

NATIONAL CERTIFICATE: GENERIC MANAGEMENT

Skills Programme 3 – Written Communication Skills



Practical Assessment

1. Introduction

As part of this training programme, you are required to complete this logbook to record your practical workplace experience. The logbook forms part of your practical assessment and serves as evidence of your applied competence.

You will be assigned a mentor/supervisor who will guide and observe you while you perform workplace tasks. Assessment will be based on your ability to apply workplace skills, follow organisational rules and standards, conduct instructions responsibly, and demonstrate professional behaviour.

Assessment may include written responses and workplace observation.

2. Acknowledgement of receipt

I, _____ (name and surname), ID _____, acknowledge receipt of this logbook and confirm that the on-the-job training process has been explained to me.

I declare that the work contained in this logbook is my own and reflects my actual workplace experience. Any assistance, advice, or external sources used have been acknowledged. I understand that plagiarism is a punishable offence.

Learner

signature: _____

Date: _____

Mentor / supervisor

signature: _____

Name: _____

Section A: Scope and requirements

Most activities in this practical assessment may be completed through document analysis, simulations, oral / written tasks, workplace observation, or video evidence where specified. Assessment should gather sufficient evidence across the five communication unit standards in line with the learner guide and SAQA outcomes.

Your mentor/supervisor will assess you using the provided evaluation rubric. You must demonstrate applied competence by showing that you can:

- Plan, draft, edit and present business texts
- Select a suitable text type, format and layout for purpose and audience
- Use plain language, correct register, tone and style
- Structure and proofread workplace communication accurately
- Write, speak, listen, read and respond appropriately in different contexts
- Analyse oral / written texts for purpose, audience, values, assumptions and effect
- Adapt oral / written communication to audience and context needs
- Identify and respond appropriately to manipulative use of language

SKILLS PROGRAMME DETAILS		
US 12153	NQF 4	5 Credits
Unit 1: Use the writing process to compose texts required in a business environment		
US 119459	NQF 4	5 Credits
Unit 2: Write / present / sign for a wide range of contexts		
US 119462	NQF 4	5 Credits
Unit 3: Engage in sustained oral / signed communication and evaluate spoken / signed texts		
US: 119469	NQF 4	5 Credits
Unit 4: Read, view, analyse and respond to a variety of texts		
US 119472	NQF 3	5 Credits
Unit 5: Accommodate audience and context needs in oral / signed communication		

Section B: Mentor/supervisor guidance

When assessing the learner, focus on whether the evidence shows practical application of the communication outcomes in realistic workplace, learning, or simulated contexts. Assessment should be fair, valid, reliable, sufficient, authentic and consistent, and should consider both the quality of the learner's response and its suitability for the task, audience and context. Look for clear evidence that the learner:

1. Applies the correct communication approach for the purpose, audience and context
2. Uses appropriate tone, register, language, structure and format
3. Shows clarity, accuracy, relevance and professionalism in written / oral responses
4. Interprets, analyses and responds to texts using evidence from the task or scenario
5. Participates respectfully and effectively in oral / signed interactions, presentations or discussions

!! Written answers may be supported by workplace observation, oral / signed confirmation, or submitted recordings where required. Direct evidence of performance should be considered together with the written response.

Competent judgement guidance

A learner should be marked **Competent (C)** if they:

1. Meet the task requirements with limited support
2. Communicate appropriately for the audience, purpose and context
3. Show clear evidence of understanding, organisation, accuracy and professionalism
4. Apply feedback or adjustment appropriately where the task requires reflection or improvement

A learner should be marked **Not Yet Competent (NYC)** if they:

1. Require frequent prompting or do not complete the task adequately
2. Use language, tone, structure or content that is unsuitable for the task
3. Show major errors, weak organisation, or misunderstanding of the scenario or text
4. Do not provide enough evidence to demonstrate the outcome consistently

Comments should clearly indicate:

- What evidence was reviewed or observed
- Areas of strength against the outcome being assessed
- Areas requiring improvement or follow-up, if applicable

UNIT 1 (12153) – Use the writing process to compose texts required in the business environment

This unit teaches learners how to recognise, choose and use business texts correctly in the workplace. It also helps learners write clearly for different audiences, follow business conventions, and understand why correct format, wording and requirements matter in a business environment.

