



LEARNER NAME:	
SURNAME	
ID No:	
<b>PoE GUIDE</b>	

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# SECTION A

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<b>QUALIFICATION TITLE &amp; ID:</b>	48533 -National Certificate: Banking Services Advice
<b>LEVEL ON THE NQF:</b>	5
<b>CREDITS:</b>	120
<b>FIELD:</b>	Field 03 - Business, Commerce and Management Studies
<b>Sub Field:</b>	Finance, Economics and Accounting
<b>PURPOSE:</b>	<p>The primary purpose of The National Certificate in Banking Services Advice is to provide learners with the fundamental understanding, sound knowledge and relevant skills to comply with the requirements of the regulations under the FAIS Act to enable them to offer financial advice to clients in the banking sector. The successful learner will be able to be accredited as a fit and proper person to render financial advice in the banking sector in terms of the Regulations under the FAIS Act.</p> <p>This qualification also aims to provide qualifying learners with the basic competencies and skills necessary to apply the basic principles of banking to the operations of any sector of the financial services sector to the benefit of the domestic economy.</p> <p>This Qualification is for learners who:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Have worked in one of the sub-sectors of the Financial Services industry for many years, but have no formal Qualifications in their area of specialisation.</li> <li><input type="checkbox"/> Wish to extend their range of skills and knowledge of the industry so that they can become knowledgeable workers in the industry.</li> <li><input type="checkbox"/> Are in a learnership agreement with the BANKSETA.</li> <li><input type="checkbox"/> Have recently taken up a position in banking .</li> <li><input type="checkbox"/> Require a Level 5 Qualification for licensing purposes with the Financial Services Board (FSB)</li> </ul> <p>The qualification will empower learners to acquire knowledge, skills, attitudes and values required to operate responsibly in the banking sector.</p>

Rationale:

The Financial Advisory and Intermediary Services (FAIS) Act, (Act 37 of 2002) was instituted to regulate the standard of financial planning services within the financial services sector. This Act requires all financial advisers to become licenced practitioners in the field. The Act prescribes that everyone providing services within the auspices of financial advisory and intermediary services needs to comply with the necessary regulations and, therefore, needs to be qualified at the required levels in order to offer such services.

Financial advice and services are provided by both the insurance industry and the banking sector. Some employees in banks offer insurance product-related advice to clients as their core functions. In addition to these, as part of banking services to clients, banking personnel such as tellers, advisers and consultants are required to offer and consult on financial services and, therefore have to comply with FAIS regulations. It is estimated that 40% of people within the banking sector will have to comply with the fit and proper regulations of FAIS. This National Certificate has thus been established to address this need.

The National Certificate in Banking Services Advice aims to give all learners a fundamental understanding of FAIS requirements and other relevant legislation as well as foundational knowledge and skills required for financial planning and for providing financial services of all kinds. The Qualification also introduces the learner to basic accounting and provides him/her with banking concepts, techniques and principles.

Learners obtaining this qualification will have a firm foundation of knowledge of the banking sector and will have the necessary skills to secure a career in banking and embark on a path of lifelong learning at higher levels in banking or other fields in the financial services sector.

This National Certificate was designed to accommodate the skills needs of banking employees and address compliance with the FAIS Act within the banking services sector. Therefore, this qualification is broad based in that it accommodates any type of learner wishing to be employed in the banking sector, particularly the frontline banking staff within retail banking who have to provide a `one-stop` service (banking and/or financial planning) to their clients.

The banking industry because of the fact that it works with other people`s money is a specialised one that demands a labour pool of honest, ethical employees. This National Certificate aims to develop learners with those attitudes and values. The qualification will also give learners the opportunity

	<p>to practice the skills they have learnt and apply the knowledge they have gained to their respective workplace (real or simulated) environments.</p> <p>The intention is:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> To promote the development of knowledge and skills that are required in Banking and specifically for giving financial advice.</li><li><input type="checkbox"/> To release the potential of people.</li><li><input type="checkbox"/> To provide opportunities for people to move up the value chain.</li></ul>
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# Candidate Information Sheet

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<b>Name</b>	
<b>Surname</b>	
<b>ID</b>	
<b>Equity</b> ( <i>Black African, Black Coloured, Black Asian, White, Other – specify</i> )	
<b>Language</b>	
<b>Physical Address</b>	
<b>Postal Address</b>	
	<b>Area Code:</b>
<b>Telephone Number</b>	
<b>Cell Number</b>	
<b>Email Address</b>	
<b>Employer</b>	
<b>Employer Contact Details</b>	
<b>Date of Portfolio Submission</b>	

<b>Assessor Name</b>	
<b>Assessor ID Number</b>	
<b>Date of Assessment</b>	
<b>Programme Name</b>	
<b>Contact Number</b>	
<b>Assessor Signature</b>	

**Declaration of Learner Preparation:**

I hereby declare that I have been prepared for all assessment activities related to the unit standard. I am aware of the requirements and time frames of this assessment and undertake to complete any remedial work required for assessment of this Unit standard, where required.

**Declaration of Authenticity:**

I hereby declare that the evidence presented in this Portfolio is my own work, and that I have participated in preparing the evidence in the case of group work activities. Where applicable, I have recognized sources of information used in the preparation of this Portfolio of Evidence.

<b>Learner Name</b>		<b>Learner Signature</b>	
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<b>Learner ID Number</b>		<b>Date</b>	
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Modules	Task	FSA Activity	Completed

**Assessor Declaration**

I \_\_\_\_\_ hereby declare that I have checked the learner preparation for this assessment, have familiarized myself with the Assessment Strategy and unit standard requirements, portfolio requirements, and Assessment Plan. I have checked the Portfolio of Evidence for completeness and undertake to inform the candidate of outstanding documents and evidence.

## About this PoE

### 1.1 Alignment

The purpose of this guide is to provide the Learner, Evidence Facilitator and Assessor with guidelines on the preparation and presentation of the Portfolio of Evidence for assessment purposes.



#### **Tip:**

This Portfolio Guide will enable the learner to plan, prepare, compile, and present the evidence required of him/her to be declared competent against the unit standards contained in the programme.

This Portfolio Guide must be read in conjunction with the programme material which is based on the following unit standard:

**The rationale for the above is to accommodate the credit recognition policy that SAQA has presented into SETA ETQAs, and to allow for entry level options for candidates in terms of an RPL option or training and assessment option.**

### 1.2 Assessment of your Portfolio

#### ***Within three months of submitting your portfolio:***

1. The assessor will verify the evidence presented
2. The assessor may contact you to ask for further evidence, to clarify anything and/or to conduct an oral assessment
3. The assessor will provide a written assessor report to the provider
4. The assessment results will be moderated
5. If assessed as competent, you will be issued with the credits applicable to this learning unit against the modules of the programme.
6. If assessed as not yet competent, you will receive detailed guidance on what you need to be before you can be assessed as competent.

## Appeals Procedure

To conduct the NQF system in an equitable & transparent manner, it is important that there is a mechanism by which a learner can appeal against the assessment conducted by the person who has been given the task of assessing him / her.

A learner may appeal against an assessment decision if he / she feels that the assessment was not

- i. Valid
- ii. Fair
- iii. Reliable
- iv. Practicable

The assessor is required to advise the candidate of the required appeals process to follow:

1. Attempt to resolve dispute with assessor

Submit formal request for dispute resolution to organization's SDF / Moderator

2. SDF will meet with the learner to discuss and agree on a possible resolution (appoint different assessor to re-assess, appoint moderator to moderate the assessment, submit additional information for assessment)
3. If, after a second assessment and moderation, the learner is still dissatisfied, he / she may fill in the Appeal Form and submit to the SDF / Moderator. (This form is explained to every learner prior to assessment commencing, the learner has free access to an Appeal Form as a copy of the form is kept on the site where the learner is assessed.)
4. The SDF/ Moderator will appoint an Appeals Committee within the organization to review the appeal, during which both learner and assessor will have the opportunity of stating their case to the Appeals Committee.
5. The Appeals Committee will make a decision of upholding or overthrowing the appeal, and communicate the decision to all relevant parties.



**Tip:**

**Should the candidate still not be satisfied with the outcome, he may approach the organization for further information on possible alternative actions to resolve the matter, or lodging an appeal with the relevant ETQA**

# SECTION B

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The decision of the ETQA will be final and binding on all parties.



**Learner Tip:**

**You will find a learner assessment appeals form at the end of your Guide.**

## **2. Portfolio Evidence**

### **Portfolio of Evidence Requirements**

***“Good” evidence is, as per the SAQA requirements”.***

- 1. Valid (related to what is being assessed)**
- 2. Current (as recent as possible)**
- 3. Sufficient (enough evidence to prove the competence without “overkill”)**
- 4. Authentic (conducted)**

# SECTION C

## Assessment Strategy

<b>Context of Assessment</b>	The Purpose of the Assessment To assess the learners against the unit standard	
	Assessment Approach Assessment will be in form of individual activities, group discussion and portfolio activities	
	Assessment Instruments	
	<b>Types of Evidence</b>	<b>Assessment Method</b>
	Direct <input checked="" type="checkbox"/>	
	Indirect <input type="checkbox"/>	
	Supplementary <input type="checkbox"/>	
	Assessment Conditions (n/a)	
	Assessment Team <ul style="list-style-type: none"> <li>• Facilitator</li> <li>• Assessors</li> <li>• Moderators</li> </ul>	
Special Assessment Needs As per provider's need		
<b>Contingencies</b>	<b>Identify possible problems and describe how to deal with them</b>	

# Evidence Checklist

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## Activity Based Checklist

Evidence	Requirements	Provide page no as reference	Assessor Checked
A	Portfolio of Evidence Checklist completed		
B	Personal Information Form completed		
C	Declaration of Authenticity completed		
D	Copy of ID Included		
E	CV		

The assessment should ensure that all the specific outcomes, critical cross-field outcomes, and essential embedded knowledges are assessed

<b>Module 1</b>	<b>Communication Skills</b>
<b>Fundamental</b>	

## Formative Assessments

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## ASSESSMENT CRITERIA

All communication oral and/or written with internal and external clients is appropriate for the circumstances and the client and use is made of the correct medium, format, vocabulary, terminology, and register.

- Communication makes use of non-verbal forms such as graphs, pie-charts diagrams etc.
- Oral presentations make use of the appropriate electronic and/or hardcopy aids.

## PLEASE READ BEFORE YOU PROCEED!!!!

### **Formative activities:**

NB Write all your answers on lined A4 paper. Ensure that there are punched holes into your papers, for you to file it behind the activities. Write the down the activity, before you start with your reply. Do your cross references between the Activity and your reply.

