

FURTHER EDUCATION AND TRAINING CERTIFICATE:

HAIRDRESSING:SAQA ID 65729 -LEVEL 4- 140

CREDITS

SAQA: 119467

LEARNER WORKBOOK

USE LANGUAGE AND COMMUNICATION IN

OCCUPATIONAL LEARNING PROGRAMMES

Learner Information:

Details	Please Complete this Section
Name & Surname:	
Organisation:	K & R HAIR ARTISTRY INSTITUTE
Unit/Dept:	HAIRDRESSING
Facilitator Name:	TSM DEODUTT
Date Started:	
Date of Completion:	

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OVERVIEW

About the Learner Workbook	This Learner Exercise Workbook has been designed and developed to evaluate learners' level of understanding of the USE LANGUAGE AND COMMUNICATION IN OCCUPATIONAL LEARNING PROGRAMMES ,It forms part of a series of Learner Workbooks that have been developed for SAQA:- 119467 USE LANGUAGE AND COMMUNICATION IN OCCUPATIONAL LEARNING PROGRAMMES		
Purpose	The purpose of this Learner Exercise Workbook is to evaluate learners understanding on the specific outcomes and/or assessment criteria of the following SAQA Registered Unit Standards:		
US No	US Title	Level	Credits
119467	Use language and communication in occupational learning programmes	3	5
Context	This assessment represents the Formative Assessment component of the Use language and communication in occupational learning programmes , and should be completed in the classroom/training room.		
Resources	The following are resources needed for this assessment: <ol style="list-style-type: none"> 1. Learner Guide; and 2. Assessment Preparation. 		
Instructions to Facilitators	Facilitators will be required to: <ul style="list-style-type: none"> • Explain the completion of the workbook to each learner; and • Interview the learner on similar questions, should he/she not be able to write. 		

Instructions to Learners	<p>Learners will be required to:</p> <ul style="list-style-type: none"> • Complete the workbook as per the instructions; • Ensure that all questions are completed; • Ensure that the completion of the workbook is their own work; • Ensure that all annexure are attached to the workbook and clearly referred to;
Assessment Time	Learners are required to complete this assessment within the allocated time frame of.... hours.
Total Mark	This formative assessment carries a total mark of _ points . In order to meet the pass mark, learners are required to achieve a minimum of 80% of the total marks.
Equipment	<p>Learners are required to have the following equipment in order to complete this workbook:</p> <ul style="list-style-type: none"> • Pen and Pencil; • Ruler; and • Exam Pad – for additional paper.

GENERAL INFORMATION

LEARNER DETAILS		
Learner Full Names		
Learner ID No.:	K & R HAIR ARTISTRY INSTITUTE	
Organisation:	HAIRDRESSING	
Unit/Dept:		
Contact Details:	Telephone /Cell Numbers:	Email Address:
WORKSHOP DETAILS		
Workshop Venue:		
Facilitator Name:	TSM DEODUTT	
Date Started:		
Date Completed:		

ASSESSMENT PREPARATION CHECKLIST

DESCRIPTION	YES	NO	COMMENTS/CONTINGENCY
This assessment is a formative assessment and it is based on the outlined unit standard/s for the Use language and communication in occupational learning programmes module.			
Your assessment evidence for Use language and communication in occupational learning programmes module needs to be submitted on..... (day) of.....(month).....(year) at the following address/place.....			
You will be assessed based on the outlined Unit Standards. The assessment activities are linked to specific outcomes/assessment criteria of the outlined Unit Standards.			
To determine your competence level, the following are the methods to be used for this assessment: 1. 2.			
To be declared competent on Use language and communication in occupational learning programmes module (formative assessment), you should have obtained at least 80% of the total mark of this assessment.			
You will be provided with detailed feedback on your performance of this assessment as follows: 1. Written Feedback 2. Verbal Feedback			
Should you be declared "not yet competent" on this			

assessment, you will be entitled for re-assessment opportunity/ies.			
You will be required to re-submit evidence (only for areas) you were declared not yet competent. A date for re-submission will be agreed with the assessor.			
You will be entitled to lodge an appeal should you not be satisfied with the assessment decision of your assessment.			
You will be required to provide the assessor feedback on assessment procedure – this is to assist in improving the assessment practices.			
Your results of assessment and portfolio of evidence information will not be provided to any person without your written consent.			