Criteria 1: Use textual features and conventions specific to business texts for effective writing.

Scenario:

You have started work as an office assistant at Bright Choice Supplies. Your supervisor emails you a short business report draft to prepare for the manager. The draft has poor headings, some informal wording, and no clear business-style sections. The supervisor asks you to improve it so that it looks like a proper business document.

To: The Manager

From: Sam Dube, Office Assistant

Date: 15 March 2026

1. Purpose

The purpose of this report is to tell the manager about stock problems in the storeroom and what was found during the stock check.

2. Findings

On Monday morning the storeroom was checked and a few items were not there. The missing items included printer paper, pens and cleaning materials. The stock sheet did not match the items on the shelves.

some staff members said they took stock without signing for it.

The storeroom was also untidy and boxes were left open on the floor. THIS WAS A BIG MESS AND PEOPLE MUST STOP DOING THAT.

3. Conclusion

There are problems with stock control in the storeroom. Items are being removed without being recorded. The area is also not neat and safe for staff.

4. Recommendations

The company must make sure all stock taken from the storeroom is written in the stock register. Staff must be reminded to follow the correct procedure. The storeroom must be cleaned and packed neatly.

thank you.

1. What **three textual features** should usually appear in a proper business report?

2. List **three problems in the draft** that make it unsuitable for business writing. We did the first example for you.

1. Under Findings: The phrase "...a few items were not there" is vague and unclear.

2.

3.

3. Rewrite the two informal phrases you stated in the above question so that they are suitable for business text. We did the first example for you.

1. Rather change to "On Monday morning the storeroom was inspected, and several stock items were missing."

2.

3.

4. Explain briefly why business texts must follow the correct conventions.

Criteria 2: Identify and collect information needed to write a text specific to a particular function.

Scenario:

The admin manager asks you to prepare a business letter to a customer about a delayed delivery of office chairs. Below is the information you'll need from the document the admin manager 'supplied' to you:

Document A: Order File	Document B: Delivery Note	Document C: Supervisor's Instructions via email
Customer: <i>Ms N. Dlamini</i> Company: <i>Dlamini Consulting</i> Order no: <i>BCS/1458/26</i> Item ordered: <i>Office chairs</i> Quantity: <i>12</i> Order date: <i>10/03/2026</i>	Delivery date: <i>14/03/2026</i> Delivery status: <i>Delayed</i> Reason noted: <i>Supplier truck broke down before dispatch</i>	Write a business letter to the customer. Explain that the order has been delayed. Apologise for the inconvenience. Give the new delivery date as <i>20/03/2026</i> . Be polite and formal. Sign the letter from Sam Dube, Office Assistant.

1. Identify who the audience for the business letter will be.

2. State the purpose of the business letter.

3. List two questions you would ask your supervisor before you start writing.

4. On the next page, draft a business letter to the customer informing them that the delivery of office chairs has been delayed. Present the letter in the correct business format.

Criteria 3: Compose a text using plain language for a specific function.

Scenario:

A customer has complained that the company's previous message was too difficult to understand. Your supervisor gives you a short message full of long words, passive wording, and confusing sentences. You must rewrite it in plain language so the customer can understand it easily.

To: Office Assistant
From: Supervisor
Date: 8 April 2026
Subject: Draft message for customer about delayed delivery

Instruction from supervisor: Rewrite the draft below in plain language so that the customer can understand it easily.

Draft to be rewritten

Dear Mr Patel

Kindly be advised that the delivery process pertaining to your recently procured printer cartridges and lever arch files has been subjected to an unforeseen logistical postponement owing to circumstances that were outside of the operational control of the company.

The supplies were scheduled for dispatch on 7 April 2026, but it was determined that the consignment could not be processed in accordance with the previously anticipated arrangement.

You are therefore requested to kindly note that the revised delivery outcome is expected to materialise on 12 April 2026.

We apologise for any inconvenience which may have been experienced as a result of this matter and trust that the aforementioned information will be accepted accordingly.

