

NATIONAL CERTIFICATE: GENERIC MANAGEMENT

Skills Programme 2 – Oral 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, carry out 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

This practical assessment is designed to give learners the opportunity to demonstrate applied competence in the workplace, in simulated workplace situations, and through supported practical tasks. The evidence collected in this logbook must show that the learner can apply communication skills appropriately in relation to purpose, audience, context and workplace expectations.

The practical activities in this assessment are based on the outcomes of the following SAQA unit standards included in this skills programme:

SKILLS PROGRAMME DETAILS		
US 119457	NQF 3	5 Credits
Unit 1: Interpret and use information from texts		
US 119465	NQF 3	5 Credits
Unit 2: Write, present, sign texts for a range of communicative contexts		
US 119472	NQF 3	5 Credits
Unit 3: Accommodate audience and context needs in oral communication		
US 119467	NQF 3	5 Credits
Unit 4: Use language and communication in occupational learning programmes		
US 119462	NQF 4	5 Credits
Unit 5: Engage in sustained oral / signed communication and evaluate spoken / signed texts		

Evidence may be gathered through written responses, short practical tasks, structured workplace observation, oral questioning, role-play, simulations and video evidence where indicated. The mentor/supervisor must ensure that the learner's evidence is authentic and that it reflects the learner's own ability to apply the required communication skills.

To be found competent, the learner must show that he or she can:

- Understand and use information from written, visual or spoken texts
- Identify main ideas, implied meanings and language features
- Produce workplace texts that are clear, accurate and appropriate
- Use tone, register, structure and format suited to audience and purpose
- Communicate effectively in oral interactions and short presentations
- Adjust communication appropriately when audience or context changes
- Use learning resources and strategies effectively in occupational settings
- Conduct simple workplace research and work effectively with others
- Listen critically and respond sensitively and professionally in discussion

The mentor/supervisor must assess performance against the activities and rubrics in this document and record clear comments where support, correction or follow-up is needed.

Section B: Mentor/supervisor guidance

The purpose of this practical component is to determine whether the learner can apply communication knowledge and skills in realistic workplace and learning situations. When assessing the learner, focus not only on whether an answer is technically correct, but also on whether it is appropriate for the workplace, audience, purpose and context.

1. Understand instructions, notices, messages and other workplace texts
2. Identify explicit and implicit meaning in texts and spoken messages
3. Prepare written responses using an appropriate format, structure and tone
4. Participate respectfully and effectively in oral interactions
5. Present information clearly and appropriately to listeners
6. Adjust language, tone or style when communication is not effective
7. Use workplace learning resources and learning strategies meaningfully
8. Organise learning materials and work cooperatively in a team
9. Respond thoughtfully, critically and sensitively in spoken situations

!! 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. Completes the task with limited support
2. Shows understanding of the scenario and outcome
3. Uses communication suited to the audience and workplace context
4. Provides sufficiently clear, relevant and accurate evidence
5. Demonstrates appropriate behaviour, tone and professionalism

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

1. Does not complete the task adequately
2. Shows misunderstanding of the task or outcome
3. Uses unsuitable tone, register, structure or content
4. Provides too little evidence for a fair judgement
5. Requires repeated prompting or support to perform the task

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 (119457) – Interpret and use information from texts

This unit develops the learner's ability to read and interpret workplace and learning texts effectively. Learners will identify clear instructions and main ideas, work out meaning from context, recognise implied messages, and explain how language choices can influence the reader or viewer. These skills support better understanding of notices, messages, workplace instructions and other everyday texts.

Criteria 1: Use a range of reading and/or viewing strategies to understand the literal meaning of specific texts.

Scenario:

You have started helping in the office of Bright Star Community Training Centre. Your supervisor gives you a short notice and asks you to check whether staff will understand it clearly:

*All visitor forms must be placed in the admin tray before 15:00 each day.
If a form is incomplete, attach a yellow query slip and place it in the same tray.
Do not send visitor forms directly to finance.
The receptionist must update the daily register before close of business.
Any urgent query must be reported to Mr Naidoo immediately.*

1. List any two instructions given in the notice.

2. The word "incomplete" appears in the notice. Explain briefly what it means in this context.

3. Identify the main idea of the notice in one sentence.

4. **Who must be informed** about an urgent query and state **what action must be taken**.

Criteria 4: Explore and explain how language structures and features may influence a reader/viewer.

Scenario:

You are helping the marketing assistant at Khanya Cleaning Services. Two poster lines are being considered for a staff wellness campaign.