Learner's Declaration

I.....herewith declare that I am ready for the assessment, that we have reviewed the assessment preparation and plan, I understand the assessment process and I am happy that the assessment will be conducted in a fair manner.

Learner Signature:	Date:	Facilitator Signature:	Date:

Use language and communication in occupational learning programmes

UNIT STANDARD NUMBER : 119467

LEVEL ON THE NQF : 3

CREDITS : 5

FIELD : Communication Studies and Language

SUB FIELD : Language

UNIT STANDARD NUMBER : 119471

LEVEL ON THE NQF : 3

CREDITS : 5

FIELD : Communication Studies and Language

SUB FIELD : Language

Answer the following question in the space provided below.

ACTIVITY 1
Suggest some of the information resources that you can use to get more information on study techniques and explain why these resources are applicable.

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ACTIVITY 2

Consider the department that you work in. Write down the learning materials that you use regularly (for instance, this could include policy documents and guidelines and instruction manuals). Discuss how these materials are managed and who is responsible for this management.

ACTIVITY 4

Explain how you will find information on the different languages that people speak in your town. State which research tools you will use to do research on this topic

[illegible]

ACTIVITY 5

Which types of learning resources are available in your workplace and how can your employer ensure that staff members with different language abilities can use these resources?

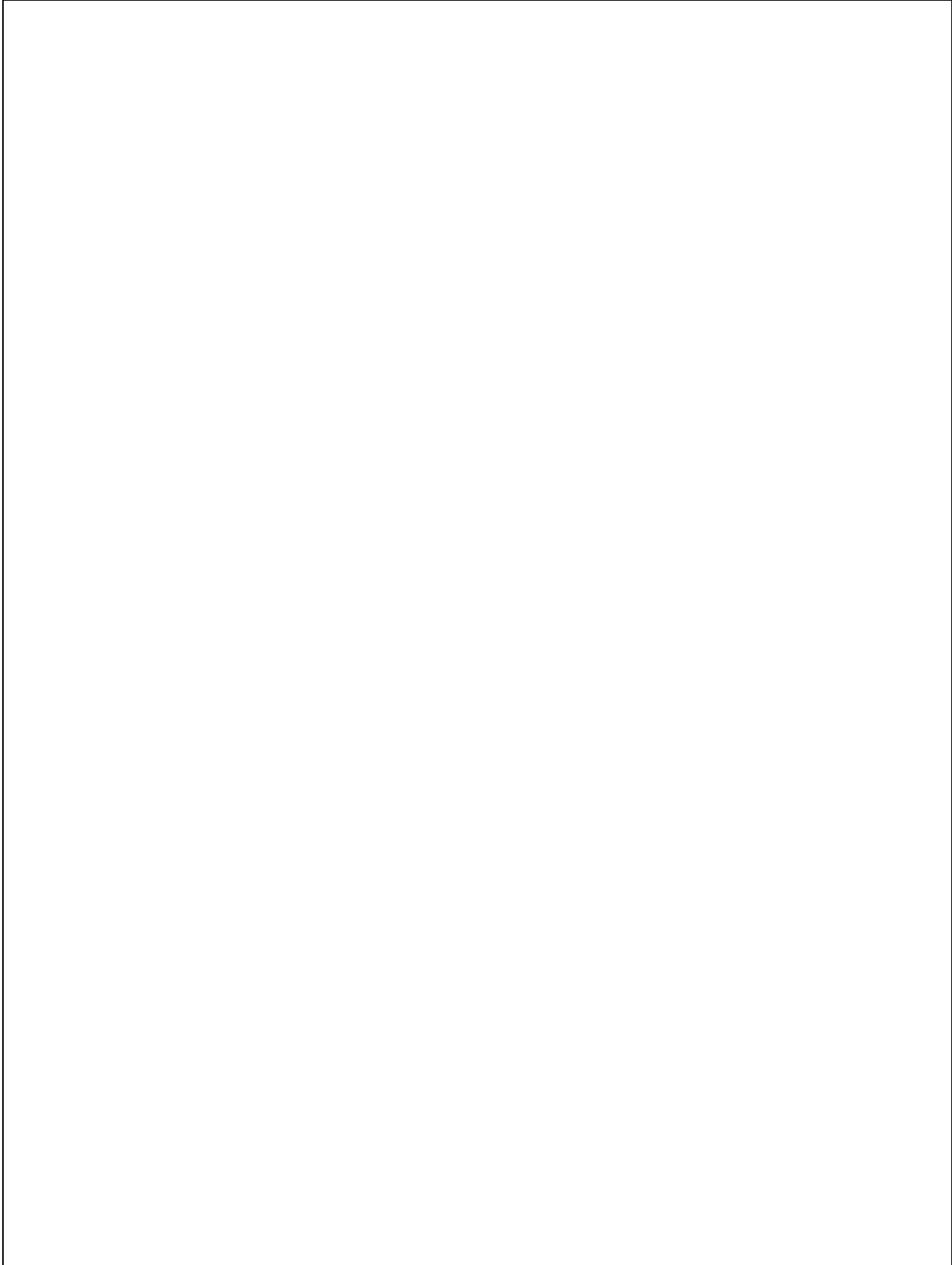
[illegible]

