

Curriculum Outline



83946

National Certificate:

Management

Level 3

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Part 1

Programme Overview

HOW TO COMPLETE THIS QUALIFICATION SUCCESSFULLY?

These guidelines have been compiled to assist you to complete the qualification. This programme is a mixture between a self-study programme and a coaching programme to provide you with the tools that you would need to demonstrate to an independent assessor that you have met all the criteria to attain the qualification: National Certificate: Management at Level 3.

The National Certificate: Management is an Outcomes Based Qualification. This means that you do not necessarily have to sit in a classroom to learn (who can in any case learn how to manage a business by only sitting and listening to a lecturer anyway? – you have to get practical experience!).

To attain the qualification you would have to show that you know, and can do, all the things required!

Any learning does however require effort; and the effort that the average person has to put in to learn the skills in this qualification is reflected in the credits associated with each of the unit standards (learning objectives).

Experience has shown that the average learner requires about 10 (notional) hours for each credit attained.

The whole National Certificate: Management qualification consists of at least 120 credits. This programme is going to be an exciting experience for you since it looks at the world of Generic Management in businesses from a practical viewpoint.

The Student Guidelines and the rest of this book are structured as follows; Each chapter represents a Unit Standard and therefore each has a title that corresponds with a specific Unit Standard, a set of objectives (which corresponds with the Specific Outcomes and Assessment Criteria of that Unit Standard) and a list of the Resource Material that would be of assistance to you to achieve competency.

These guidelines and information will therefore not only assist you to start your own business but will be the guiding principles by which you could attain the National Certificate: Management qualification.

It makes absolute sense to obtain the qualification since it will also help you should you ever need to find a job again. Businessmen are known to have to find employment during times of hardship but even subsequent to that, most still return to their own enterprises after a while.

This programme has been designed to meet the outcomes of the Qualification: “National Certificate: Management”. The programme is outcomes based which means that we take the onus of learning away from the facilitator and put it in your hands. The facilitator’s role is to assist you to work through the material and guide you in the activities that will lead you to competence.

Learner Guide Introduction

Purpose

The purpose of the qualification is to build the knowledge and skills required by employees in junior management who have had schooling below NQF level 3.

It is intended to empower learners to acquire knowledge, skills, attitudes and values required to operate confidently as junior managers in the South African community and to respond to the challenges of the economic environment and changing world of work.

As a qualification that covers management, it provides a framework for learners to develop competencies that will enable them to become competent junior managers. It introduces some theoretical concepts, requires the application of a limited base of knowledge and requires a well-developed range of skills that will enable learners to be informed workers in their chosen industry.

It provides a balanced learning experience that allows flexible access to further education, lifelong learning, higher education and to productive employment in a range of occupational contexts.

It provides an opportunity for learners to learn and apply academic skills in relation to management and will provide them with skills to adapt to changes in work procedures and processes in business and industry.

The National Certificate in Management: Level 3 is intended for personnel already employed and other learners who intend to follow a career in management. The unit standards classified as core may be added to other industry qualifications to provide a management focus and align qualifications to the work done by learners.

Practical competence is within a number of contexts some of which may be non-routine. The focus is on comparison, choice, interpretation and application of knowledge.

Qualifying learners are capable of:

- Carrying out simple research tasks
- Interpreting current affairs related to a specific business sector
- Recognising the effect of HIV/AIDS on the specific workplace, business sub-sector and own organisation
- Applying knowledge of self and team to enhance team performance
- Maintaining records
- Managing time and the work process
- Explaining the structure of an organisation
- Conducting a formal meeting
- Inducting a new member of a team
- Motivating a team
- Describing the management function of an organisation

Rationale

Management is an essential, key function of a business. The National Certificate in Management: Level 3 is designed to meet the needs of learners who require junior management skills in all sectors of the economy.

It is intended for junior managers of business units in medium to large organisations. The term business unit in this qualification implies a cost centre, section or department.

It is envisaged that learners who complete this qualification will be engaged in multiple work roles in a variety of organisations and will be able to play a part, at their level, in the implementing of the vision and contributing ultimately to the success of an organisation.

