
Citrus Business Management Programme

Module 1

Learner Induction and
Orientation

Summative PoE Guide

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Assessor Orientation

Unit Standard Information

Use language and communication in occupational learning programmes

SAQA US ID	UNIT STANDARD TITLE			
119467	Use language and communication in occupational learning programmes			
ORIGINATOR				
SGB GET/FET Language and Communication				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY				
-				
FIELD			SUBFIELD	
Field 04 - Communication Studies and Language			Language	
ABET BAND	UNIT STANDARD TYPE	PRE-2009 NQF LEVEL	NQF LEVEL	CREDITS
Undefined	Regular-Fundamental	Level 3	NQF Level 03	5
REGISTRATION STATUS		REGISTRATION START DATE	REGISTRATION END DATE	SAQA DECISION NUMBER
Reregistered		2015-07-01	2018-06-30	SAQA 10105/14
LAST DATE FOR ENROLMENT		LAST DATE FOR ACHIEVEMENT		
2019-06-30		2022-06-30		

In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.

This unit standard replaces:

US ID	Unit Standard Title	Pre-2009 NQF Level	NQF Level	Credits	Replacement Status
8973	Use language and communication in occupational learning programmes	Level 3	NQF Level 03	5	Complete

PURPOSE OF THE UNIT STANDARD

The purpose of this unit standard is to facilitate learning and to ensure that learners are able to cope with learning in the context of learnerships, skills programmes, and other learning programmes. Many adult learners in the FET band have not been in a learning situation for a long time, and need learning and study strategies and skills to enable successful progression.

Learners competent at this level will be able to deal with learning materials, to access and use useful resources, to seek clarification and help when necessary, and apply a range of learning strategies. They do this with an understanding of the features and processes of the workplace and occupations to which their learning programme refer.

- Access and use suitable learning resources
- Use learning strategies
- Manage occupational learning programme materials
- Conduct basic research, analyse and present findings

- Function in a team
- Reflect on how characteristics of the workplace and occupational context affect learning

LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING

The credit calculation is based on the assumption that learners are already competent in terms of the full spectrum of language knowledge and communication skills laid down in the Revised National Curriculum Statements and unit standards up to NQF level 2.

UNIT STANDARD RANGE

Learning materials appropriate to the learners in a given context.

The complexity of the texts in the learning programme are appropriate to the levels of the learning programme, which will in turn influence the application of this unit standard.

Specific range statements are provided in the body of the unit standard where they apply to particular outcomes or assessment criteria.

information

Unit Standard References

The SAQA registered unit standards associated with this learning program are included in this guide for your information.

Please do not hesitate to ask the facilitator or assessor to explain anything that you do not understand or need help with.

Associated Qualification

This unit standard forms part of the learner support materials for the following qualification:

Further Education and Training Certificate: New Venture Creation

SAQA QUAL ID	QUALIFICATION TITLE			
66249	Further Education and Training Certificate: New Venture Creation			
ORIGINATOR				
Task Team - New Venture Creation				
PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY			NQF SUB-FRAMEWORK	
SERVICES - Services Sector Education and Training Authority			OQSF - Occupational Qualifications Sub-framework	
QUALIFICATION TYPE	FIELD		SUBFIELD	
Further Ed and Training Cert	Field 03 - Business, Commerce and Management Studies		Generic Management	
ABET BAND	MINIMUM CREDITS	PRE-2009 NQF LEVEL	NQF LEVEL	QUAL CLASS
Undefined	149	Level 4	NQF Level 04	Regular-Unit Stds Based

REGISTRATION STATUS	SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE
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This qualification replaces:

Qual ID	Qualification Title	Pre-2009 NQF Level	NQF Level	Min Credits	Replacement Status
23953	Further Education and Training Certificate: New Venture Creation (SMME)	Level 4	NQF Level 04	162	Complete



Learner Details

First name:	
Surname:	
ID number:	
Mobile phone contact number:	
E-mail address:	
Postal address:	
Dates on which you completed this summative PoE guide:	
Declaration:	I hereby confirm that: • I received the assessment plan and schedule. • I understand my rights in terms of special needs, re-assessment, feedback and appeals against assessment decisions. • I completed the summative assessment independently without assistance from anyone else.
Date:	
Place:	
Signature:	
Signature of Assessor:	

information

Important

Please remember that this document is seen as legal evidence of your competence. It is very important that you sign and date each section where requested. Your signature confirms that this work is your own and that you have not committed fraud in any way.

Summative Assessment Activities

S119467.1 – Mind Map and Knowledge Questionnaire

- ✓ During your occupational learning programme, you will need to be able to find information and use your own initiative to maximise your learning. To maximise your learning opportunities, it helps to have a plan.
- ✓ Complete the questions below.

Questions:

1. Draw a mind map detailing as many sources of learning and business information as possible, with key notes on where and how you may access each source identified.



2. For each of the learning resources listed below, write down key notes on where your closest example of the mentioned resource may be (include addresses and contact details where possible).

Category	Where will I find it? (Address)	What kind of support or info do I expect to find here?
Resource centres		
General texts		
Printed and visual media		
Internet		
Other people		

3. Write down key notes on how you will ensure that the research information you find on the internet is relevant and correct for the South African business environment you are studying.

4. Find an example of a written text or resource within the training room or environment and then reference this resource according to Harvard style principles.