ACTIVITY 6

Facilitator divides the large group into smaller groups. These groups will work together for the rest of the day, every time an activity requires group work. They will have the on-going responsibility of monitoring their own and their group members' participation in all group activities. Facilitator can introduce the learners to the participation evaluation worksheet so they know what they must aim and look for in themselves and other group members

Look at the worksheet on the next page and decide for yourself as honestly as you can, which is your usual style of handling conflict. Then discuss as a group your different styles and discuss what as a group you would like to aim for.

Debrief as a large group, sharing your general findings. (This exercise's aim is to get you thinking about different conflict styles and the way that you interact)



Break up into your designated groups

Each learner identifies their own sector and organisation and discusses the advantages and disadvantages of being in that sector / organisation with respect to the features listed above (features of the job and environment).

Each learner identifies what he/she considers the biggest challenge to learning within his/her sector and organisation and makes a constructive suggestion about overcoming or reducing the challenge.

Debrief as a large group, sharing the constructive suggestions which learners came up with.

Follow the rules and techniques and summarise the following passage.

Artificial environments

Living in space was once an idea confined to science fiction. It is now close to becoming a reality as new developments are made in space technology. One experiment in particular is likely to provide more of the information needed to set up a new settlement in Space, particularly on Mars. This is the Biosphere II project, in the desert north of Tucson, Arizona in the USA.

Biosphere II consists of two linked glass and steel structures which are totally sealed from the outside world. One of these glass houses contains several tropical habitats in miniature – a rainforest, a small desert, even a 7.5 metre deep ocean with tides and a coral reef. The other glass house is used for growing food and keeping animals. Eight researchers have been living in Biosphere II since December.

They will live in their sealed environment for two years, growing their own food and recycling their waste products.

The aim of the experiment is partly to try to understand better how the ecosystems of the earth work. But it will also help scientists to plan how the first settlers in Space will support themselves, as it would be far too difficult and expensive to supply a Space colony with food and fuel from Earth. It will be important for Space settlers to be able to purify their air and water and grow their own food, becoming self-sufficient as quickly as possible. (English in Context)

