

Curriculum Outline



23833

**National Certificate: Business
Administration Services
Level 2**

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A. Key Elements and Outline

Key Elements and Outline of the Qualification 23833 “National Certificate: Business Administration Services” as an NQF Aligned Learning Programme:

Name of Programme	National Certificate: Business Administration Services
Purpose of Programme	<p>It contains all the competencies, skills and values required by a learner who wishes to access the National Certificate in Business Administration Services at NQF: Level 3. The core component contains competencies in Information Handling, Communications, Enterprise/customer service, Technology, Organisation skills, Self-development, Teamwork and Business policies and procedures.</p> <p>The elective component allows the learner to gain specialist knowledge, skills and insight in the areas of Reception, Executive Administration, Financial Services and Banking or in the field in which the learner is employed.</p> <p>Learners working towards this qualification will find that the acquisition of competence in the unit standards, which make up the qualification, will add value to their work performance. This qualification is intended to enhance the provision of entry-level service within the field of Administration within all sectors.</p> <p>It will facilitate access to and mobility and progression within education and training for learners who:</p> <ul style="list-style-type: none"> • Were previously disadvantaged or who were unable to complete their schooling and were therefore denied access to Further Education and Training. • Have worked in this field for many years, but have no formal qualifications and would like to achieve this through the process of RPL (Recognition of Prior Learning) and / or formal study. • Wish to extend their range of skills and knowledge of administration within their respective industries so that they can extend their competency levels. <p>The qualification has building blocks that can be developed further in qualifications at a higher level. It contains all the competencies, skills and values required by a learner who wishes to access the National Certificate in Business Administration Services at NQF level 3. It also focuses on the skills, knowledge, values and attitudes required to progress further.</p> <p>The intention is:</p> <ul style="list-style-type: none"> • To promote the development of knowledge, skills and values that are required for service excellence within the field of administration. • To release the potential of people <p>To provide opportunities for people to move up the value chain</p>
Programme Duration	12-18 months
NQF Level	NQF 2

<p>Rationale</p>	<p>The National Certificate in Business Administration Services: NQF Level 2 is designed to meet the needs of those learners who are already involved, or wish to become involved, in the field of Administration. It is applicable to employed and unemployed learners.</p> <p>It is particularly suited to those learners who are performing secretarial / administrative tasks, in commercial and non-commercial organisations across the entire spectrum, but have not had the opportunity to obtain a formal school qualification beyond NQF level 1.</p> <p>Administration is an essential field of learning as the competences required by people doing administrative tasks are generic in nature and apply to all businesses in all sectors and to many non-business organisations such as sports and cultural clubs and the like.</p> <p>Administrative tasks and administration are done at various levels depending upon the nature and size of the organization and its management structure. People involved in administration are known by such terms as secretaries, administrative assistants, administrators and clerks depending on the organization in which they are employed.</p> <p>There is therefore an on-going need for highly skilled administration personnel and a need for a well-developed learning pathway to cater for administrative personnel at the various levels at which they operate.</p> <p>The National Certificate in Business Administration Services at NQF: Level 2 is the first qualification in a learning pathway that starts at NQF level 2 and ends with the National Certificate in Office Administration Level 5. It is planned to develop degrees in Administration at levels 6, 7 and 8 as the final steps in the learning pathway.</p> <p>The National Certificate in Generic Business Administration Services at NQF: Level 2 supports the objectives of the NQF in that it gives the learner access to a registered qualification. It will ensure that the quality of education and training in the sub-field is enhanced and of a world-class standard.</p> <p>The qualification will allow learners not only to develop their knowledge and skills in the field of Administration, but will also enable them to benchmark their competence against international standards.</p> <p>It is assumed that learners are competent in: Learners accessing this qualification are assumed to be competent in:</p> <ul style="list-style-type: none"> • Communication at NQF level 1 • Mathematical Literacy at NQF level 1
<p>Exit Level Outcomes</p>	<p>On achieving this qualification, the learner will be able to:</p> <ul style="list-style-type: none"> • Identify and maintain records • Maintain an information system • Process numerical and text data • Receive, distribute and dispatch mail in an office environment • Receive and execute instructions • Process incoming and outgoing telephone calls • Behave in a professional manner in a business environment • Attend to customer enquiries

	<ul style="list-style-type: none"> • Operate and take care of equipment in an office environment • Manage time and work processes within a business environment • Investigate the structure of an organisation • Demonstrate an understanding of the business environment • Keep informed about current affairs relating to one`s own industry <p>Learners exiting this qualification before completion, retain the credits for unit standards successfully completed and may carry them over to other qualifications to which they are applicable. Learners may also retain the credits until a later stage should studies be recommenced, provided the unit standards are still relevant to the qualification.</p>
Related assessment criteria	<p>In particular, assessors should check that the learner can demonstrate an ability to consider a range of options and make decisions and apply the skills that relate to:</p> <ul style="list-style-type: none"> • Record keeping and the related processes • Information systems in relation to record keeping • Processing instructions • Processing telephone calls • Standards of professionalism in relation to handling customer queries, applying business ethics and behaving appropriately in a business environment • Ensuring that office equipment is properly maintained • Managing time and work schedules effectively • Understanding the work context and how to solve problems within that work context • Resolving customer problems and queries
Associated Assessment Criteria	<p>Integrated Assessment: Because assessment practices must be open, transparent, fair, valid, and reliable and ensure that no learner is disadvantaged in any way whatsoever, an integrated assessment approach is required for this qualification.</p> <p>Learning, teaching and assessment are inextricably linked. Whenever possible, the assessment of knowledge, skills, attitudes and values shown in the unit standards should be integrated.</p> <p>Assessment of the communication, language, literacy and numeracy should be conducted in conjunction with other aspects and should use authentic administration contexts wherever possible.</p> <p>A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working. Where it is not possible to assess the learner in the workplace or on-the-job, simulations, case studies, role-plays and other similar techniques should be used to provide a context appropriate to the assessment.</p> <p>The term `Integrated Assessment` implies that theoretical and practical components should be assessed together. During integrated assessments, the assessor should make use of a range of formative and summative assessment tools methods and assess combinations of practical, applied, foundational and reflective competencies.</p>

	<p>Assessors must assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience.</p> <p>Assessment should ensure that all specific outcomes, embedded knowledge and critical cross-field outcomes are evaluated. The assessment of the critical cross-field outcomes should be integrated with the assessment of specific outcomes and embedded knowledge.</p>
Qualification Rules	<p>The unit standard "Demonstrate an understanding of the financial services Business Environment Level 4, 10 credits" is currently under review and cannot be used in its current form. In keeping with SAQA requirements, the qualification is made up of unit standards that are classified as Fundamental, Core and Elective for the purpose of this qualification. A minimum of 130 credits is required to complete the qualification. A minimum of 72 of the 120 credits must be at level 2 or above.</p> <p>Credits for the Elective Component: Learners are required to select electives that add up to at least 13 credits. Unit standards may be selected from the unit standards indicated in the elective component.</p>
Articulation Options	<p>This qualification articulates with the following qualifications:</p> <ul style="list-style-type: none"> • The National Certificate in Business Administration: Level 3 • The National Certificate in Management: Level 3 • The National Certificate in Public Administration: Level 3 <p>It should also articulate with any other qualification at level 3 in the following fields:</p> <ul style="list-style-type: none"> • Secretarial services • Reception services • Switchboard operations • Financial administration • Banking administration • Personal / executive secretarial services • Data capturing
Target Group / Occupational link	<p>Learners exiting this qualification before completion, retain the credits for unit standards successfully completed and may carry them over to other qualifications to which they are applicable. Learners may also retain the credits until a later stage should studies be recommenced, provided the unit standards are still relevant to the qualification</p>
Learning assumed to be in place	<p>Learners accessing this qualification are assumed to be competent in:</p> <ul style="list-style-type: none"> • Communication at NQF level 1 • Mathematical Literacy at NQF level 1
Recognition of Prior Learning	<p>The structure of this Unit Standard based Qualification makes the Recognition of Prior Learning possible. Learners who are able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this qualification and/or any of its constituent unit standards must receive the appropriate credits. Assessment of Prior Learning must be done by means of Integrated Assessment</p> <p>Recognition of prior learning may allow:</p> <ul style="list-style-type: none"> • For accelerated access to further learning at this or higher levels on the NQF • Gaining of credits towards a unit standard • The obtaining in whole or in part of this qualification

Learning Materials	The programme pack consists out of the following documents: <ol style="list-style-type: none">1. Learner Guides2. Facilitator Guides3. Assessment Guides4. Formative Assessment5. Summative6. Moderator Guide
Credit Value	A minimum of 130 credits is required to complete the Qualification. In this Qualification the credits are allocated as follows: <ul style="list-style-type: none">➤ Fundamental: 36 credits.➤ Core: 81 credits.➤ Electives: 13 credits.