S119467.2 – Knowledge Questionnaire

- ✓ During the course of this learning programme, you will need to apply many different learning strategies in order to gain the skills, knowledge and attitudes required in order to reach competence.
- ✓ Complete the questions below.

Questions:

1. Write down key notes on each of the learning strategies listed below, to reflect your understanding of how to execute this learning strategy correctly and accurately:

1.1. Summarising information

1.2. Group brainstorming

1.3. Group analysis

1.4. Peer- and self-assessment

1.5. Mind mapping

1.6. Note taking

1.7. Memorise

1.8. Keywords

1.9. Underlining

1.10. Skim reading

1.11. Scanning

1.12. Questioning techniques

1.13. Read, interpret, and analyse

1.14. Active listening

2. Write down a strategy that will ensure that you communicate in a positive and optimal manner with each of the following parties to your learning:

2.1. Other learners

2.2. Facilitators

2.3. Workplace colleagues



2.4. Assessor



S119467.3 – Work Sample and Assessment Rubik

- ✓ The documents and work sample you submit for this unit of learning will be evaluated by the assessor for competence in this outcome.
- ✓ The criteria evaluated are indicated below.
- ✓ The learner is able to manage learning materials well by presenting evidence of the following:

	Perfect effort	Fair effort, but a few errors	Poor effort, many gaps and errors
Score	2	1	0
The materials are neat and completed in black or blue pen.			
The pages are in sequential order.			
The materials are filed and labelled correctly and as instructed.			
Supporting evidence such as video clips, texts, charts, maps, plans, presentation notes and slides are attached, and references as annexures.			
The materials are indexed or referenced with a table of contents.			
All relevant information is recorded as required including dates and signatures.			
Total Scores			

- ✓ Note that you must score at least 8/12 to be declared competent in this outcome.

S119467.4 – Reflective Process Questionnaire

- ✓ Work individually to complete this activity.
- ✓ Refer to the team research task that you undertook for **Activity F119467.4**, as well as the mind map that you drafted to answer the reflective questions below.

Questions:

1. What was the main topic of the research?

2. What were the sub-topics of the research (the scope)?

3. When your team planned the research what steps did you follow?

4. Describe the research technique/s you applied and used to gather information.

5. How did you decide whether the information you found was accurate and relevant to the research topic?

6. What process did you use to help you sort, classify and organise the information?

7. Did you make use of any scientific resources, for example, the internet or research papers? If so record references.

S119467.5 – Team Participation Rating Scale

- ✓ Use the rating scale instrument provided below to ask two members of your learning team to rate your participation as a team member.
- ✓ Then add up the scores and average them before submitting your PoE.

Rating criteria	Evaluating teammate 1			Evaluating teammate 2			Total	Average		
	Name:			Name:						
	Poor	Average	Excellent	Poor	Average	Excellent				
	1	2	3	1	2	3				
1. This person participates actively in team learning situations.										
2. This person volunteers to be responsible for different roles during teamwork situations.										
3. This person performs the role of leading well.										
4. This person performs the role of scribing (recording notes) well.										
5. This person performs the role of reporting and presenting well.										

Rating criteria	Evaluating teammate 1			Evaluating teammate 2			Total	Average
	Name:			Name:				
	Poor	Average	Excellent	Poor	Average	Excellent		
	1	2	3	1	2	3		
6. This person acts in a mature manner if team conflict situations arise.								
7. This person participates actively to promote positive negotiation techniques if conflict arises in the team.								
8. This person contributes well to ensure that the team work is meaningful and reaches the outcomes or goals requested.								
9. This person contributes to ensure that the team reaches consensus on decisions								
10. This person has taken responsibility to ensure that tasks are completed, collated and submitted as instructed.								

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- The image contains two logos. The top logo is for 'citrus academy', featuring a green spiral icon above the word 'citrus' in a bold, sans-serif font, with 'academy' in a smaller, lighter green font below it. The bottom logo is for 'CRW', featuring a stylized fruit slice icon with red, yellow, and green segments, followed by the letters 'CRW' in a bold, sans-serif font.

S119467.6 – Reflective Questionnaire

- ✓ Work individually to complete this activity and answer the questions below with reference to your own workplace environment and circumstances.
- ✓ You may refer to the research report you completed as part of **Activity S119467.4** and the team research questionnaire and class presentations related to **F119467.6**.

Questions and Statements:

1. Describe the physical working environment.

2. What is the main focus of the work department where you will be working? (For example services, primary production, financial, secondary production or tertiary support services.)

3. Which of the following organisational types best describe this workplace:

	Government
	Parastatal
	Heavy / light industry
	Large organisation
	Small business

4. What kind of workplace technological resources is available for your use during the learning programme?

5. What kind of workplace communications resources and instruments are available for your use during the learning programme?

6. Does the workplace where you are employed or will be gaining work experience have a specific communications policy that may limit the type of statistical info or examples you are allowed to share during the drafting of your portfolios of evidence?

7. If so, is there anyone you need to ask for special support or permission to communicate requested examples and information.

8. Are there any workplace people, processes or systems that will be particularly helpful to you in this learning programme?

9. Are there any workplace people, processes or systems that may make learning in this programme difficult or challenging?

10. What are possible prospects for advancement for you in the workplace on completion of this programme?