INTEGRATED ACTIVITY

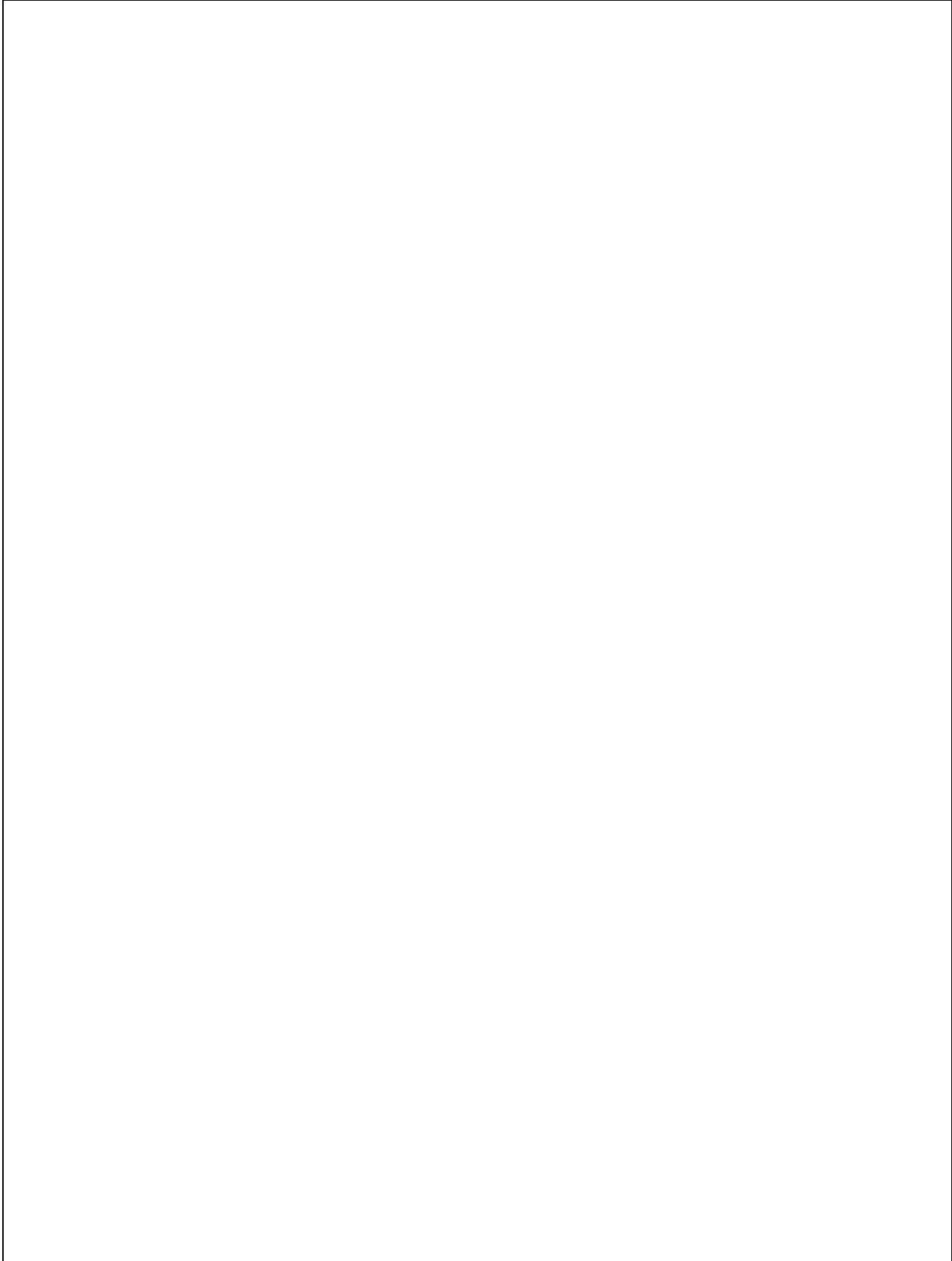
Facilitator to give each group a choice of 3 topics. Each member of the group will be presenting to their group. Groups must:

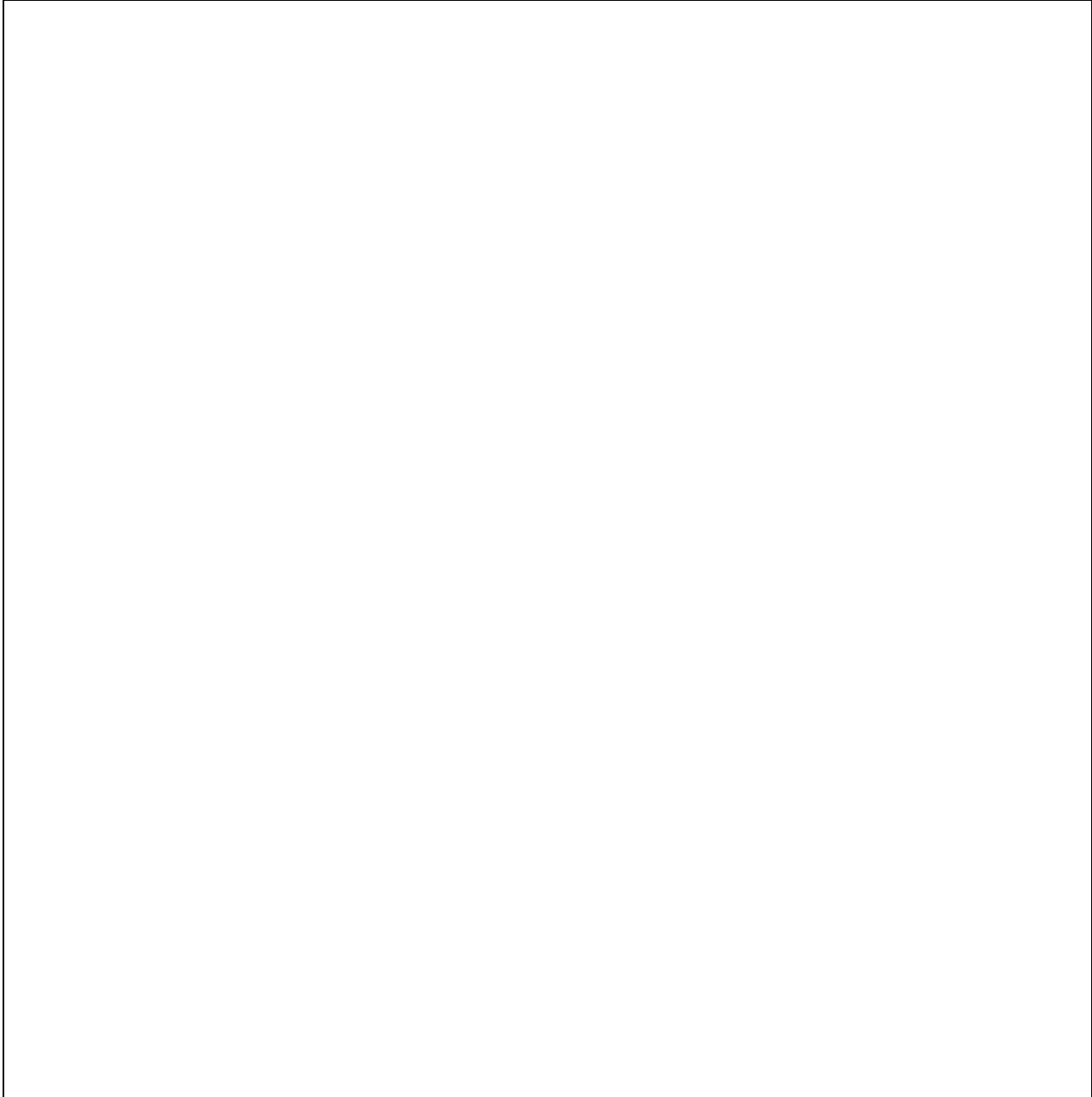
- **Choose 1 of the 3 topics**
- **Decide how they will break the topic into manageable sections**
- **Assign sections to each member of the group**
- **Discuss and decide how they will sort and sequence the sections of their presentation**
- **Discuss and decide what sources and research techniques each person will use.**
- **Each person will be responsible for evaluating their own contribution and deciding what will go into their segment (which should only be between one and two minutes)**
- **Each individual will then present to their group and one other. This is to save time, if the class is big. If the class is small enough, then they will present to the whole group.**

After all the presentations, the large group will debrief. To be discussed: (with specific reference to specific presentations)

- **How effective information gathering techniques were.**
- **How relevant the information was to the topics chosen**
- **How appropriately the findings of the research were presented**

How appropriately the research steps were planned and sequenced.





Competent	
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Not yet Competent	
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Signatures:

Learner		Assessor		
Date		Date		
Facilitator		Moderator		
Date		Date		

COMMENTS:
