Facilitator

Learners will be required to evaluate the performance of the Facilitator on completion of the learning programme.

Facilitators will be evaluated against the following criteria:

- The learning outcomes were clearly stated.
- Key learning points were illustrated and clarified.
- The learning outcomes were met.
- Key learning points were summarised.
- The principles of adult learning were applied

Programme

Learners will be required to evaluate the value of the learning experience against the following criteria:

- The extent to which the learning programme achieved the learning outcomes.
- The overall reaction of the learner to the programme.
- The relevance of the learning material content.
- The sequence, pace and timing of the lessons

Logistics

Learners will also be required to evaluate the value of:

- The physical classroom environment.
- The seating arrangements.
- Meals and refreshments.
- Room Layout.
- Accommodation (if applicable)

Design Methodology

The design of the materials strictly follows and adheres to the rules and requirements of the Qualification and the Unit Standards as contained within. The Unit Standards are clustered to promote the logical sequence and achievement of the outcomes in relation to the Exit Level Outcomes of the Qualification. The programme is structured through strategic grouping / clustering of Unit Standards into Modules as aligned to the Exit Level Outcomes of the Qualification.

This alignment is demonstrated as follows:

EXIT Level Outcomes Alignment:

1. Work with others to undertake or support the project management activities.
2. Assist the project manager and/or project team by contributing and participating in planning, execution and control activities.
3. Provide support to the administration of a project.

For electives:

4. Supervise a project team of a small project to deliver project objectives

DATE	Module	TITLE OF UNIT STANDARDS	US ID	Cr	Cr p/ module
1	Module 1 – Workforce and Workplace Management				
	Core	Build teams to achieve goals and objectives	252037	6	31
	Core	Lead people development and talent management	252029	8	
	Core	Devise and apply strategies to establish and maintain workplace relationships	252027	6	
	Core	Manage a diverse work force to add value	252043	6	
	Fund	Apply the principles of ethics to improve organisational culture	252042	5	
Contact / Facilitation Days		12 DAYS	Workplace Application Days 22 DAYS		
Theory		93 Hours			
Practical		174 Hours			
Assessments		43 Hours			

DATE	Module	TITLE OF UNIT STANDARDS	US ID	Cr	Cr p/ module
2	Module 2 - Workplace Operations, Change Management and Communication				
	Core	Develop, implement and evaluate an operational plan	252032	8	38
	Core	Formulate recommendations for a change process	252021	8	
	Fund	Analyse leadership and related theories in a work context	120300	8	
	Fund	Apply mathematical analysis to economic and financial information	252036	6	
	Fund	Use communication techniques effectively	12433	8	
Contact / Facilitation Days		14 DAYS	Workplace Application Days 27 DAYS		
Theory		114 Hours			
Practical		213 Hours			
Assessments		53 Hours			

DATE	Module	TITLE OF UNIT STANDARDS	US ID	Cr	Cr p/ module
3	Module 3 - Workplace Risk, Coaching and Knowledge Management				
	Fund	Apply a systems approach to decision making	252026	6	42
	Core	Apply the principles of knowledge management	252044	6	
	Core	Create and manage an environment that promotes innovation	252020	6	
	Core	Monitor and evaluate team members against performance standards	252034	8	
	Core	Monitor, assess and manage risk	252025	8	
	Core	Select and coach first line managers	252035	8	
Contact / Facilitation Days		16 DAYS	Workplace Application Days 29 DAYS		
Theory		126 Hours			
Practical		235 Hours			
Assessments		59 Hours			

DATE	Module	TITLE OF UNIT STANDARDS	US ID	Cr	Cr p/ module
4	Module 4 - Workplace Finances and Project Plans				
	Fund	Develop, implement and evaluate a project plan	252022	8	16
	Fund	Manage the finances of a unit	252040	8	
	Contact / Facilitation Days	6 DAYS	Workplace Application Days 11 DAYS		
	Theory	48 Hours			
	Practical	90 Hours			
	Assessments	22 Hours			

DATE	Module	TITLE OF UNIT STANDARDS	US ID	Cr	Cr p/ module
5	Module 5 - Workplace Conflict, Brand Mixing and Employee Wellbeing				
	Elect	Recruit and select candidates to fill defined positions	12140	9	41
	Elect	Develop ways of dealing with the impact of dreaded diseases and in particular HIV/AIDS	252033	8	
	Elect	Identify brand mix elements	10048	8	
	Elect	Interpret and manage conflicts within the workplace	114226	8	
	Elect	Conduct negotiations to deal with conflict situations	117853	8	
	Contact / Facilitation Days	14 DAYS	Workplace Application Days 27 DAYS		
	Theory	114 Hours			
	Practical	213 Hours			
	Assessments	53 Hours			

Part 5

Delivery Strategy

1 - Materials

Participant's materials

- Participant's guides – This is a comprehensively structured guide for the learner and includes all theory and activities.
- Workplace / Practical Guide – This is a comprehensively structured workplace guide for the learner to use during practical/workplace/assessment

Facilitator's materials:

- Facilitator Guide – This is the guide for the facilitator on how to manage the learning
- Activities and Handouts – These are the activities that the facilitator will implement to help the learners achieve the lesson outcomes.