Junior management positions in organizations include, but are not limited to team leaders, supervisors, first line managers and section heads. The position or term, "junior manager" is used to describe the first level of management in an organisation at which an employee has other employees reporting to him/her.

The National Certificate in Management: NQF Level 3 exposes learners to a broad set of core competencies covering a number of aspects of junior management. It is intended for learners who:

- Have attained a National Certificate: Level 2 and wish to continue on a path of life-long learning in the field of management
- Were previously disadvantaged and were therefore denied access to Further Education and Training or management positions
- Wish to extend their range of skills and knowledge of management so that they progress within their chosen career path
- Are team leaders or supervisors and wish to improve their management skills
- See themselves as future managers and need to start their training at the lower end of management

The National Certificate in Management: Level 3 allows the individual to work towards a nationally recognised qualification. It is flexible enough to accommodate both learners in formal education and learners already employed in business or industry. It aims to develop informed and skilled junior managers.

The qualification at this level is generic so as to allow maximum mobility between industries. Skills, knowledge, values and attitudes reflected in the qualification are building blocks that will be developed further at NQF level 4.

The intention is:

- To promote the development of knowledge and management skills that are required in all sectors
- To release the potential of people
- To provide opportunities for people to move up the value chain

Learners already employed in junior management in business and industry at this level is responsible for work that requires a well-developed range of skills. The National Certificate in Generic Management: NQF Level 3 should assist junior managers to contribute to improved productivity and efficiency within the business environment.

It should provide the means for current junior managers to receive recognition of prior learning and to upgrade their skills. Qualifying learners should be competent, at a basic level, in competencies relating to:

- Managing systems and processes, including planning own and group and team members' activities
- Managing resources
- Managing teams and individuals, incl. leading teams and participation in meetings
- Managing self

Junior managers are generally in positions that require knowledge and expertise in a specific work function. It is therefore envisaged that learners at this level may elect to do a relevant workplace qualification in their field and include the unit standards that are classified as core in the National Certificate in Management: Level 3 as electives in another qualification.

This would ensure that they have both industry and management expertise. This supports the notion that junior managers are firstly experts in their field and secondly managers. This qualification could also be useful to managers of small businesses.

Learning assumed to be in place:

The unit standards that make up the certificate are the building blocks of knowledge and skill that are necessary for the National Certificate in Generic Management: Level 4. It is assumed that learners are competent in Communication and Mathematical Literacy at NQF level 2.

Recognition of prior learning:

The National Certificate in Generic Management Level 3 allows open access. Provision has been made for prior learning to be recognised if a learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this qualification.

Application for Recognition of Prior Learning (RPL) may allow for accelerated success to further learning.

Credit towards a unit standard is subject to quality assurance by the Services ETQA or a relevant accredited ETQA that has a Memorandum of Understanding with the Services ETQA. This qualification can be obtained in part or in whole through Recognition of Prior Learning.

Recognise previous learning:

Yes

Qualification rules:

Fundamental Component:

The Fundamental Component consists of Unit Standards to the value of 36 credits all of which are compulsory.

Core Component:

The Core Component consists of Unit Standards to the value of 65 credits all of which are compulsory.

Elective Component:

The Elective Component consists of individual unit standards from which the learner must choose unit standards totalling a minimum of 19 credits.

Specialisations:

- Stores and Warehousing (Learning Programme ID 83986):
 - ID 377384: Describe the use of stores and warehousing in operations, NQF Level 03, 10 Credits.
 - ID 377385: Explain the role of materials handling in the warehouse, NQF Level 03, 10 Credits.
 - ID 377362: Discuss the role of stocktaking in ensuring inventory accuracy, NQF Level 03, 5 Credits.
 - ID 378013: Describe the functions of the purchasing cycle, NQF Level 03, 5 Credits.

Exit Level Outcomes

Qualifying learners should be capable of:

- Co-ordinating with others.
- Making significant choices from a wide range of procedures.
- Operating in a number of contexts.
- Making comparisons.
- Performing junior management functions.
- Maintaining records.
- Carrying out simple research and tasks.
- Interpreting current affairs related to a specific business sector.
- Recognising the effect of HIV/AIDS on the specific workplace, business sub-sector and own organisation.
- Applying knowledge of self and team to enhance team performance.
- Managing time and the work process.
- Explaining the structure of an organisation.
- Conducting a formal meeting.
- Inducting a new member of a team.
- Motivating a team.
- Describing the management function of an organisation.

Learners may have significant responsibility for the quantity and quality of their own output under general supervision. They may be responsible for the output of others.

The learner can demonstrate ability to:

- Identify and solve problems related to his/her own life and the management of a team or group in which responses show that responsible decisions using critical and creative thinking have been made. The learner is required to apply knowledge of management to different situations.
- Work effectively with others as a member of a team, group or organisation as junior management implies the management of a group or team. Several assessment criteria require learners to demonstrate competence as a group/team leader or manager. As the qualification focuses on generic management it implies that the learner would not work alone.
- Organise and manage oneself and one's activities responsibly and effectively in that it is expected that the learners will be responsible for his/her own learning and for organising his/her own work and allocated tasks and those of a group or team responsibly in the work environment. The learner is required to complete research assignments on time and to apply knowledge of different aspects of management to manage team or group.
- Collect, organise and critically evaluate information. These competencies are built into the assessment criteria in many of the unit standards and the learners is required to do research projects and compare information from the main and financial sections of a daily or weekly newspaper.
- Communicate effectively using visual, mathematics and language skills in the modes of oral and/or written presentations. These competencies are an integral part of all the unit standards and are built into the assessment criteria.
- Use science and technology effectively and critically showing responsibility towards the environment and the health of others in cases where computer end user standards are included as electives.
- Demonstrating an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation in that references are made wherever applicable to the learner's part in the big picture and how his/her actions have implications up and down the line an organisation.

In addition this qualification contributes to the full personal development of each learner and the social and economic development of the society at large, by making it the underlying intention of any programme of learning to make the individual aware of the importance of:

- Reflecting on and exploring a variety of strategies to learn more effectively in order to become an informed worker in a business or industry.
- Participating as a responsible citizen in the life of local, national and global communities by accepting own responsibility for wellness and HIV/AIDS and being a responsible worker.
- Being culturally and aesthetically sensitive across a range of social contexts in dealing with diverse people in the workplace including customers, co-workers and people who are surveyed or interviewed. The inclusion of an additional official South African language further supports this outcome.
- Exploring education and career opportunities in investigating the structure of a workplace.

Associated Assessment Criteria

- Work output is in line with an agreed mandate, relevant service agreements and an organisation` customer service standards applicable to a clearly defined work role.
- Methods, procedures and techniques of a clearly defined work role are applied consistently in terms of specific company policy, legislative requirements and standard industry practices.
- The consequences of non-compliance are clearly indicated for practices required in a specific work role.
- New developments in industry are discussed with reference to the potential impact on a specific business sector.
- The structure of a specific organisation is analysed and a business unit is aligned to the business strategy.
- Information is gathered, analysed and presented according to the requirements of a specific work role.

Integrated Assessments

Assessment practices must be fair, transparent, valid and reliable and should ensure that no learner is disadvantaged. Learners who wish to be assessed against this standard should direct enquiries to the Services Sector Quality Authority.

The focus of assessment must be on the assessment of the learning outcomes rather than learning outputs. The specific Outcomes guide the learning and training process towards the outcomes on a continuous basis. The purpose is to determine whether the outcomes have been attained. Situations should present a wide range of options.

Applications should require significant choices from a wide range of procedures and in a number of contexts. Learning, teaching and assessment are inextricably linked. Where it is appropriate, the assessment of knowledge, skills, attitudes and values indicated in the various unit standards should be integrated.

Assessment in communication, mathematical literacy and financial literacy should use authentic workplace contexts wherever practical. Assessment has a formative monitoring function. Formative assessment should be used to assess gaps in the learners' skill and knowledge and to indicate where there is a need for expanded opportunities.

The goal is to promote learning and to assess the efficacy to the teaching and learning process. Feedback from assessment informs teaching and learning and allows for the critique of outcomes, methodology and materials.

Formative assessment is diagnostic and as such it should guide the learner and the trainer. It is continuous and is used to plan appropriate learning experiences to meet the learner's needs. It provides information about problems experienced at different stages in the learning process. As is criterion referenced, if the learner has met the assessment criteria, s/he has achieved the outcomes.

Assessment should also have a summative component. Summative assessment may be used on the completion of a unit standard, but should not be the only form of assessment.

A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working. Assessment should take place in an authentic context as far as is possible. Where it is not possible to assess competence in the workplace, simulations, case studies and other similar techniques should be used to provide a context appropriate to the assessment.

Integration implies that theoretical and practical components should where possible be assessed together.

Integrative techniques should be used to assess applied competence. Learners should be required to demonstrate that they could perform the outcomes with understanding and insight. Assessment should ensure that all Specific Outcomes, embedded knowledge and Critical Cross Field Outcomes are evaluated.

Assessment of the Critical Cross-Field Outcomes should be integrated with the assessment of the Specific Outcomes. The Critical Cross-Field Outcomes are implicit in some unit standards and programmes should be designed to extend and further reflect the integration.

Before the National Certificate in Generic Management: Level 3 is awarded, learners are required to demonstrate competence in the required unit standards and complete a summative assessment based on the exit outcomes of the qualification.

Part 2 Programme alignment

DATE	Module	TITLE OF UNIT STANDARDS	US ID	Cr	Cr p/mod
Month	Module 1 - Communication				
1	Communication	Accommodate audience and context needs in oral communication	8968	5	20
		Interpret and use information from texts	8969	5	
		Use language and communication in occupational learning programmes	8973	5	
		Write texts for a range of communicative contexts	8970	5	
	Contact / Facilitation Days		Workplace Application Days 12 DAYS		
	Theory	8 DAYS			
	Practical	60 Hours			
	Assessments	112 Hours			
		28 Hours			

DATE	Module	TITLE OF UNIT STANDARDS	US ID	Cr	Cr p/mod
Month	Module 2 - Numeracy				
2	Numeracy	Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations	9010	2	16
		Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	9013	4	
		Investigate life and work related problems using data and probabilities	9012	5	
		Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	7456	5	
	Contact / Facilitation Days		Workplace Application Days 9 DAYS		
	Theory	8 DAYS			
	Practical	48 Hours			
	Assessments	90 Hours			
		22 Hours			

DATE	Module	TITLE OF UNIT STANDARDS	US ID	Cr	Cr p/mod
Month	Module 3 – Team Performance				
3	Team Performance	Apply knowledge of self and team in order to develop a plan to enhance team performance	13912	5	28
		Indicate the role of a team leader ensuring that a team meets an organisation`s standards	13917	6	
		Motivate a team	13947	6	
		Identify and keep the records that a team manager is responsible for keeping	13916	4	
		Induct a new member into a team	13911	3	
		Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace	13915	4	
Contact / Facilitation Days		12 DAYS	Workplace Application Days 17 DAYS		
Theory		84 Hours			
Practical		157 Hours			
Assessments		39 Hours			

DATE	Module	TITLE OF UNIT STANDARDS	US ID	Cr	Cr p/mod
Month	Module 4 – Management and Operations				
4	Management and Operations	Investigate and explain the structure of a selected workplace or organisation	13919	10	58
		Conduct a formal meeting	13914	3	
		Describe and apply the management functions of an organization	14667	10	
		Interpret current affairs related to a specific business sector	14665	10	
		Manage time and the work process in a business environment	13918	4	
		Apply knowledge of self in order to make a life decision	11813	3	
		Analyse new developments reported in the media that could impact on a business sector or industry	13943	10	
		Implement the maintenance of equipment in the cleaning industry	110461	8	
Contact / Facilitation Days		16 DAYS	Workplace Application Days 34 DAYS		
Theory		174 Hours			
Practical		325 Hours			
Assessments		81 Hours			

Month 5	FINAL SUMMATIVE ASSESSMENT
Month 6	FINALISING PORTFOLIOS OF EVIDENCE

Part 3

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 centred 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)

Part 4

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"> • 366 hours required for formal learning.
Workplace	<ul style="list-style-type: none"> • 683 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"> • 171 hours required for assessment preparation, evidence collection and submission.
TOTAL NOTIONAL HOURS	<ul style="list-style-type: none"> • 1220 HOURS = 122 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

Part 5

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.

Part 6

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: _____