- **Poster Line A:** All good workers care about their health!
- **Poster Line B:** Staff are encouraged to take part in the health support programme.

1. Select which poster line is **fairer and more suitable** for the workplace: A or B.

2. Explain briefly why the words in the other poster line may **influence readers unfairly**.

3. Identify one **language feature** in Poster Line A that may shape the reader's point of view.

4. Rewrite Poster Line A so that it is more **neutral and appropriate**.

UNIT 1 (119457) – Rubric

Criteria activity number	C	NYC	Comments / Action required
<p>1 Use a range of reading and / or viewing strategies to understand the literal meaning of specific texts</p> <p>Q1 Identified clear information such as instructions, names, dates, times, places, or actions required.</p> <p>Q2 Showed understanding of the word or instruction by using the context of the text correctly.</p> <p>Q3 Identified the main idea of the text without adding unrelated information.</p> <p>Q4 Selected the correct detail from the text and showed that it was understood as written.</p>			
<p>2 Use strategies for extracting implicit messages in texts</p> <p>Q1 Identified which statement appears more reliable, appropriate, or believable and gave a relevant reason based on the wording, tone, or type of information used.</p> <p>Q2 Showed understanding of an implied message, attitude, or hidden meaning.</p> <p>Q3 Identified wording that suggests bias, exaggeration, persuasion, or judgement.</p>			
<p>3 Respond to selected texts in a manner appropriate to the context</p> <p>Q1 Identified the 3 key instructions that must be used when responding.</p> <p>Q2 Prepared a response in the correct format and included the necessary details from the source text.</p> <p>Q3 Used language and register suitable for a formal workplace situation and gave a reason showing understanding of why the chosen tone, wording, or format suits the context.</p>			
<p>4 Explore and explain how language structures and features may influence a reader / viewer</p> <p>Q1 Identified which version of the message is more suitable, fair, or neutral for the workplace.</p> <p>Q2 Explained briefly how certain words or phrases may affect the way a reader understands or feels about the message.</p> <p>Q3 Recognised a language feature that may influence the reader, such as strong wording, judgement, exaggeration, or generalisation.</p> <p>Q4 Rewrote the message so that it is clearer, more neutral, and more appropriate for the workplace.</p>			

UNIT 2 (119465) – Write / present / sign texts for a range of communicative contexts

This unit develops the learner's ability to write clear, appropriate and well-structured texts for different workplace purposes. Learners will choose suitable formats, organise ideas logically, use language and linking devices effectively, and edit their work to improve clarity, correctness and professionalism.

Criteria 1: Write / sign effectively and creatively on a range of topics.

Scenario:

You work at Masakhane Community Service Centre. Staff are considering whether a child-care centre should be introduced for employees. Before you can collect staff opinions through a survey, you must first ask the centre manager for permission. You need to prepare a formal written request.

1. State the purpose of the letter.

2. Identify the intended reader of the letter.

3. List three points that should be included in the letter to make the request clear and appropriate.

4. On the next page, write a **formal letter** to the centre manager, *Ms Thandi Mokoena*, at *15 Khumalo Street, Mamelodi, Pretoria, 0122*, asking for **permission to conduct a short staff survey** about the possible introduction of a **child-care centre for employees**.



Masakhane Community Service Centre

Supporting families, learners and communities through accessible local services

145 Ubuntu Avenue, Meadowlands, Soweto, 1852

Tel: 011 410 2860 | Email: admin@masakhanecsc.org.za | Web: www.masakhanecsc.org.za

NPO No: 187-456 NPO | Reg. No: 2022/417890/08



123 Round Street,

Westdene,

Bloemfontein,

9301

Date:

Five horizontal lines for writing.

Multiple horizontal lines for writing, with a vertical cursor on the first line.

Community support • Early learning referrals • Family development • Outreach services
This letterhead is for training and simulation use.



Criteria 3: Draft own writing / signing and edit to improve clarity and correctness

Scenario:

You drafted a short staff notice and a few survey questions, but your supervisor says the draft still needs improvement. Some wording is unclear, one sentence may sound insensitive, and parts of the message are too long or not in a logical order:

Draft survey to be corrected

DEAR STAFF.

We are thinking about having a child-care centre in our building for the employees. We want to know if this should be done and we are collecting opinions. Please answer the five questions below so that we know what you think about a child-care centre.

Q1: Did you ever have problems with finding files before?
 Yes, I had problems No, I had no problems

Q2: Would it be good to have a child-care centre here?
 Yes, it would be good No, it would not be good
 Maybe

Q3: Would you use it if there was a child-care centre?
 Yes No Maybe

Q4: What is the best time for child-care in the day?

Q5: If there are any problems that we should know about please let us know:

Thank you for answering the questions!
admin department

1. Identify two problems in the draft that should be corrected **before it is shared** with staff.

UNIT 2 (119465) – Rubric

Criteria activity number	C	NYC	Comments / Action required
<p>1</p> <p>Write / sign for a specified audience and purpose Q1 Identified the purpose of the letter clearly. Q2 Identified the intended reader correctly. Q3 Listed relevant points that would make the request clear and appropriate. Q4 Wrote a formal letter with a suitable tone, correct purpose and appropriate structure.</p>			
<p>2</p> <p>Use language structures and features to produce coherent and cohesive texts for a wide range of contexts Q1 Wrote a suitable opening sentence that introduces the topic clearly. Q2 Wrote a clear paragraph with connected and relevant ideas. Q3 Used a linking sentence to connect ideas and guide the reader to the next step. Q4 Wrote a short closing sentence that ends the message clearly and appropriately.</p>			
<p>3</p> <p>Draft own writing / signing and edit to improve clarity and correctness Q1 Identified two errors that affect correctness and meaning. Q2 Improved the sentences in Q1 so that it reads more clearly and smoothly. Q3 Arranged the message in a logical order with a clear beginning, middle and ending. Q4 Showed understanding of why editing is important before sharing the final text.</p>			

UNIT 3 (119472) – Accommodate audience and context needs in oral communication

This unit develops the learner's ability to communicate effectively in oral or signed workplace situations. Learners will practise interacting appropriately with others, using techniques that help them hold an audience's attention and identifying and responding to manipulative language in spoken communication. The focus is on adjusting communication to audience and context needs.

Criteria 1: Interact successfully in oral / signed communication



Scenario:

You are working at Bright Path Training Centre reception. A visitor arrives for a meeting. Your mentor or supervisor will act as the visitor. You must greet the visitor politely, ask the correct basic questions, confirm who they are here to see, and give clear directions to the correct room. The interaction must be polite, suitable for the workplace, and easy to understand. Address the following during the interaction:

- Greet the visitor politely
- Ask who the visitor is there to see
- Confirm the visitor's name
- Give clear directions to the correct room
- Respond politely if the visitor asks for repetition or clarification

You are required to submit the **meeting video**, naming your file '**Unit 3, Criteria 1 (Name, Surname)**' to your mentor/supervisor.

1. State a suitable **opening greeting** you would use.

2. Explain briefly why a **respectful tone** is important in this situation.

3. State one thing you must do if the visitor **does not understand** your directions.

UNIT 3 (119472) – Rubric

Criteria activity number	C	NYC	Comments / Action required
<p>1</p> <p>Interact successfully in oral / signed communication</p> <ul style="list-style-type: none"> • Evidence to submit meeting video – named <i>Unit 3, Criteria 1</i> <ul style="list-style-type: none"> ○ <i>Polite greeting</i> ○ <i>Asks who the visitor is seeing</i> ○ <i>Confirms visitor's name</i> ○ <i>Gives clear directions</i> ○ <i>Responds politely to clarification requests</i> <p>Q1 Used a greeting that is polite, workplace-appropriate and suitable for welcoming a visitor.</p> <p>Q2 Explained the importance of respectful tone in terms of professionalism, clarity, or making the visitor feel comfortable.</p> <p>Q3 Identified an appropriate action when communication is not understood, such as repeating, rephrasing, slowing down, or checking understanding.</p>			
<p>2</p> <p>Use strategies that capture and retain the interest of an audience</p> <ul style="list-style-type: none"> • Evidence to submit safety video – named <i>Unit 3, Criteria 2</i> <ul style="list-style-type: none"> ○ <i>Speaks clearly and stays on topic</i> ○ <i>Explains visitor safety rules</i> ○ <i>Includes all key safety points</i> ○ <i>Uses a clear and easy-to-follow message</i> <p>Q1 Identified two suitable speaking strategies that would help listeners stay focused and understand the message.</p> <p>Q2 Selected a visual aid that is simple, relevant and useful for the short oral update.</p> <p>Q3 Showed understanding of how pace, pause, tone or voice control affects clarity and audience attention.</p> <p>Q4 Suggested a suitable way to check audience understanding, for example asking a question, inviting feedback, or observing responses.</p>			

3	<p>Identify and respond to manipulative use of language</p> <p>Q1 Identified the more factual or trustworthy message and gave a reason linked to facts, detail, tone or objectivity.</p> <p>Q2 Recognised wording that shows pressure, exaggeration, judgement or manipulation.</p> <p>Q3 Rewrote the message in a more neutral, factual and professional way without changing the basic purpose.</p>			
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UNIT 4 (119467) – Use language and communication in occupational learning programmes

This unit develops the learner's ability to use language and communication effectively in occupational learning situations. Learners will use learning resources, apply learning strategies, manage learning materials, conduct basic research, function as a team, and reflect on how workplace conditions affect learning.