Yours faithfully

Office Admin



BRIGHT CHOICE SUPPLIES

DATE: _____

REF: _____

PREPARED FOR: _____

PREPARED BY: _____

REPORT: *(Write your report title)*

1. **Terms of Reference** *(Write what the report is about and why it's being written)*

2. **Procedure** *(Write how the information was checked or collected)*

3. **Findings** *(Write what was discovered)*

4. **Conclusion** *(Write a short closing statement about the problem)*

5. **Recommendations** *(Write what action should be taken)*

Criteria 5: Present a written text for a particular function in a business environment.

Scenario:

Your supervisor asks you to prepare the final version of an e-mail to staff about a meeting on new filing procedures. The message is written, but the presentation is poor. The subject line is vague, the font is inconsistent, and parts of the e-mail are written in capital letters.

<p>To: Office Assistant From: Supervisor Date: 22 April 2026 Subject: Draft e-mail for staff about filing procedures</p> <hr/> <p>Instruction from supervisor: Edit the draft below so that it is presented correctly and looks professional before it is sent to staff.</p> <p>Draft to be corrected</p> <p>To: all staff From: admin@brightchoicesupplies.co.za subject: meeting</p> <p>HELLO everyone</p> <p>there will be a meeting on friday about the new filing procedures in the office. all staff members must attend because the manager wants everyone to understand the NEW SYSTEM and how documents must be stored.</p> <p>The meeting will be in boardroom 2 at 10:00. please do not be late. bring your notepad and pen. THIS IS VERY IMPORTANT because some files have been packed in the wrong place and this has caused problems in the office.</p> <p>thank you admin department</p>
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1. Write a suitable subject line for the e-mail.

2. Identify three presentation problems in the e-mail.

UNIT 1 (12153) – Rubric

Criteria activity number	C	NYC	Comments / Action required
<p>1</p> <p>Textual features and conventions specific to business texts for effective writing</p> <p>Q1 Identified suitable report feature types.</p> <p>Q2 Identified format problems such as unsuitable wording, vague expressions, poor headings, or missing business conventions.</p> <p>Q3 Improved unclear wording in Q2.</p> <p>Q4 Understood the purpose of business conventions such as clarity, professionalism, consistency, compliance, or correct communication.</p>			
<p>2</p> <p>Information needed to write a text specific to a particular function</p> <p>Q1 Identified the intended reader of the letter.</p> <p>Q2 Identified the purpose of the letter.</p> <p>Q3 Asked relevant questions such as missing details, confirm instructions, or avoid mistakes before drafting.</p> <p>Q4 Presented information in an appropriate business letter format with a suitable tone, purpose and structure.</p>			
<p>3</p> <p>Compose a text using plain language for a specific function</p> <p>Q1 Identified wording that may confuse the reader.</p> <p>Q2 Rewrote the message in clear plain language, while keeping the original meaning.</p>			
<p>4</p> <p>Organise and structure a text appropriately for a business function</p> <p>Q1 Placed information under the correct report headings.</p> <p>Q2 Understood the need for a logical report structure so that the reader can follow the purpose, process and findings easily.</p> <p>Q3 Organised mixed notes into a clear report plan with relevant content under each section, and a logical overall flow.</p>			
<p>5</p> <p>Present a written text for a particular function in a business environment</p> <p>Q1 Wrote a clear and suitable subject line.</p> <p>Q2 Identified presentation issues in the e-mail such as vague headings, inconsistent font use, capitals, spacing, or layout problems.</p> <p>Q3 Improved the final message for clarity and professionalism.</p> <p>Q4 Identified final checks before submitting the document such as the subject line, recipient details, tone, spelling, grammar, clarity of message, attachments, or professional layout before sending.</p>			

Criteria 2: Choose language structures and features to suit communicative purposes.

Scenario:

A customer sent an e-mail to ask why an order has not yet arrived. Your supervisor gives you two reply sentences.

- "Your parcel was not delivered because mistakes were made."
- "Your order was delayed, and we are checking the problem for you."