### **Remember,**

You are provided by information to start your questions, however, to be found competent, it is expected from you to add extra information plus your source references, especially for the Summative part of the POE. Do not write one liner answers, your will be found as reply with “not sufficient evidence”, in other words remediation.

### **Remediation:**

It is important that you mark your question reply for the second and third reply as Second and Third attempt, respectively. Your remediation will be filed on top of your POE file as Remediation Second or third attempt, respectively. It is your responsibility to submit your in time at the Assessors request. Failing to do so, will result in a final Not yet competent result. Ensure that your POE is provided by sub dividers for the different components.

### **Sources:**

You are provided with sources; however, it is important that you find your own resources. Add the links as source references under or above each reply

Wikipedia is not a source, it can be added though as an extra reference, but on its own it means nothing.

It is important for the assessors and moderators to see where you got your information from, that you acknowledge and know how to source and reflect information and that you do not commit plagiarism.

### **Plagiarism**

I know it is a big temptation, however you have sufficient time in group work to interact with your fellow colleagues during the formative sessions. Some of these works can be used for the replies of the Summative questions, however, refer to your source, which is group work, however you need to support it with extra sources.

Do not interact with your fellow students for the summative questions. Consult your Facilitator.

**Page numbering:**

Remember to number all the pages you have added. Cross refer to your question in the POE on the top of the page right corner. REF to Page 6

**Signed with date: -**

**I herewith declare that I have done my own work for the summative questions.**

(Sign on the straight line)

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**Name:**

**Signature:**

**Date:**

**Assessor:**

**Activity 1**

Name and describe the 5 most common Communication barriers. How can each be overcome?

**Activity 2**

Tabulate 2 advantages and disadvantages of:

Oral Communication

Advantages	Disadvantages

Written Communication

Advantages	Disadvantages

**Activity 3**

Describe the steps you can take to develop your written communication skills.

**Activity 4**

List and describe 4 benefits of effective communication in the workplace

**Activity 5**

Name the types of audiences you may encounter when doing oral presentations.

**Activity 6**

Why should you develop a plan for Communication?

**Activity 7**

7.1 Read each of the following passages and decide if the audience is General or Specific. Look at the content, tone, and diction to see if you can determine how the audience could be affected by these.

7.2 What do you think the purpose of each passage is?

**Passage A:** Scorpions are misunderstood and feared creatures. Humans crush these innocent creatures without a thought. These incredible animals are not insects, as many believe; they are related to crustaceans, like shrimp or crawfish. Since they live in warm dry climates, people in the North do not need to be concerned with the safety and preservation plan outlined here.

**Passage B:** I am writing this from a hospital bed. I had an epic battle with my 4-inch archenemy yesterday. The evil thing ambushed me by hiding in my stupid shoe. Then, after stunning me, he came after me with both guns blazing. I was a goner before the battle even began.

# Summative Assessments

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# Knowledge Questionnaire

## Oral Presentation Assignment

Each learner will present their topic to the rest of the class during the last week of the course.

Presentations will be 5-10 minutes each.

## A Written copy of the Presentation to be inserted into Portfolio of Evidence

Topic: **The Ideal Me**

1. Identify your:

- Audience
- Purpose of presentation

1. Write a short presentation describing yourself. Your presentation should include:

- A brief outline of who you are, where you are from, etc
- Your interests/goals
- Your likes/dislikes
- Strengths (things you are good at); and areas for development (what you want to improve)

2. Identify

Ensure to apply the presentation outline in Learner guide.

**On the next page is the criteria your facilitator/assessor will use to evaluate your oral presentation skills:**

Criteria	Expert	Proficient	Novice	C	NYC
Eye Contact	Learner maintains consistent eye contact with audience	Learner mostly maintains eye contact with audience	Learner mostly fails to maintain eye contact with audience		
Posture	Learner's posture demonstrates confidence and engagement	Learner's posture somewhat demonstrates confidence and engagement	Learner's posture may distract from the presentation and suggests lack of confidence and/or engagement		

Clarity	Entire presentation is clear; language used is appropriate for audience	Presentation is mostly clear; language is mostly appropriate for audience	Presentation is largely unclear; language is mostly inappropriate for audience		
Fluency	Volume, rate, and inflection demonstrate engagement and confidence	Presenter may speak too quickly or slowly at times; speaker may speak too softly or loudly at times	Presenter is often difficult to hear or speaks too quickly or slowly for effective delivery		
Organization of Content	Main idea is identified quickly; clear transitions are used between topics; organization is strategic and effective	Main idea is identified; some transitions are used between topics; organization is effective	Main idea may be unclear or difficult to discern from subtopics; order of subtopics is ineffective		
Authority	Speaker demonstrates thorough knowledge of topic	Speaker demonstrates knowledge of topic but may depend too much on notecards at times	Speaker does not demonstrate authoritative knowledge on the topic; speaker may read from the slides/web pages		

## Written Assignment

### Business Letter Evaluation

Instructions: Please review the business letter below and then answer the multiple-choice questions that follow. The correct answers and explanations can be found in the Business Letter Assessment Answer Key below.



November 14, 2011

Dorothy Allen  
12345 Stream Ave.  
St. Augustine, FL 34567

Dear \_\_\_\_\_#1\_\_\_\_\_:

As the holiday season approaches, we are reminded of the blessings that are bestowed on us throughout the year. At Aspen Country Lodge, the pleasures we share year after year with our Legacy clients are among our most cherished blessings.

And so, as our staff looks forward to spending time with friends and family, we are also thinking of special friends like you and hoping you are enjoying good health and good cheer. We take pride in being your home away from home and reserve a special place in our hearts for the memories we've shared with you.

Thank you for making Aspen Country Lodge part of your annual traditions. Have a blessed Christmas and a peaceful, joyous, and prosperous New Year.

\_\_\_\_\_#2\_\_\_\_\_,

Theodore P. Hyde Owner/manager

Aspen Country Lodge • 402 Aspen Way • Cold Bluff, CA 98765 • (303) 346-7889

**Read the above letter carefully and answer the questions that follow:**

**1. This letter is not the perfect specimen of proper English grammar and diction. Which of the following would describe the style of this letter and how does that style impact the errors it displays?**

23

- A. formal and impersonal
- B. informal and personal
- C. formal, yet personal
- D. informal, yet impersonal
- E. none of the above

**2. Fill in blank #1 with the most suitable salutation.**

- A. Ms. (or Mrs.) Allen
- B. Legacy Client
- C. Dorothy
- D. Sir
- E. Dorothy Allen

**3. Fill in blank #2 with the most suitable close. HINT: Your choice should be consistent with the answer you provided for question #1.**

- A. Sincerely
- B. Yours Truly
- C. Thank You
- D. Cordially
- E. As Always

**4. Is it appropriate that the signature lines in this letter include the sender's title? Why or why not?**

- A. Yes. It is a standard business practice to always use the sender's title.
- B. No. The sender's title is optional. For example, it is more appropriate to use it B2B (business-to-business) than B2C (business-to-client).
- C. Yes. The title communicates the sender's relevance with respect to the subject of the letter and its central message.

D. No. The title is optional, so you should consider it with respect to the context and tone of the message.

**5. The textbook identifies several functions a business letter can fulfil. Which of those is the most accurate way to describe this letter's function?**

- A. to introduce the business to a potential client
- B. to announce or sell a product or service
- C. to communicate feelings and emotions
- D. to document an event or decision
- E. to deliver important or specific information

**6. What rhetorical function would you associate with the phrase, "As the holiday season approaches..."?**

- A. introductory
- B. informative
- C. persuasive
- D. residual
- E. transitional

**7. In paragraph #2, "good health and good cheer" is a phrase that uses a common communication technique to reinforce a message. What is that technique?**

- A. alliteration
- B. repetition
- C. transition
- D. coordination
- E. none of the above

**8. Where else in this letter does a word or phrase use the technique noted in question 6 to reinforce an important idea? HINT: There are at least four additional applications of the technique.**

**9. In paragraph #2, “good health and good cheer” is also an example of parallel structure—a technique that helps establish coherence and flow in a letter. List three sets of words that use parallel structure.**

**10. McLean recommends tying the opening paragraph to the closing paragraph. Identify the two ways this letter accomplishes that.**

**11. Why is there no return address on this letter?**

- A. Because it is written in an informal style, so such deviations are acceptable.
- B. Because the recipient’s familiarity with this business means she already knows it.
- C. Because the letterhead’s graphic takes up too much space.
- D. Because the address is printed in the footer of this letterhead.
- E. All the above.

**12. Technically, paragraph #2 is flawed because it skips from one idea to another when a well-developed paragraph should focus on one and only one idea. You could correct this weakness by using two paragraphs to expand each idea. Would that be an effective solution? Why or why not?**

**13. Which of the following summarizes best the central message of this letter?**

- A. We cherish Legacy clients like you.
- B. We are thinking of you.
- C. We hope you are enjoying good health and cheer.
- D. We are proud of being your home away from home.
- E. All the above

**As a reader, how will you:**

1. Analyse and criticise texts produced for a range of purposes, audience, and context
2. Identify and explain values, attitudes, and assumptions in texts
3. Evaluate the effects of Content, language, and style on readers' responses in specific texts

<b>Module 2</b>	<b>Numeracy Skills</b>
<b>Fundamental</b>	

## Formative assessment

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## Activity 1

a) You collect coins. Suppose you start out with 11. Since his mother makes coins, Miguel decides to double your coins, you decide to give Mary 12 coins. How many coins do you have at the end? **(show all calculations)**

b) Calculate the BODMAS exercise below:

$$3 \times (4 \times 5^2) \div 6 + 7 - 8 = ?$$

## Activity 2

Mia has recently opened a Global account at Capital Bank. She is concerned about her monthly bank charges. Use the provided brochure and the list of her account activities for the month of April to answer the questions below:

TRANSACTION	FEE
<b>Monthly fees</b>	
Monthly administration fee	4.50
Mobile banking subscription	FREE
Internet banking subscription	FREE
<b>Cash withdrawals</b>	
Supermarket fillpoints	1.00
Capital bank ATM	4.00
Other ATM	7.00
<b>Balance enquiries</b>	
Mobile banking	FREE
Cashier	FREE
Capital Bank ATM	FREE
Other ATM	4.00
<b>Transfers/Payments/Purchases</b>	
Debit card purchase	FREE
Debit order/recurring payment at branch	3.00
Debit order/recurring payment with internet banking	1.50
Payment to other Capital Bank account at branch	3.00
Payment to other Capital Bank account with internet banking	1.50
<b>Other</b>	
SMS notification	0.40
Statement in branch	3.00
Create, change or cancel recurring payment at branch	4.00
Returned debit order/recurring pamynet (stop order)	4.00
Returned early debit order	FREE
Insufficient funds (other ATM)	4.00

The list of Mia's transactions for April is as follows:

<b>Date</b>	<b>Activities</b>	<b>Amounts</b>
1 Apr 2013	Balance of previous month carried forward	R210,25
1 Apr 2013	Old Mutual Policy x74534: Debit order returned: insufficient funds*	R254,39
1 Apr 2013	Balance enquiry (mobile)	R0,00
2 Apr 2013	Davidsons Textiles: Salary deposit*	R4 500,00
2 Apr 2013	Shoprite: Purchases: Debit card*	R847,21
2 Apr 2013	Shoprite: Cash withdrawal*.	R250,00
7 Apr 2013	Old Mutual Policy x74534: Branch Payment	R254,39
15 Apr 2013	Edgars: Purchases: Debit card*	R149,59
20 Apr 2013	Capital Bank ATM Withdrawal*	R200,00
23 Apr 2013	Shoprite: municipal account payment*	R639,00
28 Apr 2013	FNB ATM Withdrawal*	R500,00
29 Apr 2013	Balance statement at the branch	R3,00
30 Apr 2013	Monthly Administration Fee	R4,50

\* denotes SMS notification for April

- a) How many withdrawals did Mia make during this month?
- b) Calculate the amount of money that was spent on monthly shop purchases
- c) Use the relevant resources and calculate the amount of bank fees that Mia should pay for April.
- d) Suggest how Mia can further reduce her banking charges.

### Activity 3

Find the simple interest to the nearest cent.

- a) R300 at 7.5% for 5 years
- b) R770 at 16% for 6 months

### Activity 4

Find the balance of the account earning compound interest annually.

- a) R7000 at 2% for 4 years.
- b) Xolani deposits R2000 into an account that pays an interest rate of 3.5% compounded annually. He does not add or remove money from his account for 12 years. How much money will Mark have in 12 years?

### Activity 5

Thembi kept a record of the hours she spent on different activities during the day. This information is shown below.

- a) Complete the table to show the degrees needed for each activity when drawing a pie chart.
- b) Draw the pie chart.
- c) Represent the information using a line graph.

Activity	Number of hours	Number of degrees
School	5	..... x 360° = .....
Meals	1	
Homework	3	
TV	2	
Travel	1	
Sleep	8	
Other	4	
Total	24	

# Summative Assessments

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## Knowledge Questionnaire

### Answer all the questions:

1. In your own words, Define the following terms:

1. Simple Interest
2. Compound Interest
3. TVM
4. Amortization
5. Amortization schedule

2. Name and describe the 2 types of Statistics. Give 1 example for each.

### Calculations and Statistics

Solve the following problems (show all calculations):

3. A bank charges the following fees for cash deposits:

- Bank teller: 2,5% of deposit value
- ATM deposit: R1basic + R1,20 per R100 or part of R100

a) Is it more expensive to go into the bank or to do the transaction at an ATM? Why do you think this is?

b) Using the formulae given above, fill in the table below to show the transaction fees for the given amounts of money:

Deposit amount (R)	500	1 000	1 500	2 000	2 500	3 000	3 500
Fee at teller							
Fee at ATM							

c) Plot two-line graphs of the transaction fees for the different amounts of money given in the table.

d) Read off the graph: how much money can you save by using an ATM if you need to deposit R1 250?

4. In problems 1-2, compare the amount you have if the money were compounded annually versus quarterly.

**Write out and solve 2 equations per problem.**

R5,000 at 10% for 5 years

R2,000 at 12% for 3 years

5. In problems 4-6, compare the amount of money you have if the investment is compounded annually versus daily.

**Write out and calculate 2 equations per problem.**

R1,000 at 8% for 5 years

R2,000 at 12% for 3 years

6. Happy Harry has just bought a scratch lottery ticket and won R10,000. He wants to finance the future study of his newly born daughter and invests this money in a fund with a maturity of 18 years offering a promising yearly return of 6%. What is the amount available on the 18th birthday of his daughter? (Hint – Apply TVM formula for FV)

7. This amortization schedule is for the beginning and end of an auto loan. This is a R20,000 five-year loan charging 5% interest (with monthly payments). Calculate the principal and interest payments for the first 4 months. **Ensure to complete table in full, showing start and end balances.**

Month	Balance (Start)	Payment	Principal	Interest	Balance (End)
1	R 20,000.00	R 377.42			
2		R 377.42			
3		R 377.42			
4		R 377.42			

<b>Module 3</b>	<b>Ethical behaviour in a workplace</b>
<b>Fundamental</b>	

## Formative assessment

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### Activity 1

Give a brief discussion of Ethics and Morals. State 1 example.

### Activity 2

Personal values form an integral part of our lives. List 5 of your Core values and where it originated from (individuals/organisations)

### Activity 3

Think carefully about each item below and indicate whether you agree or disagree with it. Also indicate whether you think your classmates would agree or disagree with each item.

	Me (Agree / Disagree)	My classmates (Agree / Disagree)
1. Overall, it is better to be humble and honest than to be successful and dishonest.		
2. If you trust someone completely, you are asking for trouble		
3. A leader should take action only when it is morally right.		
4. A good way to handle people is to tell them what they like to hear.		
5. There is no excuse for telling a white lie to someone.		
6. It makes sense to flatter important people.		
7. Most people who get ahead as leaders have led very good moral lives.		
8. It is better not to tell people the real reason		

you did something unless it benefits you to do so.		
9. Most people are brave, good, and kind.		
10. It is hard to get to the top without sometimes cutting corners.		

#### Activity 4

Carefully read the case study and answer the questions that follow.

##### Case study

A woman is sexually harassed by a top-level senior executive in a large company. She sues the company, and during settlement discussions she is offered an extremely large monetary settlement. In the agreement, the woman is required to confirm that the executive did nothing wrong, and after the agreement is signed the woman is prohibited from discussing anything about the incident publicly. Before the date scheduled to sign the settlement agreement, the woman's lawyer mentions that she has heard the executive has done this before, and the settlement amount is very large because the company probably had a legal obligation to dismiss the executive previously. The company however wants to keep the executive because he is a big money maker for the company.

- a) What are the issues of integrity, ethics and law posed in the case study?
- b) What options does the woman have, and what should she do and why?

# Summative Assessments

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## Activity 1

1.1 Describe the factors of ethics? (2)

1.2 What is a nature of the Work? (2)

1.3 Describe the nature of Other's Work? (2)

## Activity 2

### 2.1 True or False

Indicate whether the following statements are True or False by ticking in the relevant column:

Statement	True?	False?
a. Companies that do not impose such monitoring must maintain an employee handbook that explicitly mentions the company's policies on email monitoring and other restrictions.		
b. Many employees are under the misconception that their employers do not have the right to monitor the emails and websites that they access through the workplace Internet.		
c. Companies that do not impose such monitoring must maintain an employee handbook that explicitly mentions the company's policies on email monitoring and other restrictions.		
d. The importance of ethics in business can be understood by the fact that ethical businesses tend to make much more profits than the others.		
e. When customers are satisfied, they will become loyal to the company and come back again for re-purchasing.		

### **Activity 3**

Briefly outline what is meant by Professional Ethics. Give 1 example (your own).

### **Activity 4**

Why is it important for companies (i.e., Management) to communicate policies and procedures to employees? List 2 advantages (for each) when communicating Orally and in Writing.

### **Activity 5**

Non-adherence to the Code of Conduct and Ethics can have serious consequences for employees in the Financial Sector, especially banking. Discuss these consequences, **with specific reference to REDS (Register of Employee Dishonesty System)**

## Personal Code of Conduct

\_\_\_\_\_ 's personal code of conduct

I \_\_\_\_\_, set forth the following actions as the standard by which I will behave at all times to align with my personal morals and core values. I promise to hold myself accountable for acting as the best version of myself at all times.

**My core values are (list 6):**

**Conduct Toward Myself:**

**Physical Well-Being**

**Mental Well-Being**

**Emotional Well-Being**

**Conduct Toward Others:**

**Family**

**Friends**

**Colleagues**

**Strangers/Acquaintances**

**Conduct in Difficult/Dangerous Situations:**

**Ethical Dilemmas**

[Empty box]

**Financial Dilemmas**

[Empty box]

**Danger of Violence**

[Empty box]

**Measures of Personal Accountability:  
Terms**

[Empty box]

**Corrective Actions**

[Empty box]

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Module 01</b>	<b>Banking and financial services environment</b>
<b>CORE</b>	

## Formative assessment

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## Activity 1

Give a short summary of the different acts and the purpose of each act

<b>ACT Name</b>	<b>Short summary</b>	<b>Purpose</b>

## Activity 2

Bank Name	Niche Bank	Commercial Bank	Investment bank	International bank
ABSA				
First National Bank				
Standard Bank				
Capitec				
Venda Bank				
Agri				

## Activity 3

Discuss the most recent failed bank, what the reason was for the failure and the consequences of a failed bank.

## Activity 4

Name two different banking systems. What is the difference between the systems?  
The different systems in banking

## Activity 5

Give a short summary of the Banking Association of South Africa

## Activity 6

Explain the different components in a medical fund and how it is regulated.

## Activity 7

What is the difference between medical insurance /top up cover and medical fund  
Medical insurance?

## Activity 8

Explain the different components in a medical fund and how it is regulated

### **Activity 9**

9.1 How many banks are in South Africa?

9.2 List all the banks in South Africa.

### **Activity 10**

What is the interaction between medical funds, banks, and insurance?

# Summative Assessment

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**Activity 1**

- 1.1 Discuss Veda bank and what went wrong there and why it is wrong.
- 1.2 Explain the different types of banks you get. E.g., investment banks, niche banks, commercial banks, private banks, the Federal bank, the different international affiliations of banks, agricultural bank, corporate bank, private bank, retail bank
- 1.3 Name one other bank which collapsed in South Africa and why
- 1.4 Explain the different kinds of insurance you get
- 1.5 List the different medical funds in South Africa Which markets are they focussed upon?
- 1.6 Describe the role of the Medical fund regulator
- 1.7 Describe free medical care what is the purpose of free medical care. Who pays for the service of the patients?
- 1.8 Are both systems needed in South Africa and why?
- 1.9 List 5 types of insurance companies you get in South Africa and describe their purpose

**Activity 2**

2.1 Choose three (3) different types of banks and describe their purpose What is the advantages and disadvantage of each bank

Bank type and purpose	Advantage	Disadvantage


2.2 Explain in your own word affordability of medical funds and insurance and how to accomplish it

2.3 Discuss the pitfalls of an electronic banking systems. What are the risks involved in an electronic system?

2.4 Which professional body protects the financial services sectors. Name three

2.5 Go to five (5) banking websites and identify different banking products for private banking, commercial banking, investment banking/wealth growth

2.6 Name four (4) different products at a bank, which you have not mentioned before.

2.7 How is customer loyalty ensured?

2.8 Under which budget component would you place insurance

## 2.9 TRUE OR FALSE

Mark in the relevant box

	Questions	T	F
1	The function of the Council is to control and co-ordinate the functioning of medical schemes in a manner that is complementary with the national health policy.		
2	A medical scheme may use or refer to itself by a name other than the name under which it is registered.		
3	No limitation shall apply to the re-imbusement of any relevant health service obtained by a member from a public hospital where the service complies with the general scope and level as contemplated in the prescribed minimum benefits.		
4	A medical scheme may impose a general or a condition-specific waiting period on a beneficiary who changes from one benefit option to another.		
5	The Registrar shall approve a benefit option if the option is self-supporting.		
6	Any person may administer a medical scheme as an intermediary without accreditation from the Council.		
7	A medical scheme may in its rules provide that a member may only change to any benefit option at the beginning of the month of January each year.		
8	From 1 January 2004 a medical scheme can only use accredited managed health care organisations.		
9	If accreditation is granted by the Council to be an administrator of medical scheme, that accreditation is only granted for 24 months.		
10	A medical scheme must maintain accumulated funds of not less than 5% after the fourth year.		
11	A medical scheme may not cancel or suspend a member's membership on the grounds of submission of fraudulent claims.		
12	PMB benefits are not allowed during the condition-specific waiting periods but only general waiting periods.		
13	The minimum number of members required for the registration of a medical scheme is 10 000.		
14	Each medical scheme must issue to each of its members written proof of membership.		
15	A medical scheme may not allocate to a member's personal medical savings account an amount that exceeds 25% of the total gross contribution made in respect of the member during the financial year		

	Questions	T	F
16	The funds in a member's medical saving account may not be used to pay for costs of a prescribed minimum benefit.		
17	Contributions in respect of a child dependant may be less than those determined in respect of other beneficiaries		
18	A medical scheme may impose a new general or condition-specific waiting period on a beneficiary who changes from one benefit option to another		
19	The Registrar may amend the rules of a medical scheme if the scheme fails to amend its rules as directed by the Registrar		
20	A medical scheme may compensate a broker for the introduction of a member to that medical scheme		

<b>Module 2</b>	<b>Basic economic concepts</b>
<b>CORE</b>	

## Formative assessment

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**Activity 1**

Describe the functions of the economy.

**Activity 2**

Identify the role players in the economy and the role each play.

**Activity 3**

Describe the importance of each role player.

**Activity 4**

Describe what is meant by demand and supply.

**Activity 5**

What impact does supply, and demand have on the market?

**Activity 6**

Explain which economic conditions influence supply and demand.

**Activity 7**

By means of an illustration, show the effects of demand/supply on price and quantity.

**Activity 8**

Describe conditions under which markets fail and motivate under which conditions is it necessary for the Government to intervene.

**Activity 9**

Explain in detail why markets fail? Describe how can Government interventions can come to the rescue.

**Activity 10**

Name several countries that experienced an economic meltdown and the reason(s) thereof.

**Activity 11**

Define Inflation explain why inflation occurs.

**Activity 12**

Identify the relationship between unemployment and inflation

**Activity 13**

List the objectives of the Governments macro-economic policy

**Activity 14**

What are the limitations to each objective and why?

**Activity 15**

List the objectives of the Governments macro-economic policy

**Activity 16**

What are the limitations to each objective and why?

# Summative Assessment

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## **Research Essay**

The recent outbreak of Covid-19 pandemic has caused havoc to economies globally.

Investigate, in detail, the impact on South African trade:

Make specific reference to:

- i) Government fiscal and other policies
- ii) Business operations
- iii) The financial effect on households/individuals**

<b>Module 03</b>	<b>Financial legislation in the banking</b>
<b>CORE</b>	

## Formative Assessments

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**Activity 1**

What is money laundering? Explain the definition. Give 2 examples

**Activity 2**

Explain legislation in South Africa regarding money laundering.

**Activity 3**

What are the objectives of a Financial Intelligence Centre? Explain with background and why is it necessary.

**Activity 3**

Describe the types of risks which the Medical Schemes Act seek to control?

**Activity 5**

What licence(s) are required to conduct banking services and what activities do they cover?

**Activity 6**

What legal entities can operate as banks? What legal forms are generally used to operate as banks?

**Activity 7**

What are the legislative and non-legislative corporate governance rules for banks?

**Activity 8**

What are the rules concerning appointment of auditors and other experts?

**Activity 9**

How is the Medical Aid industry regulated in South Africa?

**Activity 10**

Who does the Occupational Health and Safety Act Protect?

**Activity 11**

What is the background of the financial Intelligence Centre Act? Why was there a need to formulate such regulations?

**Activity 12**

What are the consumers' responsibilities in terms of FICA?

**Activity 13**

There are 10 things individuals should know about insurance regulation in South Africa. Elaborate on 5 of these aspects.

**Activity 14**

What are some of the types of long-term insurance that can be utilised by individuals/families?

## REFLECTION ON OWN LEARNING

Please complete the following questions:

1. What have you learned about the purpose of the Medical Schemes Act (Act 131 of 1998)?


2. Name the stakeholders governed by the Act in terms of the administration and marketing of a scheme. Present your answer in a topic web or map.


3. A medical scheme use different criteria to determine the membership fees. Name these criteria that can be used.


4. How will you apply the knowledge and skills you have learned with regards to the Act in your workplace?


# Summative Assessment

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## Summative Questions

1. What are the risk management rules for banks?
2. a) In what circumstances may banks be taken over by the government or regulatory authorities?  
b) How frequent is this in practice?  
c) How are the interests of the various stakeholders treated?
3. What are the legal and regulatory processes in the event that a bank becomes insolvent?
4. What are the legal and regulatory duties and responsibilities of an entity or individual that controls a bank?
5. What are the responsibilities of accountable institutions in terms of the Financial Centre Intelligence Act?
6. What are the key points of the Financial Intelligence Centre Act?
  
7. Describe the rules surrounding Short-Term Insurance in South Africa?

To view, go to: <https://www.iol.co.za/personal-finance/10-things-you-should-know-about-the-policyholder-protection-rules-997926>

7. In terms of OHSASA, what power do safety inspectors have?
  
8. What must the employer do to ensure that the work environment is safe and without risk to the health of his or her workers?

<b>Module 4</b>	<b>FAIS Act</b>
<b>CORE</b>	

## **Formative Assessments**

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## **Activity:1**

TAXATION OF BENEFITS ON RESIGNATION, RETIREMENT, DEATH AND TRANSFER

**PLEASE REFER TO YOUR PRECOURSE READING MATERIAL FOR THE ANSWERS TO THIS TASK.**

Draw up a mind map detailing your understanding of the taxation of benefits with reference to the following, in respect to retirement fund,

- ✓ Retirement
- ✓ Resignation
- ✓ Death and
- ✓ Transfer.

PS: If you do not want to use a mind map, use any other presentation mechanism to convey your understanding

## **Activity:2**

Explain disclosures that must be made by a representative when rendering a financial

## **Activity:3**

Explain the specific disclosure requirements regarding fees and commission

## **Activity:4**

Explain the record keeping obligations by a representative as prescribed by the FAIS Act and FIC Acts

## **Activity:5**

Explain, with examples, the role and authority of the Ombud for FSPs.

## **Activity:6**

Describe the roles and responsibilities of representatives as defined in the FAIS Act

**Activity:7**

Distinguish between advice and intermediary services in terms of the Act.

**Activity:8**

Explain the disclosure requirements for a representative under supervision

# Summative Assessment

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## Knowledge Questionnaire

1. For FSP's and Representatives explain the complaints procedures and processes that are in place.
2. Apply knowledge of the role of the representative in terms of the FAIS Act.
3. Explain the fit and proper requirements (in line with your Bank) that apply to the representatives. (Good Standing, honesty, integrity, qualifications, experience, knowledge tested through regulated examinations and continuous professional development)
4. Describe the implications if a representative no longer meets the Fit and Proper requirements (as per your Bank)
5. Explain the governing bodies/professional institutes responsible for, and the regulations pertaining to, the following Category I products:
  - Long-term insurance (category C)
  - Insurance commercial lines
  - Foreign currency denominated investment instruments
  - Health service benefits

### Research Assignment:

6. Tabulate the financial products your bank offers and give a detailed description of what need to be disclosed to a client:
  - 6.1 Long-term insurance (category A)
  - 6.2 Short-term insurance Personal loans
  - 6.3 Long-term insurance (category B)
  - 6.4 Retail pension benefits
  - 6.5 Pension fund benefits

### **Research assignment:**

Give the basic understanding and knowledge of the Occupational Health and Safety Act?

<b>Module 05</b>	<b>Financial Services</b>
<b>CORE</b>	

## Formative Assessment

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**Group work:**

1. Refer to Article 1 in Learner Guide.
  - a) What obstacles, according to the writer, are faced by sales professionals.
  - b) In your own words, describe how these obstacles can be minimized.
2. Research and explain how the following interpersonal skills can assist sales professionals
  - a) Listening skills
  - b) Problem-solving skills
  - c) Negotiation skills
  - d) Questioning techniques

**Individual work:**

3. Define the Sales process. By means of an example, outline the steps in detail.
4. Explain what is meant by customer engagement. Give 2 examples on how your bank engages with its customers.
5. Why do you think it is essential to foster good relations with customers? List (in detail) at least 5 reasons.
6. Explain how you can build on your confidence pertaining to product knowledge.

**Group work:**

7. Research any 4 products, and in your own words identify the features, advantages and benefits for each (ensure not to blanket-copy from the Internet).

**Individual work:**

8. Using one of the products in question 6, outline the Needs Analysis process you can follow.
9. Carefully read through Article 2 in your learner guide. In your own words describe what could the consultant have done differently and in line with FAIS regulations.

10. State why it is important to conduct risk assessments on clients. Describe the process in detail.
11. In your own words, describe what you think is meant by “proper care and diligence”.
12. Explain the difference between information and advice. Use examples.
13. Give a short summary of the Code of Banking Practice. Explain how it relates to providing financial services in general.
14. Explain how the code is applied in daily practise with customers. Give five examples.
15. Identify and Explain what the consequences of non-adherence to the code of the conduct and ethics in relation is to provide financial advice to clients.

**Group work:**

16. Read through Article 5. Based on FAIS regulations, summarize what you think the advisor did correctly. In detail, give an example (your own) of what can be deemed as negligent financial advice.

# Summative Assessment

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## Assignment 1

Carefully read the Case Study below and answer the questions that follow:

Mrs Gumede, a widower and the proud mother of 2 teenage sons and a daughter, has been contacted by Ntaba Bank. Her late husband has appointed the bank as curator/administrator of his Testament in the event of his death. Mr Gumede, who recently passed away in a terrible car accident, has left a substantial amount of money to be divided equally between his wife and 3 children. They currently reside in a beautiful 3 bedroom house in a village outside Bigtown. Mrs Gumede is an entrepreneur and runs a hair salon business on an adjacent plot, which her husband bought for her several years ago.

Not many people are willing to buy property in the area, even though there is a newly-built police station and cellphone tower.

Accompanied by her eldest son, who is currently in Grade 12 and wishes to pursue a career in Computer Sciences, they take a taxi from the village they stay in which is approximately 15km out of town. Would it not have been that her husband crashed the only vehicle they owed, her son would have driven them to town.

Upon arriving at the bank, Mrs Gumede casually mentions to her son that she does not trust banks and would rather prefer investing her money in a Stokvel. She claims to have been a victim too many times and closed her personal account at another bank. Her 3 children, however, each has a savings account at Ntaba Bank which was opened 5 years ago. This was the late Mr Gumede's initiative. Mrs Gumede, who is very strong-headed can be very argumentative at times and she makes this known when talking to the receptionist; who casually brushes her off.

Some of the stipulations contained in the will read out as follows:

The house (fully paid off as Mr Gumede had insurance on the bond) to be inherited by Mrs Gumede. Its current market value is R450 000.

An amount of R1.2million to be divided equally amongst the beneficiaries.

Each child to receive a lump sum of not greater than 25% of their share when they turn 18. The rest is to be kept till they turn 25.

Ntaba Bank to act as trustee of the minor children's inheritance.

Mrs Gumede is entitled to the full amount of money that was allotted to her.

**You are the appointed advisor that will deal with Mrs Gumede. It is important to always keep in mind that any interaction with clients should be in line with FAIS regulations.**

1. Write a list of questions that you think that Mrs Gumede may ask prior to the data-gathering interview and a list of questions you may be considering. A minimum of 5 questions should be constructed for both. Clearly state which of these are purely for information gathering and which is for seeking advice.
2. Conducting a needs analysis ensures that you do not sell any financial product without an overall assessment of your clients' finances and existing financial position. State why you think this is the case. Outline in detail the process you will follow when dealing with Mrs Gumede.
3. Part of your functions as financial advisor is to do a risk profile on Mrs Gumede. Construct a questionnaire that will assist you in determining the customers' risk tolerance. Clearly mark evidence as ANNEXURE A and insert separately into portfolio.
4. Explain why it is necessary to do a Risk assessment in terms of (legal) implications for the bank as outlined in FAIS Act.
5. Name and describe the features, advantages, and benefits of any 5 products and /or services your bank can offer to Mrs Gumede. Ensure to include the steps in the selling process.
6. The Code of banking Practice outlines certain criteria of what is expected when interacting with clients. Identify 3 that would be most relevant in dealing with the client. Explain your selection for each. What can be the result for non-adherence?

## **Assignment 2**

Obtain a copy of your Banks' Code of Conduct and/or Ethics. Highlight all the areas that addresses how you should interact professionally in selling products and/or services. Clearly mark evidence as **ANNEXURE B** and insert into portfolio.

**(NB: learners not placed at a bank may source and print a copy from the Internet. It should, however, be that of a South African bank or any other financial services provider)**

<b>Module 6</b>	<b>Basic accounting</b>
<b>CORE</b>	

## Formative Assessment

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# Personal Financial Planning

## Question 1

Carefully read the following case study and answer the questions that follows:

South Africans are good spenders and bad savers. We have a reputation for going into debt and spending beyond our means. Spending on credit (debt) pushes up demand, which leads to price increases. This fuels inflation.

A high level of consumer debt can be disastrous. The recent credit crunch in many countries was caused by the fact that consumers could not repay their debt. Many households got into financial trouble. This led to a drastic fall in demand, which reduced economic growth.

When people save money, more money is available for banks to lend out. This money is used to expand businesses, by investing it in capital, labour or other factors of production. This increases production and therefore profitability in the business.

The bigger the profitability of a business, the more income it generates, thus bringing about growth. In this way savings help grow the economy.

When people save towards their retirement it allows them financial freedom at a time of their lives when they no longer have the energy to work fulltime. Only about 5 million South Africans contribute to some form of retirement fund. The rest of the work force of the country will depend on Government grants when they retire, making them a burden to the economy.

Acquiring good savings habits will help us be better prepared for unforeseen circumstances, such as sudden illness or the loss of a job. When you do not have money saved up to cover unexpected expenses, you will have to go into debt to cover such expenses. The higher the debt burden in the country, the more the economy suffers.

1. Explain why it can be disastrous for households to get into too much debt.
2. How do savings help expand businesses in the economy?
3. Why is it a problem that so few people contribute to retirement funds?
4. List three ways in which savings contribute to economic prosperity and growth.



## Question 2

Set your personal goals on the short medium and long term, by using the financial planning process. Just indicate behind each goal which term it is. Apply the steps to any area of personal finance, including insurance planning, tax planning, cash flow (budgeting), estate planning, investing, a retirement and health. Indicate how you are going to achieve it.

## Question 3

- 3.1 Analyse the costs of credit and their relationships to risk and liquidity.
- 3.2 Describe the credit rating process and identify its criteria.
- 3.3 List 4 types of credit available to clients and clearly state which product is best suited to which type of client.
- 3.4 Identify common features of a credit card.
- 3.5 Discuss remedies for credit card trouble.
- 3.6 Describe the reasons why there might be discrepancies on a client's bank statement

## Question 4

By means of a flowchart, illustrate the Accounting Cycle

## Question 5

**Test your accounting skills with these exercises on Elements of Accounting under the Fundamental Accounting Concepts sessions.**

A. For each item, indicate whether it is an Asset, a Liability, or Capital in *Column A*. Then, if the item is an asset or a liability, indicate if it is Current or Non-current in *Column B*. If the item is capital, place *N/A* in Column B.

	<b>A</b>	<b>B</b>
1. Tools and equipment		
2. Salaries payable		
3. Additional investment of owner		

	<b>A</b>	<b>B</b>
4. Cash on hand		
5. Cash deposited in Prime Bank		
6. Delivery truck		
7. Obligation to pay supplier		
8. Loan from bank, 5 years		
9. Investment in long-term bonds		
10. Prepaid insurance		
11. Patent (an intangible)		
12. Withdrawals made by owner		
13. Merchandise for sale		
14. Building used as office space		
15. Accounts receivable		

**B.** For each item, indicate whether it is an Income or an Expense. If it is neither income nor expense, write its proper classification.

1. Rent revenue	
2. Rent payable	
3. Salaries of employees	
4. Sales	
5. Light, water, and electricity	
6. Loss from flood	
7. Accumulated depreciation	
8. Prepaid advertising	
9. Delivery costs	

10. Gain on sale of land	
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**C. For each of the following accounts, indicate whether it is an Asset, Liability, Income, or Expense. If it is an asset or a liability, specify whether it is current or non-current.**

1. Merchandise Inventory		
2. Accounts Payable		
3. Utilities Expense		
4. Service Revenue		
5. Computer Equipment		
6. Office Supplies		
7. Bonds Payable		
8. Land		
9. Cash		
10. Furniture and Fixtures		

### Question 6

**Explain the following concepts in your own words:**

- Liability
- Asset
- Turnover
- Income
- Expenditure

### Question 7

**Provide two examples of the following:**

- Fixed Assets:
- Current Assets:
- Long term liabilities:
- Current Liabilities:

# Summative Assessments

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## Assignment 1

### Case Study: Personal Financial Planning

Zola and Brenda are just one semester shy of graduating from university. Zola is getting a degree in protective services and is thinking of going for certification as a fire protection engineer, which would cost an additional R4,500. With his protective services degree many other fields will be open to him as well—from first responder to game warden or correctional officer. Zola will have to specialize immediately and wants a job in his province that comes with some occupational safety and a lot of job security.

Brenda is getting a Bachelor of Science degree in medical technology and hopes to parlay that into a job as a lab technician. She has interviews lined up at a nearby regional hospital and a local pharmaceutical firm. She hopes she gets the hospital job because it pays a little better and offers additional training on site. Both Zola and Brenda will need additional training to have the jobs they want, and they are already in debt for their educations.

Brenda qualified for a NSFAS loan, and the local government subsidizes her loan by paying the interest on it until six months after she graduates. She will owe about R40,000 of principal plus interest at a fixed annual rate of 6.8 percent. Brenda plans to start working immediately on graduation and to take classes on the job or at night for as long as it takes to get the extra certification she needs. Unsubsidized, the extra training would cost about R3,500. She presently earns about R5,000 a year working weekends as a home health aide and could easily double that after she graduates. Brenda also qualified for a student grant of around R5,000 each year she was a full-time student, which has paid for her rooms in an off-campus student co-op housing unit. Zola also lives there, and that's how they met.

Zola would like to get to a point in his life where he can propose marriage to Brenda and looks forward to being a family man one day. He was awarded a service scholarship from his hometown and received windfall money from his grandmother's estate after she died in his sophomore year. He also borrowed R30,000 for five years at only 2.25 percent interest from his local bank through a family circle savings



plan. He has been attending classes part-time year-round so he can work to earn money for college and living expenses. He earns about R19,000 a year working for catering services. Zola feels very strongly about repaying his relatives who have helped finance his education and also is willing to help Brenda pay off her NSFAS loan after they marry.

Brenda has R3,000 in Government savings bonds, which mature in two years, and has managed to put aside R600 in a savings account earmarked for clothes and gifts. Zola has sunk all his savings into tuition and books, and his only other asset is his trusty old pickup truck, which has no liens and a trade-in value of R3,900. For both Brenda and Zola, having reliable transportation to their jobs is a concern. Brenda hopes to continue using public transportation to get to a new job after graduation. Both Zola and Brenda are smart enough about money to have avoided getting into credit card debt. Each keeps only one major credit card and a debit card and with rare exceptions pays statements in full each month.

Zola and Brenda will have to find new housing after they graduate. They could look for another cooperative housing opportunity or rent apartments, or they could get married now instead of waiting. Zola also has a rent-free option of moving in temporarily with his brother. Brenda feels very strongly about saving money to buy a home and wants to wait until her career is well established before having a child. Brenda is concerned about getting good job benefits, especially medical insurance and family leave. Although still young, Zola is concerned about being able to retire, the sooner the better, but he has no idea how that would be possible. He thinks he would enjoy running his own catering firm as a retirement business some day.

Brenda's starting salary as a lab technician will be about R30,000, and as a fire protection engineer, Zola would have a starting salary of about R38,000. Both have the potential to double their salaries after fifteen years on the job, but they are worried about the economy. Their graduations are coinciding with a downturn. Aside from Brenda's savings bonds, she and Zola are not in the investment market, although as soon as he can Zola wants to invest in a diversified portfolio of money market funds that include corporate stocks and municipal bonds. Nevertheless, the

state of the economy affects their situation. Money is tight and loans are hard to get, jobs are scarce and highly competitive, purchasing power and interest rates are rising, and pension plans and retirement funds are at risk of losing value. It is uncertain how long it will be before the trend reverses, so for the short term, they need to play it safe. What if they cannot land the jobs they are preparing for?

**Brenda and Zola certainly have a lot of decisions to make, and some of those decisions have high-stakes consequences for their lives. In making those decisions, they will need your assistance to answer some questions, such as the following:**

1. What individual or personal factors will affect Brenda's and Zola's financial thinking and decision making?
2. What are Zola's best options for job specializations in protective services? What are Brenda's best options for job placement in the field of medical technology?
3. When should Zola and Brenda invest in the additional job training each will need, and how can they finance that training?
4. How will Brenda pay off her college loan, and how much will it cost? How soon can she get out of debt?
5. How will Zola repay his loan reflecting his family's investment in his education?
6. What are Brenda's short-term and long-term goals? What are Zola's? If they marry, how well will their goals mesh or need to adjust?
7. What should they do about medical insurance and retirement needs?
8. What should they do about saving and investing?
9. What should they do about getting married and starting a family?
10. What should they do about buying a home and a car?
11. What is Zola's present and projected income from all sources? What is Brenda's?
12. What budget categories would you create for Brenda's and Zola's expenses and expenditures over time?

13. How could Brenda and Zola adjust their budgets to meet their short-term and long-term goals?
14. On the basis of your analysis and investigations, what five-year financial plan would you develop for Brenda and Zola?
15. How will larger economic factors affect the decisions Zola and Brenda make and the outcomes of those decisions? Name 2.

## **Assignment 2**

Discuss the different steps in financial planning for businesses, and what is the benefits for using these steps during financial planning?

## Assignment 3

### Instructions:

**Obtain a copy of your 3-Month Bank Statement (Clearly mark as Annexure A and insert into Portfolio of Evidence).**

- 1) Identify and list all sources of income
- 2) For all the withdrawals made, state why cash was needed (expenses)
- 3) Give reason(s) for any unaccounted monies?
- 4) Draw up a personal budget for future use. Make a clear distinction between fixed/variable expenses directly on template.

### Knowledge Questionnaire

#### Question 1

**Give a brief understanding of the following accounting concepts**

- 3.1 Going concern assumption
- 3.2 Accrual basis
- 3.3 Accounting Entity Concept
- 3.4 Time Period
- 3.5 Monetary Unit Assumption

#### Question 2

**Explain the following concepts in your own words:**

- 2.1 Income
- 2.2 Revenue
- 2.2 Sales/earnings
- 2.3 Profit

#### Question 3

**Provide two other examples of the following, you did not use in the Formative questions:**

- 3.1 Fixed Assets
- 3.2 Current Assets
- 3.3 Long term liabilities
- 3.4 Current Liabilities

#### **Question 4**

**Answer the following:**

4.1 In what situations would assets and liabilities statement be required?

Name any 5.

4.2 Provide five (5) advantages of keeping an assets and liabilities statement.

#### **Question 5**

What is meant by Cost to Income ratio?

#### **Question 6**

What is one of the main objectives of financial analysis? (in brief)

#### **Question 7**

State any four tools which are commonly used for analyzing and interpreting financial statements.

#### **Question 8**

Research what a company can do to improve its financial situation?

#### **Question 9**

**Refer to your learner guide to the Income statement and the Balance Statement**

Using formulas, calculate the following ratios. Based on each answer, state how well the company is doing.

- Profitability
- Solvency
- Liquidity

<b>Module 7</b>	<b>Basic principles of investment</b>
<b>CORE</b>	

## Formative Assessment

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**Question 1**

Give your own understanding of the difference between savings and investment.

**Question 2**

List and explain, in your own words, any 4 investment principles

**Question 3**

Name 3 different asset categories, and 1 subcategory for each.

**Question 4**

Explain what you understand of the following terms:

- a) Treasury Bills
- b) Unit Trusts
- c) Cash Reserves
- d) Endowment
- e) Annuities
- f) Mutual Funds

**Question 5**

What are the advantages and disadvantages of investing in Index Funds Name 2 for each?

**Question 6**

In your own words, explain what a call deposit is and give the advantages and disadvantages of investing in it.

**Question 7**

In terms of investment, what would you consider as a fixed income?

**Question 8**

Describe the nature functions of the Johannesburg securities exchange

**Question 9**

Name 2 different kinds of cash reserves and how it is managed

**Question 10**

What is the role of gold in investment?

**Question 11**

Using a table of information and any further research, compare the rights of the different types of shares. Compare things like voting power, risk, entitlement to company profits and anything else that is evident. Demonstrate this in a table format.

# Summative Assessment

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## Knowledge Questionnaire

1. Complete the exercise on this page and then include it in your portfolio of evidence as a piece of evidence towards your Summative assessment. Ensure to give a detailed explanation for each subheading.

Interest bearing instruments	Liquidity	Rate of return	Rate Risk
Call deposit			
Notice/fixed deposit			
Money market fund			

2. Explain the difference between buying a corporate bond issued by Standard Bank and buying shares issued by Standard bank. Outline the different risks associated with each investment.
3. In your own words, explain what a notice deposit is and give the advantages and disadvantages of investing in it.
4. Name and describe the 5 investment strategies a client can utilise.

## Practical Assignment 1

With the knowledge you have gained of interest-bearing instruments and equities, create an ideal investment product for a 22-year old worker earning a steady salary who has inherited a large sum of money and motivate why this product would be a good investment option.

## Practical Assignment 2

### Case Study:

Remember Mrs. Gumede who visited your bank a month or two ago. Well, she is back. She is now more interested in investing her money. A spate of armed robberies in her area has brought about a change of mind. She is eager to obtain shares in a company but does not know the processes involved.

It is your duty to explain the following to Mrs Gumede:

1. An overview of the JSE and how it works (including the Bond Market)
2. A brief explanation (in basic language) of any 5 of the terms used on the Securities exchange
3. The process to follow when acquiring shares
4. The anticipated risk and gains Mrs Gumede can expect
5. In detail, advice Mrs Gumede of any other investment product your bank offers. Include the risks and gains Mrs. Gumede can expect.

### Specific Outcomes:

An understanding of investments is demonstrated by listing, explaining and using the following in practical examples:

- Investment vehicles - Bonds, Treasury Bills, Equities, Unit Trusts, Deposits etc
- Insurance vehicles - annuities, endowments etc
- Investment categories - cash reserves, fixed income, equity, property, hard assets or other direct investment
- Types of equity investment structures ranging from fixed deposits to hedge funds, futures and options, multi manager and share portfolio principles
- Investment terms and concepts
- Terms and concepts relating to risk and return
- Dividend yields
- Correct terminology is used when dealing with investments either orally or in writing
- The nature, role and responsibilities of the Stock Exchange are understood and discussed orally

**Question 1**

Give your own understanding of the difference between savings and investment.

**Question 2**

List and explain, in your own words, any 4 investment principles

**Question 3**

Name 3 different asset categories, and 1 subcategory for each.

**Question 4**

Explain what you understand of the following terms:

- g)** Treasury Bills
- h)** Unit Trusts
- i)** Cash Reserves
- j)** Endowment
- k)** Annuities
- l)** Mutual Funds

**Question 5**

What are the advantages and disadvantages of investing in Index Funds Name 2 for each?

**Question 6**

In your own words, explain what a call deposit is and give the advantages and disadvantages of investing in it.

**Question 7**

In terms of investment, what would you consider as a fixed income?

**Question 8**

Describe the nature functions of the Johannesburg securities exchange

**Question 9**

Name 2 different kinds of cash reserves and how it is managed

**Question 10**

What is the role of gold in investment?

**Question 11**

Using a table of information and any further research, compare the rights of the different types of shares. Compare things like voting power, risk, entitlement to company profits and anything else that is evident. Demonstrate this in a table format.

<b>Module 8</b>	<b>Nature of investment</b>
<b>ELECTIVES</b>	

## Formative assessment

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**Question 1**

In your own words, give a summary of the features of economic and financial investments?

**Question 2**

What are the main objectives of investing? Discuss in detail.

**Question 3**

What are some of the basic questions you can ask yourself before investing? In detail, describe what each will achieve.

**Question 4**

As an investor, what are some of the options available. Name and describe 4.

**Question 5**

List the advantages and disadvantages of each mentioned in question 4.

**Question 6**

List and give a brief description of three different types of financial markets.

**Question 7**

A commodity market allows you to trade primary products, the stock market allows you to trade stock in companies that offer manufactured products to consumers. Give 2 examples.

**Question 8**

Outline the difference between the following. Give an example for each:

- a) Debt Market vs Equity Market
- b) Money market vs Capital market

**Question 9**

When you invest in real estate, there are several ways you can make money. Name and describe 3.

**Question 10**

Name and describe, in your own words, the different categories of Real estate Investment.

**Question 11**

What are the different business ventures one can invest into? Give one advantage and disadvantage for each.

**Question 12**

A business plan can be a valuable tool to utilise when looking for potential investment opportunities or attract potential investors. List the elements of a good Plan.

# Summative Assessment

---



## Knowledge Questionnaire

1. Name the different asset classes in investment - Investment vehicles
2. What is meant by the term Market Volatility? Give a brief explanation.
3. Certain clients prefer to have assurance that their investment will have a certain level of safety, while others prefer higher risk/return. In detail, discuss the types of investors you may encounter and the products that will be most suitable for each.
4. List and describe the 5 types of property one can invest into?
5. What are the 3 different risk approaches we get when investing?
6. What do you call all the different investments you have?
7. What do you call the different kinds of investments you can invest in on the stock exchange?
8. What does the abbreviation REIT stand for?
9. What are the two drivers in the market that determine the share price of shares. Explain in your own words what it means.
10. There are various alternative methods when investing in the Commodities market. Summarise the 4 options available to investors.
11. Give a summary of the 4 dominant Securities Market Structures.
12. Stockbrokers and Traders often talk about Bull and Bear Markets. In your own words, Give a concise summary of each. Ensure to incorporate all the aspects/characteristics impacting on each of these markets.

## Practical Assignment 2

### Case Study:

You have been assigned the task of assisting a client, Mr. Rodney Dumbashe, to obtain additional finance to start a new business. As a recently retired Woodwork Teacher, he has R150 000 as start-up capital. He aims to open this business either in the industrial Area or in the CBD.

As he is not business savvy and it is your duty as an experienced business investment advisor to assist.

He cannot decide between the following business opportunities:

- a)** Manufacturing wooden furniture
- b)** Opening a small store selling custom made furniture

1. What are the different type of ownership Mr Dumbashe can look at for each business venture? Substantiate your answers?

2. Unpack the investment features for each type of business he would like to open. Refer specifically to Nature; Risk, Safety and Liquidity

3. Assist Mr Dumbashe to compile an extensive Executive Summary that may assist him in acquiring the much-needed Capital Investments.

3. Should Mr Dumbashe decide to invest a portion of the R150000 somewhere else, you are to give him advise on 2 possible options. Ensure that this advice is in line with all relevant regulations. Include in your evidence:

- a)** A summary of the investment options (including who to approach), and
- b)** the possible advantages and disadvantages of each

# SECTION D

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## Assessment Appeal Form

<b>APPEALS APPLICATION</b> (to be completed by the Candidate)
------------------------------------------------------------------

<b>NAME OF CANDIDATE</b>		<b>DATE OF APPLICATION</b>	
<b>VENUE/S OF ASSESSMENT</b>		<b>DATE OF ASSESSMENT</b>	
<b>NAME OF ASSESSOR</b>			

MODULES/QUALIFICATION AGAINST WHICH YOU WERE ASSESSED	
<b>TITLE:</b>	
<b>NQF LEVEL:</b>	
<b>CREDITS:</b>	

What was the purpose of the assessment?	
Explain how you were assessed?	
List the reasons why you disagree with the assessment decisions.	

<p>Which one of the following options could resolve the matter?</p>	<input type="checkbox"/> Another Assessor <input type="checkbox"/> Different Assessment Instrument <input type="checkbox"/> Different Assessment Method <input type="checkbox"/> Different Venue for Assessment <input type="checkbox"/> Different Time
<p>List any special needs you might have.</p>	

Signature of Candidate: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Signature of Assessor: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Signature of Internal Moderator: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Signature of External Verifier: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

# Learner review of the assessment process

## ASSESSMENT STRATEGY, PLAN, INSTRUMENTS AND EVIDENCE

Document 4.1

### ASSESSMENT STRATEGY

<b>Target Group</b>	This qualification also aims to provide qualifying learners with the basic competencies and skills necessary to apply the basic principles of banking to the operations of any sector of the financial services sector to the benefit of the domestic economy.
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<b>Entry level Requirement</b>	<ul style="list-style-type: none"> <li>• Communication at NQF Level 4</li> <li>• Mathematical Literacy at NQF Level 4.</li> </ul>
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<b>Context of Assessment</b>	<b>The Purpose of the Assessment</b>	
	To assess the learners against the Qualification	
	<b>Assessment Approach</b>	
	Assessment will be in form of individual activities, group discussion and portfolio activities	
	<b>Assessment Instruments</b>	
	<b>Types of Evidence</b>	<b>Assessment Method</b>
	Direct <input checked="" type="checkbox"/>	
	Indirect <input type="checkbox"/>	
Supplementary <input type="checkbox"/>		
<b>Assessment Conditions</b>		
n/a		
<b>Assessment Team</b>		
<ul style="list-style-type: none"> <li>• Facilitator</li> <li>• Assessors</li> <li>• moderators</li> </ul>		

	<p><b>Special Assessment Needs</b> As per provider's need</p>
<b>Contingencies</b>	<p><b>Identify possible problems and describe how to deal with them</b></p>
<b>Contingencies</b>	<p><b>Identify possible problems and describe how to deal with them</b></p>

**RECORDS OF DISCUSSIONS HELD**  
(To be completed by the Assessor)

DICUSSION TOPIC	NOTES	DATE	VENUE	TIME	EVIDENCE
<b>Pre-Assessment Meeting</b>	E.g. Confirm Unit Standard/s Discuss possible assessment methods				
<b>Confirmation of Assessment plan</b>	E.g. Agree on Assessment plan Determine assessment dates, time and venue/s				
<b>Feedback to Candidate</b>					
<b>Feedback to Manager/Supervisor</b>					
<b>Feedback to Internal Moderator / Assessment Committee</b>					
<b>Final feedback to candidate</b>					

DECLARATION OF MEETINGS HELD			
I _____ (name and surname of candidate) herewith declare that the meetings took place as indicated above.			
CANDIDATE	DATE	ASSESSOR	DATE

<b>INITIAL MEETING</b>
------------------------

Dear \_\_\_\_\_ Date \_\_\_\_/\_\_\_\_/\_\_\_\_

As discussed with you I herewith like to confirm that our Initial Meeting will be held on (date) \_\_\_\_/\_\_\_\_/\_\_\_\_ at (time) \_\_\_\_\_ in (venue) \_\_\_\_\_.

**The agenda is as follows:**

1. Background information on SAQA and the NQF
2. What is assessment?
3. Discuss the purpose of the assessment
4. The Assessment processes
5. Quality Assurance
6. Policies which cover the process
7. Discuss suitable Unit Standard/s
8. Complete personal information
9. Complete candidates' confirmation to be assessed.
10. Set date for pre-assessment meeting where unit standard and assessment principles will be discussed.

Please confirm your attendance. If you require any more information do not hesitate to phone me. I am looking forward to meeting with you.

Thank you

\_\_\_\_\_  
**ASSESSOR'S SIGNATURE**

\_\_\_\_/\_\_\_\_/\_\_\_\_  
**DATE**

I \_\_\_\_\_ (name and surname of candidate) hereby declare that the above agenda was discussed, and I understand the context of it.

\_\_\_\_\_  
**CANDIDATE'S SIGNATURE**

\_\_\_\_/\_\_\_\_/\_\_\_\_  
**DATE**

*(Insert minutes after this page)*

**CANDIDATE'S CONFIRMATION TO BE ASSESSED**  
(To be completed by the candidate)

Dear \_\_\_\_\_ (Assessor's name and surname),

I herewith agree to be assessed against the following unit standard \_\_\_\_\_  
\_\_\_\_\_ (title) on level \_\_\_\_\_ of the National Qualifications  
Framework (NQF) which are \_\_\_\_\_ credits. I understand the purpose of assessment in the  
organisation. I further declare to be committed to the process and support all assessment systems. I  
also understand it is my responsibility to gather evidence as agreed on with my Assessor and to  
submit it on the agreed date/s.

I thank you for the opportunity and agree to meet with you on the dates which we will specify.

Kind regards

\_\_\_\_\_  
**CANDIDATE'S SIGNATURE**

\_\_\_\_\_  
**CANDIDATE'S NAME**

\_\_\_\_/\_\_\_\_/\_\_\_\_  
**DATE**

\_\_\_\_/\_\_\_\_/\_\_\_\_  
**DATE**

<b>PRE-ASSESSMENT MEETING</b>
-------------------------------

Dear \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

As discussed with you I herewith like to confirm that our Pre-Assessment Meeting will be held on (date) \_\_\_\_/\_\_\_\_/\_\_\_\_ at (time) \_\_\_\_\_ in (venue)

\_\_\_\_\_  
\_\_\_\_\_.

**The agenda is as follows:**

1. Identify special needs
2. Confirm selected Unit Standards
3. Analyse the Unit Standard to identify the required evidence
4. Discuss and agree the assessment methods and instruments
5. Identify the best assessment opportunities
6. Identify the role players taking part in the assessment
7. Agree on the procedure to draft an assessment plan
8. Discuss assessment process
9. Discuss appeals procedures and other assessment policies
10. Discuss moderation procedures
11. Agree on review and feedback process
12. Set date for meeting where Assessment plan will be finalised

Please confirm your attendance. If you require any more information do not hesitate to phone me. I am looking forward to meeting with you.

Thank you

\_\_\_\_\_  
**ASSESSOR'S SIGNATURE**

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
**DATE**

I \_\_\_\_\_ (name and surname of candidate) hereby declare that the above agenda was discussed, and I understand the context of it.

\_\_\_\_\_  
**CANDIDATE'S SIGNATURE**

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
**DATE**

*(Insert minutes after this page)*

<b>CONFIRMATION OF ASSESSMENT PLAN MEETING</b>
------------------------------------------------

Dear \_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

As discussed with you I herewith like to confirm that our Confirmation of your Assessment plan Meeting will be held on (date) \_\_\_\_/\_\_\_\_/\_\_\_\_ at (time) \_\_\_\_\_ in (venue) \_\_\_\_\_.

**The agenda is as follows:**

1. Discuss and agree on the assessment plan
2. Agree on assessment methods and instruments
3. Determine dates, time, and venue for assessment
4. Set up a contingency plan for each assessment
5. Confirm understanding of assessment process
6. Confirm understanding and agreement of assessment plan
7. Confirm understanding of appeals procedures and other assessment policies
8. Confirm understanding of moderation procedures
9. Confirm agreement on review and feedback process

Please confirm your attendance. If you require any more information do not hesitate to phone me. I am looking forward to meeting with you.

Thank you

\_\_\_\_\_  
**ASSESSOR'S SIGNATURE**

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
**DATE**

I \_\_\_\_\_ (name and surname of candidate) hereby declare that the above agenda was discussed, and I understand the context of it.

\_\_\_\_\_  
**CANDIDATE'S SIGNATURE**

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
**DATE**

*(Insert minutes after this page)*

## Assessment Activities Checklist

Context of Assessment	Instrument	Due Date	Received	Assessment Time frame	Assessment Completed
	Class Activities				
	Assignments				
	Case study				
	Practical Activities				
	FSA				
<b>TOTAL ASSESSMENT TIME:</b> _____					

## “AM I READY FOR ASSESSMENT?”

(To be completed by the Candidate)

**CANDIDATE** : \_\_\_\_\_

**DATE** : \_\_\_\_ / \_\_\_\_ / \_\_\_\_

CHECKLIST: ASSESSMENT OF PERFORMANCE	YES / NO
Have I arranged appropriate time with my assessor?	
Have I checked with my direct Manager/Supervisor that is okay for my assessor to come and assess me?	
Have I notified anyone else who needs to know? (E.g., security, reception, a witness)	
Have I got everything I need to carry out the planned activity?	
Have I got together any other evidence which supports unit standard which I am being assessed against?	
Am I clear which aspects of the unit standard I am being assessed upon?	
Have I checked that nothing would get in the way of being able to perform this activity?	
Have I practiced what I am planned to be assessed on to make sure I am as competent as I can be?	
I understand the appeals procedure	
I understand the assessment process	

\_\_\_\_\_  
**CANDIDATE'S SIGNATURE**

\_\_\_\_\_  
**NAME**

\_\_\_\_ / \_\_\_\_ / \_\_\_\_  
**DATE**

\_\_\_\_ / \_\_\_\_ / \_\_\_\_  
**DATE**

## ASSESSMENT INSTRUMENTS

Document 4.9

## ASSESSMENT RECORDS

SPECIFIC OUTCOME	ASSESSMENT CRITERIA	Evidence type	Comment Requirements met C/NYC

## COMPETENCE JUDGEMENT: OVERALL COMPETENCE RECORD

(To be completed by the Assessor)

<b>NAME OF CANDIDATE</b>		<b>NAME OF ASSESSOR</b>	
<b>DATE OF JUDGEMENT</b>			
<b>TITLE OF QUALIFICATION</b>			

ASSESSMENT PRINCIPLES	TYPES OF EVIDENCE		
	Direct:	Indirect	Supplementary / Historical
	Requirements met C/NYC	Requirements met C/NYC	Requirements met C/NYC
<b>Appropriateness:</b> The method of assessment is suited to the performance being assessed			
<b>Fairness:</b> The method of assessment do not present any barriers to achievements which are not related to the evidence			
<b>Manageability:</b> The methods make for easily, cost-effective assessments that do not interfere with learning			
<b>Time efficient:</b> Assessments do not interfere with normal daily activities or productivity			
<b>Integration into work or learning:</b> Evidence collection are integrated into the work or learning process where it is appropriate and feasible			
<b>Validity:</b> The assessment focus on the requirements laid down in the unit			

ASSESSMENT PRINCIPLES	TYPES OF EVIDENCE		
	Direct:	Indirect	Supplementary / Historical
	Requirements met C/NYC	Requirements met C/NYC	Requirements met C/NYC
standard; i.e. the assessment must be fit for purpose			
<b>Direct:</b> The activities in the assessment mirror the conditions of actual performance as closely as possible			
<b>Authenticity:</b> The assessor must be satisfied that the work being assessed is attributable to the person being assessed			
<b>Sufficient:</b> The evidence collected must establish that all assessment criteria have been met and the performance to required unit standard can be repeated consistently			
<b>Systematic:</b> Planning and recording are sufficiently rigorous to ensure that assessment is fair			
<b>Open:</b> Candidate contributed to the planning and accumulation of evidence. The candidate understands the assessment process and the criteria that apply			
<b>Consistent:</b> The same assessor must make the same judgement in similar circumstances			

**ADDITIONAL FEEDBACK FROM ASSESSOR:**

--

**DECLARATION BY CANDIDATE**

I, \_\_\_\_\_ (name and surname of candidate) declare that I am satisfied that the feedback given to me by the Assessor was relevant, sufficient, and done in a constructive manner. I accept the assessment judgement and have no further questions relating to this assessment instrument.

<b>CANDIDATE</b>	<b>ASSESSOR</b>	<b>MANAGER / SUPERVISOR OF CANDIDATE</b>	<b>INTERNAL MODERATOR</b>

## ASSESSMENT DECISION

(to be completed by the Assessor)

The candidate has submitted evidence that is valid, relevant, current, sufficient and authentic against the listed specific outcomes and covered all range statements (Yes/No)	
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

The candidate is <b>competent</b> in all the assessment criteria listed (Yes/No)	
----------------------------------------------------------------------------------	--

The candidate is <b>not yet competent</b> in the following assessment criteria:	The following items needed some <b>corrective action or improvement</b> :

## RE-ASSESSMENT DECISION

The candidate has submitted additional evidence that was required. The evidence is valid, relevant, sufficient and authentic against the listed specific outcomes and covered all range statements (Yes/No)	
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

The candidate is competent in all the assessment criteria listed (Yes/No)	
---------------------------------------------------------------------------	--

## DECLARATION BY CANDIDATE

I, \_\_\_\_\_ (name and surname of candidate) declare that I am satisfied that the feedback given to me by the Assessor was relevant, sufficient, and done in a constructive manner. I accept the assessment judgement and have no further questions relating to this assessment instrument.

<b>CANDIDATE</b>	<b>ASSESSOR</b>	<b>MANAGER / SUPERVISOR OF CANDIDATE</b>	<b>INTERNAL MODERATOR</b>

**ASSESSMENT REVIEW**  
(to be completed by the Candidate and Assessor)

<b>NAME OF CANDIDATE</b>		<b>NAME OF ASSESSOR</b>	
<b>DATE OF JUDGEMENT</b>			
<b>TITLE OF QUALIFICATION</b>			
<b>REVIEW DIMENSION</b>	<b>ASSESSOR</b>	<b>CANDIDATE</b>	<b>ACTION</b>
The principles/criteria for good assessment were achieved?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment related to the registered unit standard?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment was practical?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
It was time efficient and cost-effective and did not interfere with my normal responsibilities?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment instruments was fair, clear and understandable	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The assessment judgements were made against set requirements.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The venue and equipment was functional?	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
Special needs were identified and assessment plan was adjusted.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
Feedback was constructive against the evidence required.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
An opportunity to appeals was given.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	
The evidence was recorded.	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree	

<b>DECLARATION BY CANDIDATE</b>
I _____ (name and surname of candidate) am aware of the moderation process and understand that the moderator could declare the assessment decision invalid.

<b>CANDIDATE</b>	<b>ASSESSOR</b>	<b>MANAGER / SUPERVISOR OF CANDIDATE</b>	<b>INTERNAL MODERATOR</b>

**CONFIRMATION OF ASSESSMENT RESULTS**  
(To be completed by the Internal Moderator)

**CONFIDENTIAL**

<b>TO:</b>	Senior Training Officer
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<b>FROM:</b>	Internal Moderator
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<b>DATE:</b>	
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**Assessment Results**

Please take note that \_\_\_\_\_ (name and surname of candidate) \_\_\_\_\_ (employee number) has been assessed and was declared competent against the following Modules.

Assessment decisions were moderated by \_\_\_\_\_ on \_\_\_\_\_.

I attach his/her record of learning for to update all the records.

Thank you.

\_\_\_\_\_

**INTERNAL MODERATOR**

\_\_\_\_ / \_\_\_\_ / \_\_\_\_

**DATE**

**INTERNAL MODERATOR'S REPORT**  
(To be completed by the Internal Moderator)

<b>INTERNAL MODERATOR'S NAME</b>	
<b>REGISTRATION NUMBER</b>	
<b>COMPANY</b>	

<b>ASSESSOR'S NAME</b>	
<b>REGISTRATION NUMBER</b>	
<b>COMPANY</b>	

**ASSESSMENT PRACTICES MODERATED**

THE FOLLOWING COMPONENTS WERE MODERATED	REQUIREMENTS MET		COMMENTS AND/OR ACTION REQUIRED IF NOT YET COMPETENT
	C	NYC	
Assessment Policy			
Moderation Policy			
Appeals Procedure			
RPL Policy			
Assessment Strategy			
Assessment Plan			
Candidate's preparation / readiness			

**ASSESSMENT INSTRUMENTS**

THE FOLLOWING COMPONENTS WERE MODERATED	REQUIREMENTS MET		COMMENTS AND/OR ACTION REQUIRED IF NOT YET COMPETENT
	C	NYC	
Against Modules			
Assessment methods suitable			
Assessment methods manageable			
Assessment methods cost-effective			
Prepared and discussed with learners/ candidates			
<b>RESOURCES</b>			
Workplace prepared			
Required equipment ready			
Disputes handled			
Special needs addressed			
All stakeholders involved			
<b>ASSESSMENT DECISIONS</b>			
Assessment judgements			
Fair			
Valid			
Consistent			

THE FOLLOWING COMPONENTS WERE MODERATED	REQUIREMENTS MET		COMMENTS AND/OR ACTION REQUIRED IF NOT YET COMPETENT
	C	NYC	
Constructive			
Assessment decision based on sufficient evidence			
<b>TYPED OF EVIDENCE</b>			
Direct			
Indirect			
Supplementary			
Historical			
<b>FEEDBACK</b>			
If candidate did not meet requirements were sufficient guidance and advise given			
RPL considered			
<b>ASSESSMENT REVIEW</b>			
Assessment Practices were reviewed by Assessor			
Candidate was allowed to review practices			
Recommendations for improvements were made			

THE FOLLOWING COMPONENTS WERE MODERATED	REQUIREMENTS MET		COMMENTS AND/OR ACTION REQUIRED IF NOT YET COMPETENT
	C	NYC	
<b>ASSESSOR'S CODE OF CONDUCT</b>			
Professional			
Well prepared			
Credible			
Flexible			
Open and transparent			
Create a relaxing and developmental environment			
Used appropriate language			
Culturally sensitive			

Assessment decisions were moderated by \_\_\_\_\_ (name and surname of Internal Moderator) on \_\_\_\_\_.

\_\_\_\_\_  
INTERNAL MODERATOR

\_\_\_\_ / \_\_\_\_ \_\_\_\_  
DATE

# Declaration of Authenticity

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We the undersigned hereby declare that \_\_\_\_\_ has completed all the specified requirements for assessment against this Qualification.

**SIGNED:** \_\_\_\_\_

**LEARNER:** \_\_\_\_\_

**DESIGNATION:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

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**SIGNED:** \_\_\_\_\_

**LINE SUPERVISOR:** \_\_\_\_\_

**DESIGNATION:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

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**SIGNED:** \_\_\_\_\_

**ASSESSOR:** \_\_\_\_\_

**DESIGNATION:** \_\_\_\_\_

**DATE:** \_\_\_\_\_