



Education Training and Development Practices Sector Education and Training Authority

## EXTERNAL INTEGRATED SUMMATIVE ASSESSMENT MEMORANDUM

**Occupational Certificate: Career Development  
Information Officer**

**SAQA ID: 96372**

**NQD Level: 5**

**Credits: 120**

## Question 1

1.1 Prepare a structured response to Thabo's profile and provide relevant career information. (10)

- A date, time, and venue to meet Thabo are determined.
- Thabo to submit relevant documents, i.e., CV, certificates, copy of his ID etc.
- Determine his main concerns/challenges.
- Advise him to continue with the idea of opening a business.
- Advise him about courses on developing a business plan
- Advise him about state agencies like SEDA which assist entrepreneurs
- Advise him on completing a course in farm management, which would give him greater insight in farm management-related aspects

**NB: any 5 answers - 2 marks each**

1.2 How will you confidentially manage Thabo's information (5)

- Save/archive it on the organisation's computer system and ensure that it is inaccessible to other people.
- Advise him to keep the information in hard copy or on an electronic device (soft copy).
- Ensure backups of the documents and file it at the organisation and make it inaccessible.
- Use the information for its intended purpose only.
- Restrict discussion of Christie information/ – (Avoid discussing contents with friends, family etc).
- Any reference to POPIA.

**NB: any 5 answers, 1 mark each**

1.3 From the profile above:

1.3.1 Identify one of Thabo's challenges that requires a referral? (2)

- Low level of confidence as a result of failure in first business
- Fearful to go solo into a business
- He needs to acquire business-related skills

**NB: 1 mark for each Maximum 2 marks**

1.3.2 Write a referral letter for Thabo for the identified challenge and propose an appointment. (6)

- Date
- Personal details of Thabo
- To whom the referral letter is addressed
- The compiler of the referral letter
- Thabo's main challenge
- Proposed date, time and venue for consultation
- Signature of the compiler of referral letter.

**NB: 1 mark for each (Maximum 2 marks for personal details)**

1.3.3 Having identified Thabo's challenge, why is it important that you confine yourself to your scope of practice as a Career Development Information Officer? (3)

- To avoid bias, favour, nepotism, fraud/corruption
- Not to become involved in the duties/scopes of other practitioners
- Demonstrate understanding of duties and responsibilities as Career Development Information Officer
- Uphold the ethical principles of the occupation.

**NB: 1 mark for each**

1.4 How would you go about demonstrating ethical and professional conducts in your interaction with Thabo? (4)

- Warm greetings and welcome to Thabo
- Show him a respect
- Listen to him attentively
- Speak gently to him
- Show empathy
- Provide relevant information
- Don't swear or shout at him
- Don't delve into personal issues; keep to scope of one's occupation
- Don't seek a bribe or any form of favour from him
- Don't discriminate and prejudice

**NB: any 4 for 1 mark each**

**Marks Question One: 30**

## Question 2

### Note to Marker:

The answers below are quite elaborative but they provide extremely good guidance on the thought processes that a Career Development Information Officer needs to engage in and the aspects that require consideration.

- 2.1 What processes would you propose that could support Thabo's career exploration, as you are the Career Development Information Officer? (6)

### Marker will use the points made below for allocation of marks.

- It is important to note that this question will be closely related to the approach they would be trained in during the course. Some have a specific process that is followed, but generally the following is required:
  - ✓ Important to facilitate self-knowledge; interest and personality self-assessments assist in this regard, as does talking through interests, personality, ability and values. (Remember scope of practice, the Career Development Information Officer cannot conduct ability, personality or interest psychometric assessment, but can use self-interest checklists to help guide the client).
  - ✓ Next, exploration of the various fields identified through the above process. Each field should be discussed and the various career options in each should be explored; looking at the pros and cons of each and which jobs are in higher demand/are a scarce skill.
  - ✓ I would then give him homework to go explore the different options. He could job-shadow people in each field to see what the job actually entails on a day-to-day basis and see if he would enjoy it and if it would be a good fit.
  - ✓ Other homework would be to research the career options more, including researching job adverts for the various careers and see what skills and requirements the various companies are looking for.
  - ✓ Explore mentoring, coaching or skills development related to entrepreneurship.

- ✓ Book a follow-up session to discuss his experiences and assess whether there have been any changes to his career choice.

### Context to the Marker

The Career Practitioner should explore possible sources for his business failure in order to identify the gaps that will be filled through further training and development.

- 2.2 Propose three (3) questions you would ask Thabo to get more information and clarity? Justify your questions. (6)

**NB: Marker to use the questions given below as a guide. Any three questions 1 mark per answer and 1 mark for justification of each. Justification must relate to Thabo's Case Study.**

1. When he envisions his future, what aspects are important to him? / What are the important values in his life? / Tell me about yourself (more open-ended, find out from them what is important to them, reinforce the information we have from his profile).
  - It is important to find out what a person likes or dislikes. Perhaps they do not like working in a team, or do not like travelling, or they prefer not to be sitting at a desk all day, or if they would like to be in a corporate environment that is very formal.
2. What would your friends and family say your strengths and weaknesses are?
3. What would you say your strengths and weaknesses are?
  - These questions would facilitate better self-knowledge and would help point to careers that either the person would be better suited for or those the person would not be suited for.
4. Questions around his decision-making processes. This could be pursued as follows: How do you usually make decisions? How have you made a decision about an important choice in the past? What processes do you use?
  - This helps to give a sense of what the person will use to make their decision, to help facilitate a decision-making process where they would use the information and knowledge of themselves and careers to make their decision.

5. What options are available in terms of funding?
  - This will impact whether they are able to study full time, or have to work and study, or have to apply for loans, bursaries etc. This has implications for their career choice and progression, and guidance on how to advance in their career.
6. Where would he like to study?
  - This has implications for where he can apply and sometimes what options are available to them.
7. How ready is he to make the decision/has he already set their mind on continuing to manage some else's farm instead of his own, or is he more inclined to pursue his own business, or is he too anxious about setting-up his own business or has he done enough research or is he open to options/very unsure?
  - Important to get a sense of where they are at in terms of the decision-making process, and how much guidance/information they will need.
8. What motivates you?
  - Get a sense of whether he would pursue a high-paying career, one where he uses his intellect more, one where the work is predictable, or one where he can experience a lot of change, one where he can help people, or what rewards him from his work.
9. What type of business would he like to open? Is it in agriculture or in something different?
10. What business venture did he previously attempt?
  - It would be necessary to guide him to use the skills and experience that he has already gained and align his interest in starting a business with this as he would be in a much stronger position if he were to do so.

2.3 What three (3) career options from those listed in the source document will you provide for Thabo and state reasons for your selection? (6)

Thabo has three career options: Entrepreneurship that could be risky, Human Resource Management and Training that could take advantage his interpersonal skills.

As long as Practitioners are able to use the evidence presented in the profile and interest questionnaire results to justify why they have selected specific careers. Motivations for why they have selected a specific field could be:

- Interest questionnaire results.
- Interests described by the client.
- Values described by client.
- Strengths/ability in the area described by client.

2.4 What three (3) learning pathways can you recommend to Thabo for him to pursue the career options you chose in 2.3 above? Give reasons for your answers. (6)

These will be as listed in the Source Document against the 3 career options. Thus, this would simply require the assessor to confirm that the pathways listed are correct and that the learner is able to provide reasons that are consistent with his selection.

**Marks Question 2: 24**



### Question 3

3.1 Use the headings below to plan and prepare for the information-sharing event.

Headings:

- Date:
- Objective/s:
- Planning and preparation for the event: (8)
- **NB: Marker's discretion is permitted provided the answers are relevant to the case study and demonstrate planning and preparation.**

**Answer:**

- Date: (1 mark)
- Objectives:
  - Provide information on how to choose a career – looking at self-knowledge and knowledge of the careers, including scarce skills. (2 marks)
- Planning:
  - Group dynamics – find out more information about the target group. Are they first, second etc. year students: levels of education; from which departments; male/female composition; any particular aspirations; is the focus on employment opportunities?
  - Logistics – time, place, is the venue conducive, will there be table and chairs or just chairs, is a PA system required, how many people will be attending.
  - Information on the area – what jobs opportunities and study opportunities are accessible/available. Are there any programmes in the area that can assist?
  - Resources – prepare resource packs, information resources for the group.
- Preparation (planned activities) for event:
  - Introduction – ice breaker
  - How will approach presentation – group interaction, lecture or invited speaker. (5 marks)

**NB: (Markers to allocate 2 marks for introduction and purpose. 5 marks per subsequent slides and 3 marks for overall structure.**

- 3.2 Create three slides that you will use to deliver your presentation. (15)
1. Introduction, purpose of the event
  2. Self-knowledge – getting to know oneself: personality, interests, abilities, values and motivations.
  3. Job knowledge – career opportunities, study opportunities, even self-employment/ entrepreneurship. How to find a good match between skills and jobs. Scarce skills. How to build towards a career – find jobs in the same industry.

**NB: 5 marks per slide; but this will depend on the amount of information contained overall**

- 3.3 Mention three (03) ethical considerations you would keep in mind when preparing for and delivering your presentation? (3)

**Answer:**

These can be any three of the ethical responsibilities identified in the code of ethics created by SACDA. Some of the common ones are listed below.

- to respect the dignity and human worth of each person to whom career development services are rendered
- recognise their obligation to provide equal opportunities in career development without prejudice to persons of diversity in social status or educational background, gender, race, ethnicity, religious beliefs, sexual orientation, or disability and avoid all forms of related discrimination
- are sensitive to the total needs of clients (educational, vocational, personal and social)
- inform clients, orally or in writing, of the purposes, goals, techniques, policies and ethical standards under which career development and vocational guidance are provided

- any limits on confidentiality set by others will be discussed with the client before proceeding to put him or her in the position to choose personal responses to such limits and involvement.
- disclosing of confidential information may happen to assist clients with services from other professionals, when a court order is provided, or when any information can be harmful to the client or to others
- enhance clients' independent actions and therefore refrain from consciously dictating or coercing client choices, values, lifestyles, plans, or beliefs
- may only perform assessment at the level for which they are competent as per the competency framework and other laws governing assessment practices
- abide by governing laws surrounding psychometric testing and understand that only registered psychologists, psychometrists and registered counsellors may administer tests that have been statistically shown to be valid, reliable and culturally fair
- ensure that informed consent/ assent is obtained for any assessment done and that assessment content is held confidential and secured.
- remain acutely aware that while computer-based tools are useful for further exploration, they are not a final predictor for career success provide information that is clear, accurate and relevant and does not include misleading or deceptive materials.

3.4 Identify three (3) support services/networks that can be engaged in this task and give reasons for your selection. (6)

**Answer: (1 mark for listing and 1 mark for giving a reason)**

- Non-governmental organisations – provide various support for employment opportunities.
- Experts/organisations that can provide further information on specific careers or study options beyond TVET studies.
- University/college representatives that can provide further information on study options.
- Government departments – such as the Department of Education that can provide support to students.

- Funding organisations

3.5 Review comments from workshop participants below and compile a report using the headings below.

Headings for your report:

- Date of report:
- Task objective/s:
- Presenter's (your) view on planning, preparation and delivery of presentation:
- Evaluation of comments received from participants:
- Demonstration of how future presentations will be improved:
- Conclusion:

Your report must include:

- a. Presentation of your own views on the entire task (from planning and preparation to delivery of presentation)
- b. Evaluation of the comments received from your audience/participants (these are given below)
- c. Demonstration of how you will use the comments to improve on future information-sharing events.

Comments received from audience:

- *Presenter did not address some critical aspects of training at TVET colleges*
- *TVETs employ staff rejected by universities*
- *TVETs are chaotic and disorganised*
- *Presentation was relevant and to the point*
- *Lots of state funding but students don't get to enjoy its benefits*
- *TVETs associated with second-class education and training*
- *State says TVETs are the future but respects universities more*
- *Presenter was well-informed about dynamics of TVET colleges*

(14)

**Answer:**

- Date: (1 mark)
- Task objectives:
  - Must be able to reflect on the reason they were there. This is linked to the purpose of their presentation. (2 marks)
- Presenters view on planning, preparation and delivery of presentation:
  - Must reflect on how appropriate planning, preparation and delivery are vital to the success of the presentation. (4 marks)
- Evaluation of comments received from participants:
  - Must be able to identify the comments that are constructive and how these can be used to enhance presentation in future. Differentiate between the comments that are constructive and those that are not. (4 marks)
- Demonstration of how future presentations will be improved:
  - Must reflect on the evaluation and come up with interventions to improve on future presentation to address the negatives, but also reflect on the positives and ensure that these will continue in future presentations. (2 marks)
- Conclusion:
  - Provide a conclusion as an overview of the presentation or how presentations in future will be conducted. (1mark)

**Marks Question 3: 46**

**Total Marks: 100**