Module 1: Business Communication

ELO	US Type	NLRD	US Title	Level	Credits
	Fund	8962	Maintain and adapt oral communication	2	5
	Fund	8965	Respond to literary texts	2	5
	Fund	8964	Write for a defined context	2	5
	Fund	8963	Access and use information from texts	2	5
	Core	14338	Attend to customer enquiries in an office setting	2	2
Total Credits					22

Module 2: Office Equipment

ELO	US Type	NLRD	US Title	Level	Credits
	Core	7568	Demonstrate knowledge of and produce word processing documents using basic functions	2	3
	Core	7571	Demonstrate the ability to use electronic mail software to send and receive messages	2	3
	Core	8104	Operate and take care of equipment in an office environment	2	2
	Core	14348	Process incoming and outgoing telephone calls	2	3
	Core	7566	Operate personal computer peripherals	2	3
	Core	7547	Operate a personal computer system	2	6
Total Credits					20

Module 3: Managing oneself

ELO	US Type	NLRD	US Title	Level	Credits
	Core	8618	Organise oneself in the workplace	2	3
	Core	14342	Manage time and work processes within a business environment	2	4
	Elective	120308	Apply knowledge of self in order to make a personal decision	2	3
	Core	11235	Maintain effective working relationships with other members of staff	2	1
	Core	8420	Operate in a team	2	4
Total Credits					15

Module 4: Business Calculations

ELO	US Type	NLRD	US Title	Level	Credits
	Fund	7480	Demonstrate understanding of rational and irrational numbers and number systems	2	3
	Fund	12444	Measure, estimate and calculate physical quantities and explore, describe and represent geometrical relationships in 2-dimensions in different life or workplace contexts	2	3
	Fund	7469	Use mathematics to investigate and monitor the financial aspects of personal and community life	2	2
	Fund	9007	Work with a range of patterns and functions and solve problems	2	5
	Fund	9009	Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems	2	3
Total Credits					16

Module 5: The Workforce

ELO	US Type	NLRD	US Title	Level	Credits
	Elective	11816	Demonstrate knowledge and understanding of the rights and responsibilities of the individual under the South African Constitution	2	2
	Elective	11817	Demonstrate knowledge and understanding of the structures that reinforce and support human rights in South Africa	2	3
	Elective	13915	Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace	3	4
	Core	110064	Contribute to the health, safety and security of the workplace	2	4
	Elective	8418	Do basic research	2	4
Total Credits					17

Module 6: Recordkeeping

ELO	US Type	NLRD	US Title	Level	Credits
	Core	14340	Maintain an existing information system in a business environment	2	4
	Core	14339	Identify and maintain the types of records required in own industry and understand why it is necessary to create evidence and maintain confidentiality	2	5
	Core	14353	Conduct basic financial transactions	2	3
	Core	14346	Process numerical and text data in a business environment	2	2
Total Credits					14

Module 7: The Business Environment

ELO	US Type	NLRD	US Title	Level	Credits
	Core	14349	Receive and execute instructions	2	2
	Core	14359	Behave in a professional manner in a business environment	2	5
	Core	14344	Demonstrate an understanding of a selected business environment	2	10
	Core	14343	Investigate the structure of an organization as a workplace	2	8
	Core	14341	Keep informed about current affairs related to one's own industry	2	4
Total Credits					29

B. Notional Hours Matrix

The roll out strategy below indicates the relationship between theory, practical, workplace and FSA component:

Modules	Credits	Notional Hours	Days	Contact Session 30% (Hours)		Experiential Learning 70% (Hours)		FSA Days	TOTAL Notional Hours
				Theory	Practical	WPE	Ass Prep		
1	22	220	37	24	49	98	49	1	220
2	20	200	33	22	44	89	45	1	200
3	15	150	25	17	33	67	34	1	150
4	16	160	27	18	36	71	36	1	160
5	17	170	28	19	38	75	38	1	170
6	14	140	23	16	31	62	31	1	140
7	29	290	48	32	64	129	65	1	290
TOTALS	133	1330	222	148	296	590	297	48	1330

C. Curriculum Outline

Module 1: Business Communication

Unit Standard No: 8962

Unit Standard Name: **Maintain and Adapt Oral Communication (p33-80)**

S/O No	Specific Outcome	Learning Outcomes
1	Use a variety of speaking and listening strategies to maintain communication	Questions to obtain information and clarify meaning are appropriate to the context, and are used to maintain interaction. (Questions must include: who, what, when, where, why and how questions.)
		Sustain interaction by exchanges with others to clarify understanding, information, ideas and opinions
		Intonation (tone), volume, pitch, stress, repetition and pace are used in a manner that supports and conveys meaning.
		Sustained interactions reflect an ability to discuss a series of events
		The main ideas are clearly distinguished during the interactions and are supported by information appropriate to the context and topic of discussion.
		Interactions are coherent, and conclusions and opinions that are justified by evidence and arguments during the interaction are recognised, then supported or countered
		One`s speech is corrected or adapted to promote clarity and understanding during the interaction.
2	Adapt speech to accommodate socio-cultural sensitivities without losing own meaning	The effects of combining the spoken word with visual features and body language is explained with reference to purpose and audience, and used appropriately.
		Intonation is used appropriately to support intentions in spoken texts and its impact is explained.
		The impact of using appropriate or inappropriate forms of politeness on interaction in a specific context is explained.
		One`s ideas and opinions are expressed in ways that reflect respect for others and sensitivity to cultural differences and ways of constructing meaning.
3	Shape or decode meaning of unfamiliar vocabulary or constructions	New or borrowed words, idioms, slang, acronyms and technical terms are identified and used appropriately in speaking.
		New words are explored and meaning constructed from a range of contextual clues in order to extend vocabulary. (Contextual clues include: parts of speech; derivatives; compound words; roots, prefixes, suffixes; compound derivatives; etymology; synonym, antonym, homonym; homophone)
		Meaning in speaking is supported by the appropriate use of a variety of sentence structures, the pause, intonation, pace and stress
4	Organise and present information in a focused and coherent manner	Speech is organised in a way that makes its meaning and purpose accessible to listeners.
		Style and register suit purpose and audience.
		Data and information appropriate to purpose and audience and context are identified, located and selected, and logically structured and presented. (Sources of information include (where available) libraries, manuals, directories, internet, atlases, files, journals, archives, museums, schedules, government departments.)
		Illustrative aids used to promote understanding in the communication process are appropriate to the topic, audience and context.

		Own points of view and ideas are presented coherently in prepared and unprepared talks. (At least two different techniques of speech and delivery, two purposes and two different audiences.)
		Conclusions are formulated in clear, simple language that summarizes the main supporting evidence and states own point of view.
5	Identify and explain how speakers influence audiences	Speaker`s choice of words, language usage, symbols, pictures and tone is explored and explained in terms of impact on audience. (Bias (cultural, religious or peer preferences, misrepresentation, discrimination, racist, sexist, ageist); humour; irony; sarcasm.)
		Speaker`s omission of pertinent facts and opinions is recognised and explained in terms of impact on audience.
		The impact of different techniques of spoken communication are identified and evaluated in terms of their influence on selected audiences. (Stress, intonation, rhythm, repetition, rhetorical questions, use of first person for inclusion, analogies, use of passive, `politically correct` language.)