1. Choose the better sentence for the customer reply.

2. Give a reason why your chosen sentence is more suitable.

3. Rewrite this sentence in a **more suitable** way for a customer: *"You did not read the delivery details properly."*

4. Write a short sentence in **active voice** to tell the customer that the delivery problem is being checked by a staff member at ClearPath Office Solutions.

4. Explain briefly why editing is important before sending a workplace message.

UNIT 2 (119459) – Rubric

Criteria activity number	C	NYC	Comments / Action required
1 Write / sign effectively and creatively on a range of topics Q1 Identified the purpose of the notice clearly. Q2 Identified the intended audience correctly. Q3 Wrote a creative, suitable heading that is clear, relevant and suitable for the notice. Q4 Gave creative, relevant and clear points suited to the topic and audience.			
2 Choose language structures and features to suit communicative purposes Q1 Chose the more suitable customer reply. Q2 Gave a valid reason for the language choice linked to tone, clarity or professionalism. Q3 Rewrote the sentence using polite, suitable, and audience-appropriate wording. Q4 Wrote a correct active voice sentence for the context.			
3 Edit writing / signing for fluency and unity Q1 Identified and corrected spelling, punctuation or grammar errors. Q2 Improved sentence structure to make the message flow easier to read. Q3 Organised ideas into a clear beginning, middle and ending. Q4 Understood that editing improves clarity, accuracy and professionalism.			

3. State a response that would be insensitive or unhelpful in this situation.

4. Explain briefly why a sensitive response is important in a workplace discussion.

Criteria 2: Analyse own responses to spoken / signed texts and adjust as required.

Scenario:

During a staff discussion, a team member says: "The new booking system is confusing for patients. Some of them do not know which desk to go to, and they keep asking the same questions."

You first respond by saying, "No, it is fine. People just do not listen."

After the meeting, your supervisor privately confides in you and tells you: "Your response sounded dismissive. You did not acknowledge the concern, and your tone may have stopped further discussion. Please think about how you could respond in a more professional and constructive way."

1. Explain why your first response is not suitable for the discussion.

2. Rewrite the response so that it is more professional and appropriate.

3. State how **tone or wording** can affect oral interaction in a meeting.

4. Write a sentence that shows you can **disagree without sounding aggressive**.

Criteria 3: Use strategies to be an effective speaker / signer in sustained oral / signed interactions.



Scenario:

Your mentor/supervisor acts as the new volunteer. You must give a short oral explanation of 1 - 2 minutes to a new volunteer about how to welcome patients and guide them to the correct service area.

You are required to submit the **welcoming video**, naming your file '**Unit 3, Criteria 3 (Name, Surname)**' to your mentor/supervisor. You must discuss the following with the new volunteer and be prepared for follow-up questions:

- How to greet a patient politely
- How to ask the patient what help they need
- How to listen carefully before giving directions
- How to direct the patient to the waiting area
- How to speak in a calm, respectful, and professional way
- How to check that the patient understands the directions

After completing the welcoming video, answer:

1. How did you help the listener understand your message during the interaction?

2. How did you respond to the follow-up question from the supervisor?

3. What would you do differently next time to improve the interaction?

Criteria 4: Evaluate spoken/signed discourse

Scenario:

The manager gives a short talk to staff about improving patient service:

"Good morning, everyone. We need to improve the way we serve patients at this centre. Patients must feel welcomed, informed, and respected at all times. Even when the centre is busy, staff should explain delays clearly and speak politely. Small actions, such as greeting patients properly and giving clear directions, can make a big difference. I expect all staff to work together to improve patient service from this week."