Criteria 1: Access and use available learning resources.

Scenario:

You have started a workplace learning placement at Masakhane Admin Centre. Your supervisor asks you to prepare for a reception task. Before you begin, you are told to use the available learning resources to find the correct way to do the task.

The available learning resources are:

- A learner guide
- A workplace procedure file
- A sample completed visitor form
- A short training video
- A mentor who can answer questions

Your supervisor asks you to find out:

- Where completed visitor forms must be placed
- What details must be checked before filing a form
- How a visitor should be greeted at reception

1. Select **two learning resources** you would use first to find the required information.

2. **State** what information you would get from each chosen resource.

Criteria 5: Function as a team

Scenario:

You and two other learners are asked to prepare a welcome table for a training event. The tasks are:

- place name tags on the table
- organise pens and attendance registers
- welcome guests at the entrance

One learner wants to do everything alone, while another learner is not contributing.

1. Identify a problem in the way the team is working.

2. Suggest a fair way to **divide the tasks** among the team members.

3. Explain briefly why teamwork is important in this activity.

4. State one action **you could take** to help the team work better together.

Criteria 6: Reflect on how characteristics of the workplace and occupational context affect learning.

Scenario:

You are learning how to answer the office telephone at Khanya Admin Office. The office is very busy. The phone rings often, people are talking nearby, and customers are waiting for help. You find it difficult to concentrate while learning the process.

1. Explain briefly how this workplace factor makes learning **more difficult**.

2. State a way you could **improve** your learning in this situation.

3. Explain briefly why the workplace environment can **affect how quickly** a person learns.

UNIT 4 (119467) – Rubric

Criteria activity number	C	NYC	Comments / Action required
1 Access and use available learning resources Q1 Selected two suitable resources that would realistically help with the reception task. Q2 Explained what useful information each chosen resource could provide for the task. Q3 Identified a resource that would help check correctness or completeness of the form. Q4 Explained how using available resources supports correct task completion and workplace learning.			
2 Use learning strategies Q1 Identified a practical strategy that could help the learner remember the steps. Q2 Explained clearly how the chosen strategy would support memory, understanding or task performance. Q3 Reorganised the task list in a way that makes it easier to learn, follow or remember. Q4 Gave a relevant reason why learning strategies matter in a workplace setting.			
3 Manage occupational learning materials Q1 Identified three relevant learning materials from the scenario. Q2 Described a practical and organised way to sort, label, file or store the materials. Q3 Identified a realistic problem that may happen if materials are mixed up, lost or unmanaged. Q4 Suggested an appropriate action to keep materials safe, organised and easy to access.			
4 Conduct basic research and analyse and present findings Q1 Wrote a short finding sentence that reflects the information collected accurately. Q2 Suggested a simple and suitable way to present the findings to a supervisor. Q3 Identified a research tool used in the activity, such as asking questions, note-taking, a checklist or a simple tally.			
5 Function as a team Q1 Identified the teamwork problem clearly from the scenario. Q2 Suggested a fair and realistic division of tasks among team members. Q3 Explained why teamwork is important for completing the activity successfully. Q4 Suggested one practical action that could improve cooperation or participation in the team.			

6	<p>Reflect on how characteristics of the workplace and occupational context affect learning</p> <p>Q1 Explained how the workplace environment or distractions make learning more difficult.</p> <p>Q2 Suggested a practical way to improve learning in that situation.</p> <p>Q3 Showed understanding that workplace conditions can affect concentration, pace of learning or confidence.</p>			
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UNIT 5 (119462) – Engage in sustained oral / signed communication and evaluate spoken / signed texts

This unit develops the learner's ability to participate confidently and appropriately in sustained oral or signed communication. Learners will listen critically yet sensitively, analyse and improve their own responses, use speaking strategies effectively, and evaluate spoken discourse in relation to attitude, assumptions, language choice and impact.

Criteria 1: Respond critically yet sensitively as a listener / audience

Scenario:

During a team meeting at Masakhane Office Services, a colleague says she is feeling overwhelmed because she has been given too many tasks at once. Another team member starts giving advice immediately, but your supervisor wants the group to respond in a more supportive and professional way.

1. Identify one response that would show **you are listening sensitively** to the speaker.

2. Write one **clarification question** you could ask to understand the problem better.

3. State one type of response that may make the speaker feel unsupported.

4. Explain briefly why **empathy** is important in this discussion.

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

Scenario:

Your supervisor gives oral instructions during a busy shift:

"Please greet the visitor, ask them to sign in, call Mr Dlamini, and then direct the visitor to Meeting Room 2."

You answer quickly by saying:

"Okay, just sit there and wait."

Later, you realise your response was not suitable for the visitor or the situation.

1. Identify one problem with your original response.

2. Rewrite your response so that it is more suitable for the context.

3. Explain briefly why **tone and register** matter in this situation.

4. State one way you could adjust your response if the interaction starts to break down.

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



Scenario:

You are working at Green Valley Community Centre. Your supervisor asks you to speak to a small group of parents for 3 minutes about the new afternoon learner support programme. You must explain:

- What time the programme starts
- Who it is for
- What learners must bring
- Where parents can ask questions

Your supervisor reminds you that you must speak clearly, keep the group interested, and make sure your message is easy to follow. You are required to submit a **support programme video**, naming your file '**Unit 5, Criteria 3 (Name, Surname)**' to your mentor/supervisor.

Before you do the video, answer the following questions:

1. List two things you would do before speaking **to prepare** for this talk.

2. Identify one speaking strategy you would use to keep the **audience interested**.

3. State one **non-verbal** communication feature you would use while speaking.

4. Explain briefly why it is important to organise your points clearly in this talk.

Criteria 4: Evaluate spoken/signed discourse.

Scenario:

You listen to two short spoken updates from staff members about a late delivery.

- **Speaker A:** *"The supplier was useless. They clearly do not care about our business."*
- **Speaker B:** *"The order arrived two days late, and this caused a delay in stock packing."*

Your manager asks which speaker is more effective in a formal workplace setting.

1. Identify which speaker is **more suitable for a formal workplace report back**. Give one reason for your answer.

2. Identify one **attitude, assumption, or point** of view shown in Speaker A's message.

3. Explain briefly how the choice of language affects the **impact** of the message.

UNIT 5 (119462) – Rubric

Criteria activity number	C	NYC	Comments / Action required
<p>Respond critically yet sensitively as a listener / audience</p> <p>1</p> <p>Q1 Suggested a response that shows empathy, listening and appropriate support.</p> <p>Q2 Asked a clarification question that is respectful and helps develop understanding of the issue.</p> <p>Q3 Identified a type of response that could make the speaker feel dismissed, judged or unsupported.</p> <p>Q4 Explained why empathy is important in professional discussion or support situations.</p>			
<p>Analyse own responses to spoken / signed texts and adjust as required</p> <p>2</p> <p>Q1 Identified a real problem in the original response in relation to audience, tone, purpose or context.</p> <p>Q2 Rewrote the response in a more suitable, respectful and helpful way.</p> <p>Q3 Explained why tone and register matter in workplace communication.</p> <p>Q4 Suggested a practical way to adjust communication if interaction begins to fail.</p>			
<p>Use strategies to be an effective speaker / signer in sustained oral / signed interactions</p> <p>3</p> <ul style="list-style-type: none"> • Evidence to submit meeting video – named <i>Unit 5, Criteria 3</i> <ul style="list-style-type: none"> ○ <i>Speaks clearly to the group</i> ○ <i>Explains the support programme</i> ○ <i>Covers all key points</i> ○ <i>Keeps the message easy to follow</i> <p>Q1 Identified two suitable preparation steps that would support an effective short talk.</p> <p>Q2 Identified a speaking strategy that would help maintain audience interest.</p> <p>Q3 Selected a non-verbal feature that supports clarity, confidence or audience engagement.</p> <p>Q4 Explained why organising points clearly is important for listener understanding.</p>			
<p>Evaluate spoken / signed discourse</p> <p>4</p> <p>Q1 Identified the more suitable speaker for a formal workplace context and gave a relevant reason.</p> <p>Q2 Recognised an attitude, assumption or point of view shown in Speaker A's wording.</p> <p>Q3 Explained how language choice affects tone, impact, objectivity or professionalism.</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>	<p><input type="checkbox"/></p> <p>Learner is Competent</p>	<p><input type="checkbox"/></p> <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>