Assessor's guide:

- Assessment Strategy – This is the approach and rules which govern company assessments and can also be found in the Assessment Policy documents
- Assessment Plan – This is the plan on what outcomes are being assessed, using relevant criteria and the evidence that the candidate must produce to prove competence
- Assessment Instruments – These are the assessment instruments used to collect evidence from the candidate to display competence in an outcome.

2 – Notional hours of learning

70% practical (80% workplace implementation, 20% assessment) and 30 % theory (workshop).	
Theory / contact time	<ul style="list-style-type: none"> • 495 hours required for formal learning.
Workplace	<ul style="list-style-type: none"> • 924 hours required for workplace practice and transferring the learning. Formative assessment activities are included in the workplace learning time.
Assessment	<ul style="list-style-type: none"> • 231 hours required for assessment preparation, evidence collection and submission.
TOTAL NOTIONAL HOURS	<ul style="list-style-type: none"> • 1650 HOURS = 165 UNIT STANDARD CREDITS

3 – Training media aids and equipment

Classroom set-up and space requirements

- U-shape room layout is preferable in order to facilitate learner interaction.
- Breakaway areas would be helpful for group work.

Training media and equipment

- Flipchart, flipchart markers, pens, laptop with windows media player
- Proxima or overhead projector and screen

Training aids

- Flash cards
- Learner guides
- Handouts

Learner support Strategy

1 - Learner roles and responsibilities

The learner is expected to actively participate by:

- Taking part in and completing group activities, practical assignments and discussions.
- Planning and preparing for the training.
- Asking for support when needed.
- Giving meaningful input into and challenging the status quo.
- Finding new and better ways of doing things
- Developing sound and effective practices given the input from the facilitator and the rest of the group
- Complying with assessment requirements

2 – Provider roles and responsibilities

FACILITATOR/ECF/ASSESSOR/COACH/MENTOR:

The facilitator's role is that of; facilitation of learning, facilitation of evidence collection for assessment, preparation of candidates for assessment and assessment of learners. All of these roles require degrees of coaching and mentoring.

The relevant coaches/mentors will provide guidance and support before, during and after the learning intervention.

Before:

- The facilitator will prepare the learner for the learning by ensuring that the purpose and pre-requisites of the course have been understood and met.

During:

- The facilitator will provide all materials and resources necessary for learning to take place.
- The facilitator will guide and support the learner during learning - ensure that learners understand and can practice the necessary skills.
- The facilitator will ensure that learning outcomes are achieved according to the learning and unit standard outcomes
- The facilitator will identify learners who are experiencing difficulties – content or otherwise – and take appropriate action to assist the learner in joining the main stream of learning.
- The facilitator will conduct formative assessments to determine learner level of competence and take corrective action based on the results of formative assessment.

After:

- The facilitator/workplace coach will assist the learner in implementing skills learnt in the workplace in the form of structured on-the-job activities, which are outlined in the Workplace Guide.
- The facilitator/workplace coach will conduct formative assessment for workplace activities to determine the learner's level of competence and take corrective action based on the results of formative assessment.
- The Evidence Collection Facilitator will assist the candidate in identifying and preparing for evidence collection for assessment.
- The Evidence Collection Facilitator will judge the evidence produced by the candidate and advise whether or not it is ready for assessment submission.
- The Assessor will plan and prepare the candidate for assessment as per the Assessment Guide.

- The Assessor will conduct the assessment, provide developmental feedback to the candidate and make an assessment judgment.
- The Assessor will guide and support the candidate for re-assessment purposes and communicate the company's appeals policy.

This Qualification will be delivered to successfully registered learners enrolled into the Qualification programme and in accordance with the identified target market. The training programme will be delivered on a face-to-face basis in direct contact with the learner for both training and assessment purposes.

The delivery of the Qualification is done in accordance with the Modular structure of the programme. This Qualification is structured to be completed over a period of 12 months as a 1 year programme. The detailed roll out / delivery strategy on the following pages in this document outlines the delivery of the Qualification programme in relation the contact time, experiential learning and final assessment applicable to the programme.

The included delivery / roll-out plan below illustrates the effective delivery of the Qualification programme over this period and in accordance with the programme's modular design. In summary the delivery of the Qualification Programme as per Modular Structure will be as follows:

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1	Module 1 – Workforce and Workplace Management				
	Core	Build teams to achieve goals and objectives	252037	6	31
	Core	Lead people development and talent management	252029	8	
	Core	Devise and apply strategies to establish and maintain workplace relationships	252027	6	
	Core	Manage a diverse work force to add value	252043	6	
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	Elect	Identify brand mix elements	10048	8	
	Elect	Interpret and manage conflicts within the workplace	114226	8	
	Elect	Conduct negotiations to deal with conflict situations	117853	8	
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Assessments		53 Hours			

Part 6

Learner support Strategy

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- Asking for support when needed.
- Giving meaningful input into and challenging the status quo.
- Finding new and better ways of doing things
- Developing sound and effective practices given the input from the facilitator and the rest of the group
- Complying with assessment requirements

2 – Provider roles and responsibilities

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- The Assessor will conduct the assessment, provide developmental feedback to the candidate and make an assessment judgment.
- The Assessor will guide and support the candidate for re-assessment purposes and communicate the company's appeals policy.

Part 7

Evaluation Strategy

1 – Evaluation purpose

To judge the value and effectiveness of the learning programme in terms of learner reactions, learning and change in behaviour

2 – Evaluation instruments

Assessment Instruments

Summative assessment conducted to judge the extent to which learners were able to competently perform the activities on – the – job

Moderation strategy

It is clearly indicated in the Moderation Policy and the Moderation Guide of the college

Post Course Learner Evaluations

Evaluation checklists completed by the learner at the end of the workshop to measure the level of learner satisfaction.

Evaluation Strategy

Learner End of Course Evaluation sheet.

End of Course Evaluation

Date: _____ Venue: _____

Please give honest feedback to assist us in future planning.

Question	Happy	Undecided	Unhappy
Were the objectives of the workshop clearly explained to you?			
Was there enough theory?			
Were there enough practical activities?			
Was the language used clear and accessible?			
Was the facilitator well prepared?			
How do you feel about the training methods			
Do you think the training will help you to become an entrepreneur?			
Do you think the training will make any difference to your life / attitude?			
How do you feel about the facilitator/s?			
Did you learn anything from the other participants during the course?			
Did the course meet your expectations?			
REMARKS (Any changes?)			
Name (Optional)			

Post Course Facilitator Evaluations

Evaluation checklists completed by the facilitator at the end of the workshop to indicate the extent to which the programme achieved the learning outcomes and criteria of the programme strategy

Facilitators'/Trainers Report

Course Name	
Client	
Venue	
Facilitator	
Training Dates	
No of registered learners	
No of learners present	
U/S Covered	

NB Kindly attach the following documents to this report:

1. Signed learner attendance register for the period of training being reported
(Register must also be signed by the facilitator)
2. Assignment hand in register

Summary of work covered from day 1 to day 5**Day 1**

Day 2

Day 3

Day 4

Day 5

Use a separate sheet if necessary

Learners

Briefly outline how learners are coping with the programme. Comment on learner's attendance, participation and understanding of material.

Attendance

Participation

Understanding of material

Issues raised by learners that need attention of Training Provider

Overview of training provision process

No	Criteria / Question	Poor	Below Standard	Sufficient	Above Standard	Excellent
		1	2	3	4	5
1	Was communication regarding attendance of the programme efficient and effective?					
2	Was the Programme Coordinator helpful and efficient?					
3	Was the training equipment and material used effective and prepared?					
4	Was the training venue conducive to learning (set-up for convenience of learners, comfortable in terms of temperature, etc.)?					
Additional Comments on Logistics and Support						

No	Criteria / Question	Poor	Below Standard	Sufficient	Above Standard	Excellent
		1	2	3	4	5
B	Facilitator Evaluation					
1	Learners were prepared and motivated to attend the programme					
2	Learners participated well and provided constructive input					
3	The programme allows for the use of a variety of methods, exercises, activities and discussions					
4	Learners were punctual and kept to the schedule					
Additional Comments on Facilitation						

No	Criteria / Question	Poor	Below Standard	Sufficient	Above Standard	Excellent
		1	2	3	4	5
C	Learning Programme Evaluation					
1	The learning outcomes of the programme are relevant and suitable.					
2	The content of the programme was relevant and suitable for the target group.					
3	The length of the facilitation was suitable for the programme.					
4	The learning material assisted in learning new knowledge and skills to apply in a practical manner.					
5	The Learning Material was free from spelling and grammar errors					
6	Hand-outs and Exercises are clear, concise and relevant to the outcomes and content.					
7	Learning material is generally of a high standard, and user friendly					
Spelling/ Grammatical Errors						
Trainer/Learner File, etc.		Section/Page		What?		
Additional Comments on Learning Material						

Signature of Facilitator: _____

Date: _____