1. State the main point of the manager's talk.

2. Identify one value, attitude, or assumption shown in the talk.

3. Explain whether the manager's purpose was clear.

4. Give one reason why the talk was effective or not effective and a reason for your decision.

UNIT 3 (119462) – Rubric

Criteria activity number	C	NYC	Comments / Action required
1 Respond critically yet sensitively as a listener Q1 Showed empathy and acknowledged the colleague's concern appropriately. Q2 Asked a relevant question to understand the issue better. Q3 Identified a response that would be insensitive or unhelpful. Q4 Understood why sensitivity is important in workplace discussions.			
2 Analyse own responses to spoken / signed texts and adjust as required Q1 Explained why the first response is unsuitable for the discussion. Q2 Rewrote the response in a more professional and constructive way. Q3 Showed understanding of how tone or wording affects discussion. Q4 Gave a respectful sentence showing disagreement without aggression.			
3 Use strategies to be an effective speaker / signer in sustained oral / signed interactions <ul style="list-style-type: none"> • Evidence to submit welcoming video – named <i>Unit 3, Criteria 3</i> <ul style="list-style-type: none"> ○ <i>Speaks clearly with respectful tone</i> ○ <i>Stays on topic</i> ○ <i>Gives understandable directions and checks if listener understanding</i> ○ <i>Responds appropriately to follow-up questions.</i> Q1 Explained how the message was made clear for the listener. Q2 Explained how the follow-up question was handled appropriately. Q3 Reflected on one realistic improvement for future oral interaction.			
4 Evaluate spoken / signed discourse Q1 Identified the main point of the spoken text correctly. Q2 Identified a value, attitude, or assumption in the talk. Q3 Explained whether the speaker's purpose was clear. Q4 Gave a supported judgement on whether the talk was effective.			

UNIT 4 (119469) – Read, view, analyse and respond to a variety of texts

This unit will develop the ability to read and analyse a variety of texts critically in workplace, social, and learning contexts. They will learn how to identify purpose, audience, and context, explain the values, attitudes, and assumptions found in texts, and evaluate how content, language, and style can influence the responses of readers and viewers.

Criteria 1: Critically analyse texts produced for a range of purposes, audiences and contexts.

Scenario:

You work at Summit View Hospitality Group. Your supervisor gives you a short company notice about a new guest feedback system. You must analyse the notice to decide why it was written, who it was written for, and in what workplace context it will be used.

<p>Date: 12 June 2026 To: All Front Desk and Guest Service Staff Subject: New Guest Feedback System</p> <hr/> <p>From Monday, 15 June 2026, all guest feedback must be captured on the new digital feedback system at reception. Staff must ask each guest to complete the short survey before check-out. This system has been introduced to improve service quality and to help management respond more quickly to guest concerns.</p> <p>Please make sure that:</p> <ul style="list-style-type: none">• guests are politely invited to give feedback• all surveys are submitted before the end of each shift• urgent complaints are reported immediately to the duty manager <p>Your cooperation will help us improve guest satisfaction and maintain high service standards.</p> <p>Management</p>
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1. State the purpose of the notice.

Criteria 3: Evaluate the effects of content, language and style on readers'/viewers' responses in specific texts.

Scenario:

Your supervisor gives you a promotional message inviting customers to book a weekend stay. You must evaluate how the content, language, and style of the text may influence readers.

SUMMIT VIEW
HOTEL
★★★★★

ESCAPE TO
Comfort
THIS WEEKEND!

Book your weekend stay at
Summit View Hotel and enjoy
luxury rooms, delicious meals,
and **breathtaking mountain views.**

Relax in comfort, unwind in style,
and let our **friendly staff**
take care of the rest.

LUXURY ROOMS | DELICIOUS MEALS | BREATH TAKING MOUNTAIN VIEWS

BOOK NOW

Make your weekend unforgettable.

021 200 1800 | www.summitviewhotel.co.za | Mountain Peak, South Africa

1. Outline the main content of the promotional message.

UNIT 4 (119469) – Rubric

Criteria activity number	C	NYC	Comments / Action required
<p>1 Critically analyse texts produced for a range of purposes, audiences and contexts Q1 Identified the purpose of the notice correctly. Q2 Identified the intended audience correctly. Q3 Explained the workplace context in which the notice would be used. Q4 Identified organisational features in the text and explained how they help the reader understand the message.</p>			
<p>2 Identify and explain the values, attitudes and assumptions in texts Q1 Identified a value shown in the text appropriately. Q2 Identified an attitude shown in the text appropriately. Q3 Identified a reasonable assumption made in the text. Q4 Explained how one value, attitude, or assumption may influence the target audience.</p>			
<p>3 Evaluate the effects of content, language and style on readers' / viewers' responses in specific texts Q1 Outlined the main content of the promotional text correctly. Q2 Explained a likely effect of the content on readers. Q3 Identified a language feature or style choice used in the text. Q4 Explained how the language feature or style choice may influence the reader's response.</p>			

UNIT 5 (119472) – Accommodate audience and context needs in oral communication

This unit develops the ability to adjust oral / written communication to suit different audiences and contexts. Learner's practise participating effectively in discussions, using speaking strategies that keep an audience interested, and identifying and responding appropriately to manipulative language.

Criteria 1: Interact successfully in oral / signed communication.



Scenario:

You work at Blue Peak Event Services. Your mentor / supervisor will act as another team member. You must take part in a short team planning discussion about preparing for a community awards event. The discussion must stay professional, cooperative, and focused mainly on the three following tasks:

1. Who will welcome guests at the entrance
2. Who will guide guests to their seats

You are required to submit the **planning video**, naming your file '**Unit 5, Criteria 1 (Name, Surname)**' to your mentor/supervisor. You must discuss the following with your team member:

- Suggest one idea about how the event should be organised
- Ask at one polite question that helps with planning and respond appropriately to the other person's idea
- End the discussion with one agreed action for the event day.

Before creating the planning video, answer:

1. State one suitable contribution you could make during the meeting.

2. Write one polite question you could ask to help the group plan better.

Criteria 3: Identify and respond to manipulative use of language.

Scenario:

Blue Peak Event Services receives a sales message from a supplier. Your supervisor asks you to identify how the wording may influence the viewers and to respond to Echowave appropriately.



1. Identify a phrase in the message that may be manipulative.

2. Explain why that phrase could **mislead** the audience.

3. On the next page, address a suitable response that checks the missing or unclear information with the supplier.

UNIT 5 (119472) – Rubric

Criteria activity number	C	NYC	Comments / Action required
<p>1 Interact successfully in oral / signed communication</p> <ul style="list-style-type: none"> • Evidence to submit planning video – named <i>Unit 5, Criteria 1</i> <ul style="list-style-type: none"> ○ <i>Participates cooperatively</i> ○ <i>Uses respectful language</i> ○ <i>Asks relevant questions, responds appropriately to another colleague</i> ○ <i>Stays on topic and helps the group reach a clear decision.</i> <p>Q1 Made a suitable contribution relevant to the meeting task.</p> <p>Q2 Asked a polite and useful planning question.</p> <p>Q3 Showed understanding of why balanced participation matters in group discussion.</p> <p>Q4 Reflected on whether the discussion ended with a clear agreed action.</p>			
<p>2 Use strategies that capture and retain the interest of an audience</p> <p>Q1 Selected key points relevant to the talk and audience.</p> <p>Q2 Identified an effective way to use voice during the talk.</p> <p>Q3 Identified suitable body language that supports audience interest.</p> <p>Q4 Chose an appropriate visual aid and explained how it would support understanding.</p>			
<p>3 Identify and respond to manipulative use of language</p> <p>Q1 Identified wording in the message that could be manipulative or misleading.</p> <p>Q2 Explained why the phrase could influence or mislead the audience.</p> <p>Q3 Requested missing, unclear, or unsupported information appropriately in the response.</p> <p>Q4 Wrote a professional response that checks facts and challenges the wording respectfully.</p>			

Section C: Assessment conclusion

<p>General comments of mentor/supervisor (comment on clarity, appropriateness, structure, tone, oral / signed interaction, and overall competence):</p>		
Empty space for general comments		
<p>Mentor/supervisor name:</p>	<input type="checkbox"/> <p>Learner is Competent</p>	<input type="checkbox"/> <p>Learner is Not Yet Competent</p>
<p>Learner declaration</p>		
<p>I, _____, declare that I am satisfied / unsatisfied (cross out the appropriate option) with the feedback provided by the mentor/supervisor, as it was relevant, sufficient, and constructive. I accept the assessment decision and have no further questions regarding this assessment instrument.</p> <p>Additional learner comments:</p> 		
<p>Date:</p>	<p>Mentor/supervisor signature:</p>	<p>Learner signature:</p>