Module 1: Business Communication**Unit Standard No: 8965****Unit Standard Name: Respond to Literary Texts (p92-122)**

S/O No	Specific Outcome	Learning Outcomes
1	Identify main ideas in literary texts	Listening strategies are employed to respond sensitively
		Reading strategies employed in searching for meaning are flexible and appropriate to the particular text and the nature of the search
		Own and peers' reactions to texts are compared and explained
		Implicit and explicit messages in texts are identified. (Form of details in context, denotative and connotative meanings of words, selection and/or omission of facts)
		Information, ideas, opinions and themes in print, film, and electronic texts are described
		Responses show an understanding of issues under discussion
2	Identify and explain how readers/viewers/listeners are influenced	The influence of own values and perspectives on the way that one responds to selected texts is identified
		The influence of context is identified with reference to values, points of view and perspectives
		The influence of historical context is identified and explained with reference to changes in both context and response
		The way different backgrounds of readers might influence the way people understand and interpret a literary text is explored and explained
		Figurative expressions in texts are identified and their role in shaping meaning is explained
		Enjoyment or non-enjoyment of a text is explained
3	Use interpretation of literary texts	Sequence of events is summarised
		The use of stylistic devices is described, and specific effects explained
		Elements of the literary genres are recognised and described. (Verse forms, rhyme, rhythm, imagery, sound devices in poetry; plot and sub-plot, narrative mode, characterisation, background, setting, action, conflict, time, theme, point of view, style in novels/short stories)
		Particular elements of the genre are identified and explained. (Distinguish between round and flat characters; describe the plot; identify the message of the text; describe the background and setting (milieu) of the text; describe the atmosphere)
		The human experiences and values in literary texts are explored and responded to imaginatively
		Understanding of plot/character/setting is demonstrated by responding creatively to the text. (Retelling an incident from another point of view, dramatising an incident, writing the dialogue between a character and the reader/the author and the reader; turning a story into a play)
		Literary texts are used as a point of departure for and writing in different registers and formats. (Letters, poems, songs, diary entries, epitaphs, obituaries, posters, flyers)

Module 1: Business Communication**Unit Standard No: 8964****Unit Standard Name: Write for a defined context (p139-170)**

S/O No	Specific Outcome	Learning Outcomes
1	Write for a specific audience and purpose	A range of appropriate texts is selected and produced in response to tasks or learning activities
		Form and content are appropriate to the conventions of the text type, and to the nature and level of the target audience, as well as to the task. Format, visual presentation (headings, sub-headings, bullets, numbering, font, etc.)
2	Use grammatical structures and writing conventions	Clear, simple sentences are used
		A variety of sentence lengths and types are employed where appropriate
		Paragraphs showing awareness of topic sentence are constructed
		Punctuation conventions are used appropriately
		Register is chosen to suit audience and purpose
		Link devices are used correctly to write sustained pieces
		Different sentence beginnings and clause structure options are correctly employed
3	Adapt language to suit context	Texts are organised and structured so that they have a clearly defined beginning, middle and end
		Inappropriate language is identified and adapted. (Excessive use of jargon, insensitive choice of words, (gender; rank; hierarchies in familiar settings or organisations; family; sports; wealth), offensive or incorrect register)
4	Draft and edit own writing	Complex ideas are reworded more simply
		The planning, drafting, editing and redrafting of texts improves its suitability for the intended purpose and audience
		Cohesive devices to link parts of texts with other parts and to link ideas are checked and adapted to promote overall coherence of the text
		Major grammatical errors are identified and changes improve structure and readability of text
		Spelling, punctuation, register, sentence and paragraph structure are checked and corrected where necessary, and the selection of vocabulary is appropriate to content.
		Points of view, where expressed, are supported with a simple range of reasons and facts.
Sources used in writing are acknowledged and accurately recorded in format appropriate to the task or learning activity		

Module 1: Business Communication**Unit Standard No: 8963****Unit Standard Name: Access and Use information from texts (p186-220)**

S/O No	Specific Outcome	Learning Outcomes
1	Write for a specific audience and purpose	A range of appropriate texts is selected and produced in response to tasks or learning activities
		Form and content are appropriate to the conventions of the text type, and to the nature and level of the target audience, as well as to the task. Format, visual presentation (headings, sub-headings, bullets, numbering, font, etc.)
2	Use grammatical structures and writing conventions	Clear, simple sentences are used
		A variety of sentence lengths and types are employed where appropriate
		Paragraphs showing awareness of topic sentence are constructed
		Punctuation conventions are used appropriately
		Register is chosen to suit audience and purpose
		Link devices are used correctly to write sustained pieces
		Different sentence beginnings and clause structure options are correctly employed
3	Adapt language to suit context	Texts are organised and structured so that they have a clearly defined beginning, middle and end
		Inappropriate language is identified and adapted. (Excessive use of jargon, insensitive choice of words, (gender; rank; hierarchies in familiar settings or organisations; family; sports; wealth), offensive or incorrect register)
4	Draft and edit own writing	Complex ideas are reworded more simply
		The planning, drafting, editing and redrafting of texts improves its suitability for the intended purpose and audience
		Cohesive devices to link parts of texts with other parts and to link ideas are checked and adapted to promote overall coherence of the text
		Major grammatical errors are identified and changes improve structure and readability of text
		Spelling, punctuation, register, sentence and paragraph structure are checked and corrected where necessary, and the selection of vocabulary is appropriate to content.
		Points of view, where expressed, are supported with a simple range of reasons and facts.
Sources used in writing are acknowledged and accurately recorded in format appropriate to the task or learning activity		

Module 1: Business Communication**Unit Standard No: 14338****Unit Standard Name: Attend to customer enquiries in an office setting (p231-265)**

S/O No	Specific Outcome	Learning Outcomes
1	Greet a customer and identify his/her need or problem	The customer is greeted promptly and courteously in accordance with established procedures
		Additional information to clarify the need or problem is requested and obtained from the customer
		The customer's needs are identified and if necessary reflected back to the customer to obtain clarity
		Enquiries of a semi-routine and predictable nature are resolved by applying a known procedure
2	Attend to customer telephone, facsimile and electronic requests	The query is answered clearly, accurately, confidently and objectively within a limited range of established contexts
		The requested information is supplied or the request refused politely, with reasons for the declination
		Details of customer's requests are recorded following established and familiar procedures that include but are not limited to computerised spreadsheets and/or log books
		The main details of the enquiry are noted and the entry is checked for accuracy with the caller
3	Refer a customer's request	The call is concluded in accordance with established and familiar procedures
		Reasons for the delay or non-availability of assistance are explained following established procedures
		Enquiries of an unpredictable nature that should be referred to experienced staff are identified and acted upon in accordance with established procedures
		The policy for dealing with unusual problems or queries is known and applied in cases where the problem falls outside of familiar contexts
4	Respond to customer face-to-face and on the telephone	An agreement is reached with the customer on follow-up actions
		The customer complaint or query is acknowledged in accordance with established procedures
		Accurate and relevant information needed to deal with the query is obtained following familiar procedures
		Complaints and promises made to the customer are communicated promptly to senior staff for information and verification
		Feedback regarding the progress of the complaint is given to the customer, following consultation with a more senior staff member
The call is closed using familiar procedures		
The interaction is recorded as required by company policy		

Module 2: Office Equipment**Unit Standard No: 7568****Unit Standard Name: Demonstrate knowledge of and produce word processing documents using basic functions (p28-67)**

S/O No	Specific Outcome	Learning Outcomes
1	Work with multiple documents within a word processing application	A number of documents are opened, in order to switch control between them.
		Documents are sized so that at least two documents can be seen at the same time.
		Text is manipulated between active documents.
2	Format Text using a word processing application	A border is applied to text and removed from text to enhance the look-and-feel of a document.
		Shading is applied to text and removed from text. (Shading is also refers to a filling.)
		The current date and time is added.
		The use of an automatic field added capability of the word processor is demonstrated, in terms of its purpose and use to speed up typing of words and sentences. (Date, time, document information.)
		Special characters and symbols are inserted into an existing word processing document.
		Hyphenation is activated and applied into an existing word processing document. (At least one of the following: Automatic, soft, optional.)
		Special effects are applied to text in an existing word processing document. (Animation, text border.)
3	Format paragraphs	Tabs are set, reset and removed from an existing word processing document. (Tabs: left tab, right tab, center tab, decimal align tab, leading character tab; at least 2 methods of setting tabs are demonstrated.)
		The default tab setting is changed in an existing word processing document.
		Bullets are applied to and removed from an existing word processing document. (Automatic while entering, to existing text.)
		Bullet formats are changed within an existing word processing document. (Bullet character, bullet position, text position.)
		The difference between numbered text and outline numbered text is explained in terms of their use in an existing word processing document.
		Numbering is applied to and removed from selected text in an existing word processing document. (Automatic while entering, to existing text; single level numbering, multi-level numbering to at least three levels.)
		Numbering formats are changed within existing paragraph. (Number format, number style, number position, text position.)
4	Format Pages within an existing word processing document	The page format of a document is changed according to given specifications. (Page size, page orientation, margins, layout.)
		Manual Page breaks are inserted into an existing word processing document.
		Page breaks are deleted from an existing word processing document.
		A border is applied to and removed from an existing word processing document.

Module 2: Office Equipment**Unit Standard No: 7571****Unit Standard Name: Demonstrate the ability to use electronic mail software to send and receive messages (p80-135)**

S/O No	Specific Outcome	Learning Outcomes
1	Demonstrate ability to log on to internet and understand basic uses of electronic mail software	A connection is established with an Internet Service Provider
		The electronic mail application is opened
		A mail inbox is opened for a specified user
		A mail message is opened
		Application Help Functions are used
		The electronic mail application is closed
2	Adjust Basic Settings	Viewing modes are changed
3	Create and send a message	A new message is created (Insert address in "mail to" field, insert title in "subject" field, add automatic signature, set priority)
		Spell-checking tool is used if available
		A file is attached to a message
		Copy, cut, paste and delete tools are used (Copy text, duplicate text, cut text, move text, delete text, within message, to/from another active message, from another source into message, delete file attachment)
4	Read and reply to a message	Mail is collected or opened
		A message in a mail folder is marked or highlighted in a mail folder
		A mail bin or folder is used
		A file attachment is opened and saved
5	Use addressing functions and manage messages	An address list is modified or a new address list is created
		Messages are sent to several addresses
		Messages are managed
		Messages are sorted

Module 2: Office Equipment**Unit Standard No: 8104****Unit Standard Name: Operate and take care of equipment in an office environment (p142-172)**

S/O No	Specific Outcome	Learning Outcomes
1	Follow instructions to operate office equipment	The equipment used in own area of responsibility is identified in terms of function.
		Instructions for operating equipment are understood and followed responsibly with due regard for safety.
		Common problems or faults that occur on a routine basis are identified and solved following the manufacturer's instructions.
		Persistent and non-routine problems/faults that require specialist technical skills are recognized and reported to the relevant authority.
2	Maintain equipment in a clean and working condition	Equipment is cleaned and kept in good repair in accordance with the manufacturer's instructions.
		Consumable items are replaced according to the procedures for the particular machine.
		The dangers of working with electricity are known and understood and safety precautions are applied when cleaning equipment.
		The risks or hazards associated with the use of equipment and the dispose of waste from the machines are known and discarded items are disposed of safely and appropriately.
		The relevant legal requirements that apply to Regulations and Warranties are known for selected equipment.
3	Monitor and request equipment consumables	The quantity of consumables needed is estimated for a specified period.
		The required consumables are requested timorously in accordance with established procedures.
		Consumables are handled correctly and stored securely in accordance with the requirements of the business unit.
		The required records for consumables are updated accurately.
4	Recognize and take steps to minimize risks to safety when operating equipment	The area around the equipment is organized to minimize risk to self and others and existing or potential safety risks involving equipment are corrected within own work area.
		Safety risks involving equipment outside own work area are identified and are reported to the appropriate authority.
		Actions to be taken to deal with emergencies involving equipment are identified for a specific organisation.
		Emergencies involving equipment are reported and in an agreed format and according to an organisation's procedures.

Module 2: Office Equipment**Unit Standard No: 14348****Unit Standard Name: Process incoming and outgoing telephone calls (p184-218)**

S/O No	Specific Outcome	Learning Outcomes
1	Employ effective telephone etiquette	Telephone etiquette and answering procedures are explained
		The factors that hinder communication process are identified and explained
		Calls are handled with discretion and confidentiality
		Caller is put on hold when not conversing directly with the caller
		A caller on hold is frequently consulted to establish whether he or she wishes to remain on hold
2	Answer telephone according to organisational standards	Telephone is answered promptly
		Telephone is answered according to standard operating procedures
		Caller is greeted according to organisational requirements
		Relevant caller information is acquired during initial interaction
3	Process incoming calls according to organisational standards	Call is redirected as appropriate
		Multiple lines and holding techniques are handled using correct technique
		Calls are screened as per standard operating procedures
		Message is taken and transmitted if required / requested according to organisational requirements
		Further assistance is obtained from an appropriate source, if required
4	Process outgoing calls in accordance with organisational requirements	Information and documentation required for the call are obtained and prepared
		Outgoing call is dialled using the correct number
		Purpose of the call is stated clearly and according to organisational procedures
		Resulting actions from calls are recorded
		Messages are left, if required / requested according to organisational requirements

Module 2: Office Equipment**Unit Standard No: 7547****Unit Standard Name: Operate a personal computer system (p225-258)**

S/O No	Specific Outcome	Learning Outcomes
1	Use the desktop of a Graphical User Interface (GUI)-based operating system	Graphical User Interface (GUI)-based operating systems are defined and an example of a Graphical User Interface (GUI)-based operating system is given.
		The main components of a "desktop" of a Graphical User Interface (GUI)-based operating system are described. (Any two of: ICONs, Taskbar (or action bar), Background, Themes, Display settings, Activation button (Start).)
		The term "ICON" is described and standard icons identified on the GUI "desktop". (Any two of: My Computer, My Documents, Network Neighbourhood/My Network Places.)
		ICONS are rearranged on the "desktop", showing the different options. (Any two of: Auto arrange, manual, by file type, aligned.)
		A desktop short-cut (ICON) is created. (One of: Text document, presentation file, spread sheet file.)
		The elements on the Start Menu are described in terms of their purpose. (Any two of: Programs, Documents, Settings, Find, Help, Run.)
2	Use of the features of a GUI Window	Different types of windows are described and an example given for each one described. (Any 3 of: Modal/Non-Modal, pop-up, warning, error, information, application.)
		An application is started from the Start Menu.
		The parts of a window are described in terms of their features and use. (Any 4 of: Title Bar, Minimize Button, Maximize Button, Restore Button, Close Button, Menu Bar, Toolbar, Status Bar.)
		GUI application windows are manipulated on a GUI desktop. (Opened, minimized, maximized, moved and closed.)
		Implications of having more than one window open at the same time are described. (Active and inactive windows, impact on speed, switching between open windows.)
		Multiple applications are started.
		The "active" window is changed between applications. (Keyboard, mouse.)
3	Use of the Help facility in a GUI environment	Different methods to launch the HELP facility in a GUI application are explained. (Menu option, key.)
		The HELP facility is launched.
		Different methods of finding information within the HELP facility are explained. (Any 2 of: Content, Index and Search).
4	Use a pointing device in a GUI environment	Different methods to select objects by using the device are demonstrated. (Single-click, Double-click, Alternate click.)
		Different methods to select groups of objects by using the device are demonstrated. (Device + (Range), Device + (Multiple individual).)
		A method of displaying device setting is demonstrated. (Any 2 of: Content, Index and search.)
		A method of changing device setting is demonstrated, but changing the settings to allow alternate hand settings. (From right- to left-handed users, and back.)
5	Use generic print	An object is previewed in print format.

options in a GUI environment	How to change various print options before printing an object are demonstrated, explaining the effect of each. (Select the printer, number of copies, collate sequence.)
	Different methods of altering various printer properties are demonstrated, to allow formatting of printing output. (Methods are: From within Print Options or "Page setup". Printer properties are: Paper size, orientation, paper source, resolution.)
	Different methods of printing within any chosen application package are demonstrated, to allow formatting of printing output to a desired requirement. (Methods are: Printing all information or only selected information, printing in different sequences.)
	An object is printed to the connected printer selected, resulting in a print job queue for the selected printer. (A whole object, a selected part of an object.)
	Print job progress status in a print queue is viewed in the print queue manager software of the operating system. (Progress status includes: Paused, busy printing, being deleted.)
	Print jobs are manipulated in the print queue, to get the required result. (Manipulation includes: Pause, re-start, delete, refresh.)

Module 2: Office Equipment**Unit Standard No: 7566****Unit Standard Name: Operate personal computer peripherals (p266-284)**

S/O No	Specific Outcome	Learning Outcomes
1	Describe a range of computer peripherals	A description of each computer peripheral identifies its functions and typical applications for the peripheral
		A description of how the peripheral works identifies the type of technology employed
2	Operate a range of personal computer peripherals	Each peripheral is connected to the computer according to manufacturer's instructions. (a printer and one of: plotter, external hard disk, CD-ROM, tape cartridge, scanner, camera, videotape deck, projector and modem)
		Each peripheral is powered on and off according to manufacturer's instructions
		Communication is established between peripheral and personal computer software
		Each peripheral's normal functions are performed according to manufacturer's instructions
3	Maintain the hardware components of personal computer peripherals	A description of the environmental conditions required by each peripheral conforms to manufacturer's instructions
		Power supply problems and their solutions are described
		User maintenance is completed according to manufacturer's instructions
		Consumables for peripherals are replaced according to manufacturer's instructions
		Single hardware faults are identified (A printer and one of: plotter, external hard disk, CD-ROM, tape cartridge, scanner, camera, videotape deck, projector and modern loss of power, power fluctuation, power off, loose or disconnected plugs)

Module 3: Managing oneself**Unit Standard No: 8618****Unit Standard Name: Organise oneself in the workplace (p. 35-67)**

S/O No	Specific Outcome	Learning Outcomes
1	Maintain personal hygiene, grooming and dress code to project a professional image and enhance the company image. (Personal cleanliness, body odour, fresh breath, well-manicured hands, trimmed moustache/beard, appropriate hairstyle and tasteful make-up, immaculate uniform/dress)	
2	Decide whether to interact with people and follow company procedure when absent due to illness. (Given a range of illness, decide whether to interact with people and follow company procedure when absent due to illness. Contagious diseases/virus infections (flu, chicken pox, measles, etc.); Report absence, doctor's certificate, leave forms.)	
3	Identify possible unforeseen circumstances to plan alternative action in advance. (Lack of resources, change in company policy, interruption beyond control)	
4	Evaluate own skills and areas for development on current and likely future work requirements to identify needs for skills development	
5	Set measurable, achievable objectives for own skills development, consistent with needs identified and in line with organisation's objectives and policies	
6	Prioritise objectives and plan activities to achieve objectives	
7	Review progress made and reschedule activities at regular intervals to contribute to achievement of planned objectives	

Module 3: Managing oneself**Unit Standard No: 14342****Unit Standard Name: Manage Time & Work Process within a business Environment (p. 77-99)**

S/O No	Specific Outcome	Learning Outcomes
1	Create, use and maintain a task list	The value of using and maintaining a task list is known and understood in terms of a specific work context
		Steps or stages are identified in a familiar set of tasks
		Information and documentation required are recorded on the task list and flagged for further action
		Additional information received is captured on line or processed manually
		Completed tasks are reported to the appropriate authority and checked off the task list
		An action plan is drafted to ensure that outstanding requirements are completed timeously
2	Use and maintain a diary	The purpose of keeping a personal diary and an organisational diary system are known in the context of a self-management tool
		Relevant information is recorded in the diary/system and updated regularly
		Diary entries are used to create an action plan
3	Prioritise tasks	Tasks are identified in order to create a task list
		Tasks are sorted and prioritised according to type and required deadlines
		Time needed to complete tasks is scheduled to allow for specified deadlines
4	Plan and follow a work schedule	Regular daily, weekly and monthly activities are named, and recorded on a work schedule
		A roster is drawn up to ensure that all the activities can be completed timeously
		Internal clients are informed of the aspects of the work schedule that affect them
		The schedule is followed and adjusted when necessary to allow for unexpected interruptions

Module 3: Managing oneself**Unit Standard No: 120308****Unit Standard Name: Apply knowledge of self in order to make a personal decision (p. 110-136)**

S/O No	Specific Outcome	Learning Outcomes
1	Demonstrate knowledge and understanding of self as a unique individual	Own beliefs, interests, abilities, likes, dislikes and personal values are identified based on self-reflection
		Own strengths and weaknesses are identified based on self-reflection
		An indication is given of what in the learner's opinion make him/her unique
		Life experiences that have influenced the individual's self-esteem are identified and described with reference to how each experience has affected the individual
2	Demonstrate understanding of self in relation to different environments	Relationships between the individual and selected environments are explored with reference to actions and reactions
		Reasons why an individual operates in selected environments are discussed and an indication is given of the individual's roles and responsibilities within each environment. (Environments include, but are not limited to, work, home, occupation and leisure)
		The beliefs, values and attitudes that distinguish a specific environment are identified and an indication is given of how these affect personal choices
		The individual's options or choices and potential consequences are explored in a specific environment
3	Use a variety of strategies to deal with life situations	Strategies to deal with personal issues and challenges are investigated and applied in different situations. (Personal issues include but are not limited to issues relating to the learners own life situation)
		Strategies for dealing with personal crises are discussed for different scenarios. (Strategies to cope with life situations include, but are not limited to, being assertive, negotiation techniques, dealing with success or failure and dealing with positive or negative criticism)
		Support systems available to the individual are identified and an indication is given of the individual's own role in being supportive and using a support system
4	Make an informed life decision based on self-knowledge	Goals appropriate to the learner's life situation are set in order to guide a life decision
		Decision-making strategies are used to make a life decision
		A plan of action is developed to enable the learner to achieve personal goals

Module 3: Managing oneself**Unit Standard No: 11235****Unit Standard Name: Maintain effective working relationships with other members of staff (p. 146-200)**

S/O No	Specific Outcome	Learning Outcomes
1	Demonstrate knowledge and understanding of self as a unique individual	Own beliefs, interests, abilities, likes, dislikes and personal values are identified based on self-reflection
		Own strengths and weaknesses are identified based on self-reflection
		An indication is given of what in the learner's opinion make him/her unique
		Life experiences that have influenced the individual's self-esteem are identified and described with reference to how each experience has affected the individual
2	Demonstrate understanding of self in relation to different environments	Relationships between the individual and selected environments are explored with reference to actions and reactions
		Reasons why an individual operates in selected environments are discussed and an indication is given of the individual's roles and responsibilities within each environment. (Environments include, but are not limited to, work, home, occupation and leisure)
		The beliefs, values and attitudes that distinguish a specific environment are identified and an indication is given of how these affect personal choices
		The individual's options or choices and potential consequences are explored in a specific environment
3	Use a variety of strategies to deal with life situations	Strategies to deal with personal issues and challenges are investigated and applied in different situations. (Personal issues include but are not limited to issues relating to the learners own life situation)
		Strategies for dealing with personal crises are discussed for different scenarios. (Strategies to cope with life situations include, but are not limited to, being assertive, negotiation techniques, dealing with success or failure and dealing with positive or negative criticism)
		Support systems available to the individual are identified and an indication is given of the individual's own role in being supportive and using a support system
4	Make an informed life decision based on self-knowledge	Goals appropriate to the learner's life situation are set in order to guide a life decision
		Decision-making strategies are used to make a life decision
		A plan of action is developed to enable the learner to achieve personal goals

Module 3: Managing oneself**Unit Standard No: 8420****Unit Standard Name: Operate in a team (p. 217-249)**

S/O No	Specific Outcome	Learning Outcomes
1	Identify the structure and purpose of a particular team	OUTCOME NOTES Identify the structure and purpose of a particular team in the work place and in the learning environment. OUTCOME RANGE Outlining team organisation, working relationships and goals Quality circles, production line teams or training forums are examples of teams in the workplace Study groups are an example of teams in the learning environment
2	Describe and carry out the roles and responsibilities required to work in a team	OUTCOME NOTES Describe and carry out the roles and responsibilities required to work in a team in the workplace and learning environment. OUTCOME RANGE Outlining team organisation, working relationships and goals. Quality circles, production line teams or training forums are examples of teams in the workplace Study groups are an example of teams in the learning environment
3	Identify factors affecting a team within workplace and learning environment and explain affect	OUTCOME RANGE Description is limited to structure of the organisation
4	Describe the workplace and learning environment organisation	OUTCOME NOTES Describe the workplace and learning environment organisation and identify its influence on team members and team. OUTCOME RANGE Description is limited to structure of the organisation
5	Review the effectiveness of a team	OUTCOME NOTES Review the effectiveness of a team and own participation in the team within the workplace and learning environments. OUTCOME RANGE Description is limited to structure of the organisation

Module 4: Business Calculations**Unit Standard No: 7469****Unit Standard Name: Use mathematics to investigate and monitor the financial aspects of personal and community life (p.27-35)**

S/O No	Specific Outcome	Learning Outcomes
1	Use mathematics to plan and control personal and/or household budgets and income and expenditure	Plans describe projected income and expenditure realistically
		Calculations are carried out using computational tools efficiently and correctly and solutions obtained are verified in terms of the context
		Budgets are presented in a manner that makes for easy monitoring and control
		Actual income and expenditure are recorded accurately and in relation to planned income and expenditure. Variances are identified and explained and methods are provided for control
2	Use simple and compound interest to make sense of and define a variety of situations	The differences between simple and compound interest are described in terms of their common applications and effects
		Methods of calculation are appropriate to the problem types
		Computational tools are used efficiently and correctly and solutions obtained are verified in terms of the context or problem
		Solutions to calculations are used effectively to define the changes over a period of time

Module 4: Business Calculations**Unit Standard No: 7480****Unit Standard Name: Demonstrate understanding of rational and irrational numbers and number systems (p.52-66)**

S/O No	Specific Outcome	Learning Outcomes
1	Use and analyse computational tools and strategies, and make estimates and approximations	Computational tools are used efficiently and correctly and solutions obtained are verified in terms of the context or problem Algorithms are executed appropriately in calculations Solutions involving irrational numbers are reported or recorded to degrees of accuracy appropriate to the problem Measurements are reported or recorded in accordance with the degree of accuracy of the instrument used Estimates and approximations are used appropriately in terms of the situation and distinctions are made between the appropriate use of estimates versus approximations. (Technological and non-technological settings) The roles and limitations of particular algorithms are identified in terms of efficiency and the complexity of the algebraic formulation The viability of selected algorithms is verified and justified in terms of appropriateness to context and efficiency
2	Demonstrate understanding of numbers and relationships among numbers and number systems, and represent numbers in different ways	Notation for expressing numbers is consistent with mathematical conventions Methods of calculation and approximation are appropriate to the problem types Numbers and quantities are represented using rational and irrational numbers as appropriate to the context Scientific notation is used appropriately and consistently with conventions. Situations for the use of scientific notation are provided and described in terms of advantages Conversions between numbers expressed in different ways are accurate. (Between decimal and scientific notation and between repeating decimals and common fractions)

Module 4: Business Calculations**Unit Standard No: 9007****Unit Standard Name: Work with a Range of Patterns and Functions to Solve Problems (p.84-100)**

S/O No	Specific Outcome	Learning Outcomes
1	Convert flexibly between and within various representations of functions	Appropriate information is selected to convert flexibly between and within various representations of functions
		Appropriate representations are selected for specific applications
		Conversions represent the functions accurately and appropriately
2	Compare, analyse and describe the behaviour of patterns and functions	1. Patterns and functions are compared in terms of: i. Shape and symmetry, ii. Finding function values, iii. Finding input values, iv. The average rate of change of function values.
		The key features of the graphs of functions are described and interpreted correctly
		The behaviour of functions is described as being increasing or decreasing or constant as determined visually from graphical representations
3	Represent situations mathematically in order to interpret and solve problems	Accurate point-by-point plotting is used to model contextual problems
		Appropriate symbolic representations are used to model contextual problems
		Representations are analysed and manipulated efficiently in arriving at results
		Representations are verified in terms of available data
		Results are interpreted correctly in terms of the situation
Interpretations and predictions are based on the properties of the mathematical model		

Module 4: Business Calculations**Unit Standard No: 9009****Unit Standard Name: Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems (p.183-193)**

S/O No	Specific Outcome	Learning Outcomes
1	Apply various techniques to organise and represent data in order to model situations for specific purposes	Questions about sets of data that can be dealt with through statistical methods are identified correctly
		Existing tables are understood correctly through a proper application of row and column headings
		Raw data or statistics in the body of tables are used correctly
		Effective methods to record and organise data are used to solve problems
		Calculations of statistics are correct
		Appropriate statistics are used to answer questions
		Scales used in graphical representations and tables are consistent with the data, are correct, clear and appropriate to the situation and target audience
2	Give opinions on the implications of the modelled data for the required purpose	Verbal (written or oral) explanation of findings is based on the representation of the data
		Trends, group profiles and attitudes are justified
		Appropriate information is extracted from representations in order to answer questions

Module 5: The Workforce**Unit Standard No: 11816****Unit Standard Name: Right and Responsibilities of the Individual under the South African Constitution (p.27-69)**

S/O No	Specific Outcome	Learning Outcomes
1	Explain what is meant by human rights	The concept of humanness is explored and an indication is given of what it means to be human
		The concept of human rights is explored in relation to the need to protect fundamental human rights
		Five basic human rights are named and an indication is given of their corresponding responsibilities. Basic human rights include, but are not limited to, life, dignity, socio-economic rights, environmental rights, health rights, consumer rights, the rights of farm workers and political rights
		An indication is given of why human rights need to be protected with reference to the individual, the community and the government
2	Explain how the South African Constitution defines the rights and responsibilities of the individual in South Africa	The concept of a constitution is explained with examples.
		Reasons why a constitution is necessary are explained with examples. Includes, but is not limited to, clubs, organisations, burial societies and school governing bodies
		The historical background to the development of the South African Constitution is outlined and an indication is given of the relationship of the Constitution to other legislation
		The fundamental rights protected by the South African Constitution are outlined with reference to the rights and responsibilities of the individual
3	Explain the role of the Bill of Rights in the South African Constitution	The rights protected by the Bill of Rights are identified and an indication is given of how the Bill affects the life and responsibilities of the individual within a community
		The implications and impact of the Bill of Rights on a selected community is investigated with reference to the changes since 1994
		Ways in which the individual can be actively involved in a local community are discussed with reference to responsibilities under the Bill of Rights
4	Indicate assistance that is available in a selected area when rights are abused	The role of local community structures in the protection of human rights is explained with examples. Includes, but is not limited to, Advice Offices, Non-Governmental Organisations, Religious Institutions, Safety Forums, Traditional Systems, Police Forums and Social Services
		The role of the media in the protection of human rights is explained and an indication is given of why freedom of expression is important in a community
		Ways of dealing with conflict in situations where human rights are abused are explored for different scenarios

Module 5: The Workforce

Unit Standard No: 11817

Unit Standard Name: Demonstrate knowledge and understanding of the structures that reinforce and support human rights in South Africa (p.81-104)

S/O No	Specific Outcome	Learning Outcomes
1	Describe the conditions that are necessary to sustain a human rights environment	<p>Conditions necessary to create a human rights environment are described with reference to diversity, tolerance and respect</p> <p>The importance of open communication and dialogue in sustaining a human rights environment is explained with examples</p> <p>The role of the individual in creating a sustainable human rights environment is explained and an indication is given of how the learner could personally contribute to such an environment</p>
2	Investigate the structures that support the Constitution in South Africa	<p>Five institutions that support the Constitution are listed and an indication is given of the roles and functions of each</p> <p>The role of local government in supporting the Constitution is explored and an indication is given of when and how the learner can access these structures</p> <p>The role of provincial government in supporting the Constitution is explored and an indication is given of when and how the learner can access these structures</p> <p>The role of the national government in supporting the Constitution is explored and an indication is given of when and how the learner can access these structures</p> <p>The role of the judiciary is explained with reference to potential abuse of power</p> <p>The role of the public protector is explained with reference to potential abuse of power</p>
3	Identify independent bodies in South Africa that reinforce and support the Constitution	<p>Independent bodies are identified and classified according to function</p> <p>Ways in which civil society can act as a bridge between the individual and the State are explained with examples</p> <p>A survey is conducted to identify structures that reinforce and support the Constitution in the learner's own community</p>
4	Explain how human rights are limited within a specific community	<p>Limits on individual rights are explained with reference to accountability and responsibility</p> <p>The process of accessing individual rights is explained with reference to environment and socio-economic rights</p> <p>Ways in which a community's value system can limit an individual's rights are explained and an indication is given of the positive and negative consequences of violating the values of a community</p> <p>Examples of situations where the values and attitudes of a community and the South African Constitution are in conflict are discussed and suggestions are made that could help to manage or resolve the conflict</p>

Module 5: The Workforce

Unit Standard No: 13915

Unit Standard Name: Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace (p.121-164)

S/O No	Specific Outcome	Learning Outcomes
1	Know and understand HIV/AIDS and its effects on the human immune system	<p>The terms HIV and AIDS are known and explained at a basic level of understanding</p> <p>The way in which the immune system works is explained with reference to the role of antibodies in the immune system</p> <p>An indication is given as to how the HIV virus attacks the immune system</p> <p>The concept of a window period is explained with reference to the Elisa test</p> <p>The concept that the Elisa Test tests for antibodies is known and an indication is given of the implications that this has in terms of the window period and the use of vaccinations</p> <p>The fact that all babies born to HIV/AIDS mothers initially test positive for the HIV virus is known and reason are given to explain why these test results change over time</p> <p>The concept of Voluntary Counselling and Testing (VCT) is explained with the reference to the role of the Rapid Test and confirmation by the Elisa Test</p> <p>The effects of HIV infection are explained including the ability of infected persons to perform work and the importance of lifestyle changes to boost the immune system and prevent re-infection</p> <p>The importance of pre and post-test counselling is known and understood and the implications of HIV testing for an individual are discussed in terms of making a personal decision to take an AIDS test</p> <p>The stages of the disease are outlined with an example of what happens at each stage from infection with HIV to full-blown AIDS and death</p> <p>The chances of a person surviving with AIDS are discussed with reference to the latest views on medication and the costs of the drugs</p>
2	Know and understand how HIV/AIDS is transmitted	<p>The effect of body fluids on transmission of the HIV virus is outlined at a basic level of understanding</p> <p>Sex is identified as the most common way in which the HIV virus is transmitted and other ways in which HIV is transmitted are listed with an indication of the conditions necessary for transmission</p> <p>The ways in which mother to child transmission can occur are listed and the implication of a pregnant woman/girl child having unprotected sex are indicated for both the mother and the unborn child</p> <p>Actions that an HIV positive mother can take to lower the risk of infection to the child and prolong the onset of AIDS in herself are presented in a poster to promote wellness</p> <p>The dangers of drug abuse and behaviour that could result in HIV transmission are explained with suggestions for limiting transmission</p> <p>Precautions used in South Africa to ensure that blood products are HIV free are outlined at a basic level of understanding</p>
3	Know what behaviour is safe and what behaviour carries	<p>The relationship between human behaviour and HIV/AIDS is outlined at a basic level of understanding</p> <p>Ways in which the individual can avoid contracting or spreading HIV/AIDS are named with an indication of how own behaviour can reduce the risk of infection</p> <p>Examples of behaviour that carry a risk of contracting HIV/AIDS are named and classified according to whether they carry a high, medium or</p>

	the risk of HIV transmission	<p>low risk</p> <p>Situations that have a potential to spread HIV/AIDS in the workplace are discussed and rated in terms of high, medium and low risk</p> <p>Fears and common misunderstandings about the transmission of HIV/AIDS are described in the context of the workplace</p> <p>The reasons are given why certain behaviours and activities carry a low risk of infection</p> <p>The role of sexually transmitted diseases (STDs) in the transmission of the HIV virus is known and understood and an indication is given of how untreated STDs greatly increase the risk of transmission</p>
4	Know what guidelines and assistance are available to support workers with HIV/AIDS and recognise own role in creating a caring work environment	<p>A company policy on HIV/AIDS or the National Department of Health's document "Guidelines for developing a workplace policy and programme" is accessed and evidence of knowledge is provided in the form of a brief summary</p> <p>The possible problems that a worker with HIV/AIDS could encounter are listed with suggestions as to what the learner himself/herself could do to create a caring situation in the workplace</p> <p>The importance of employers playing a proactive role in addressing the AIDS pandemic are known and understood and ways in which a company can create a caring environment for workers with HIV/AIDS are suggested for a familiar context</p> <p>The availability of HIV/AIDS prevention and wellness programmes provided by medical schemes, organisations and other bodies is known and an explanation is given on how to access them</p> <p>The treatment options available to a person with HIV/AIDS are known and a table is compiled indicating which treatment is available locally</p> <p>The rights of all workers in respect of HIV/AIDS are known and their personal responsibilities are understood dealing with the pandemic</p> <p>The Universal Precautions are known and applied in the work environment</p> <p>A code of behaviour in the workplace is drafted: To help someone cope with realisation that s/he has HIV/AIDS and to ensure co-workers are safe from infection; or To prevent someone who does not yet have HIV/AIDS from becoming infected</p> <p>A presentation is created to help address the stigma surrounding HIV/AIDS and the importance of employers playing a proactive role in dealing with HIV/AIDS</p>
5	Know and understand the implications of the HIV/AIDS pandemic for society, the economy, a business sub-sector, an organisation and a specific workplace	<p>The needs of AIDS orphans are outlined with reference, at a basic level of understanding, to the burden of a large number of orphans on society and the economy</p> <p>The effect of a population composed mainly of children and the aged on the economy and the State is outlined at a basic level of understanding</p> <p>The need for medical care for people with HIV/AIDS and the implications for employers and the State are discussed at a basic level of understanding</p> <p>The effect of HIV/AIDS on the workforce and family income is discussed at a basic level of understanding</p> <p>The effect of HIV/AIDS for an organisation are discussed at a basic level of understanding</p> <p>The implications of HIV/AIDS for a specific workplace are discussed at a basic level of understanding</p> <p>The implications of HIV/AIDS for an industry sub-sector are discussed at a basic level of understanding</p>

Module 5: The Workforce
Unit Standard No: 110064

Unit Standard Name: Contribute to the health, safety and security of the workplace (p.175-262)

S/O No	Specific Outcome	Learning Outcomes
1	Identify potential hazards in the workplace	Potential hazards are correctly identified and removed, reduced or reported in terms of own level of authority/capacity.
		Instructions relating to exposure to dangerous substances and hazards in the workplace are known and an explanation is given as to why they pose a potential threat to the work environment.
		The kinds of work that require protective clothing are identified and protective clothing is used according to legal requirements.
		Health and safety instructions are followed in situations that require lifting and handling of materials
		The importance of each employee being vigilant and reporting hazards and violations of health, safety and security procedures is known and understood with reference to a possible chain of events that could result from not reporting a violation.
2	Know how to limit damage to persons or property in the event of an accident or emergency	The location of fire extinguishers, hoses and alarms is known in a selected work context.
		The difference between the different kinds of fire extinguishers in the building is identified and the use for each is identified correctly.
		The use of a fire extinguisher is demonstrated competently.
		Established procedures relating to the identification of fires and other emergencies are known and followed promptly and correctly in an emergency.
		Dangerous occurrences are identified and accurately and timeously reported according to established policy
		Injuries involving individuals are reported promptly to the relevant authority.
		Reasons are given to explain why it is the responsibility of every employee to maintain the safety and security of a selected work environment.
3	Know how to contribute to the maintenance of security in the workplace	Security procedures are known and followed competently.
		Security risks are identified and actions taken to deal with security risks that are within limits of own authority.
		Potential security risks outside own authority are identified and reported using familiar and established procedures.
		Suspicious behaviour is noted and action is taken within own level of authority.
4	Explain emergency procedures in the workplace	The established policy is known and understood for emergencies in the building.
		The location of the planned assembly points and the shortest routes to such points are known and the building is evacuated along the correct route.
		The emergency signage in the building is interpreted correctly.
		Emergency procedures are explained in a familiar context.

Module 5: The Workforce
Unit Standard No: 8418

Unit Standard Name: Do basic research (p.278-316)

S/O No	Specific Outcome	Learning Outcomes
1	PLAN A RESEARCH PROJECT	
2	COLLATE DATA USING A SIMPLE RESEARCH TECHNIQUE	
3	ANALYSE DATA USING A SIMPLE RESEARCH TECHNIQUE	
4	PREPARE AND PRESENT A BRIEF REPORT ON THE FINDINGS	
5	EVALUATE OWN PERFORMANCE IN THE RESEARCH PROJECT	

Module 6: Recordkeeping**Unit Standard No: 14339****Unit Standard Name: Identify and maintain the types of records required in own industry and understand why it is necessary to create evidence and maintain confidentiality (p.27-72)**

S/O No	Specific Outcome	Learning Outcomes
1	Explain why companies record and keep information	The reason for recording information is explained with reference to an actual document used in a selected business sector
		Five examples are listed of the type of information contained in records in one's own business sector
		Three methods of creating records are named that use different types of technology
		The purpose for which a record is used, is described for three different roles in one's own organisation
2	Name and describe the type of records that are specific to a contract or agreement in a selected business sector	The type of information contained in a contract, agreement or quotation is explained with reference to a named document
		The purpose of maintaining a record of contracts, agreements and quotations is described with reference to specific case studies
		The importance of recording client specific details is known and explained with examples from a selected business sector
		The purpose of recording changes to contracts, agreements and quotations is explained with reference to three different circumstances
3	Locate and provide records to users on request	Suitable paper or electronic filing systems are used to locate the required record
		Requested data is located, accessed and retrieved within agreed organisational service levels
		The reasons why confidential records are given only to authorised people are known and can be explained and the implications of releasing information to unauthorised persons are understood in terms of risk to company
		A copy of a record is made and provided as requested, the request and compliance are noted and the original documents are returned to the correct location
		The confidentiality of records is maintained at all times and security procedures are explained in simple terms
4	Maintain confidentiality of customer and company information	Violations of company procedures relating to the confidentiality of information are recognised and reported following established procedures
		Information classified as confidential is recognised as such and is disclosed only to approved personnel
		Company and legal requirements are known and understood and all outputs / inputs to the storage system conform to established procedures
		Situations where colleagues do not comply with security and confidentiality procedures are identified and immediately reported to the appropriate authority
		All work activities are carried out according to the Code of Conduct and within the requirements of an organisation's security procedures

Module 6: Recordkeeping**Unit Standard No: 14340****Unit Standard Name: Maintain an existing information system in a business environment (p.84-100)**

S/O No	Specific Outcome	Learning Outcomes
1	Store information using an existing storage system	Paper based documentation is classified, sorted and recorded according to established requirements
		Information is stored in the correct location and sequence and the learner understands the effect that misfiled documentation has on an organisation
		Documents are stored in a manner that ensures that they are undamaged, safe and accessible when required
		Information is classified and cross-referenced accurately Classification uncertainties are referred to an appropriate authority
		The method of classification and cross-referencing is understood and the problems that result from unconventional classification and cross-referencing are explained in a familiar context
		The process for locating information is current, accurate and in a prescribed format according to the organisation's procedures for archiving. The learner understands the implications for productivity when an item cannot be located
		Source and gather filing documentation
		Electronic file is created and labelled according to requirements
		Electronic documentation is filed according to organisational requirements
		Filing is completed within organisational time frames and standards
		Classification uncertainties are referred to an appropriate authority
2	Retrieve information from an existing storage system	All materials are classified, sorted and stored without damage in safe and secure manner
		Required information is promptly located, obtained, copied and dispatched to the correct person or location
		Delays in the supply of information are communicated and the reason for delay is explained politely
		Information retrieved is correctly recorded in order to track all files
3	Store valuable documentation and reference materials securely	Missing or overdue items are identified and correct procedures followed to locate them
		The process for securing valuable items and for maintaining that security is known and followed meticulously
		Reasons for security procedures are explained with examples of the effects on an organisation when there is a breach of security
		Security risks are identified and corrected within own area of authority
		Violations of security are recognized and reported following the familiar and established procedures

Module 6: Recordkeeping**Unit Standard No: 14346****Unit Standard Name: Process numerical and text data in a business environment (p.110-134)**

S/O No	Specific Outcome	Learning Outcomes
1	Identify and access the correct database	Information received is identified and the correct database is selected to update the information
		The database is accessed using a company specific security system/password
		Routine access problems are solved using familiar procedures
2	Process and check numerical data on a database used in one's own organisation	Documents are checked to ensure that they contain all necessary numerical data
		Irregularities that could occur are identified and resolved using established procedures
		Numerical data is captured accurately and at a speed indicated in a service level agreement
		The captured data is cross-checked for accuracy
3	Process and check text on a database used in one's own organisation	Documents are checked to ensure that they contain all the necessary information
		Text is checked for errors against the original document
		Irregularities that could occur are identified and resolved using established procedures
4	Save and store original data	Data captured on the system is saved in accordance with established procedures
		Original documentation is collated and archived in accordance with established procedures
		Problems resulting from inaccurate collation and/or storage are known and understood and the necessary steps are taken to ensure that all records are complete and stored in the correct place

Module 6: Recordkeeping**Unit Standard No: 14353****Unit Standard Name: Conduct basic financial transactions (p.140-161)**

S/O No	Specific Outcome	Learning Outcomes
1	Explain and apply the basic procedures for receiving and receipting payments	Receipting procedures are described
		The parties to and the legal importance of a receipt is explained
		The procedures for the securing of monies are applied
		The legal requirements of valid cheques are explained
		The safekeeping of all relevant source documents are demonstrated
2	Utilise a petty cash system to purchase office items	Petty cashier is approached for relevant funds and justification for purchase is explained
		Any necessary application forms are completed
		Items are purchased and receipts for items are returned to petty cash officer according to organisational procedures
3	Conduct basic banking transactions	Banking is prepared according to organisation procedures
		Deposit books or slips are completed
		Cash and cheque deposits are verified against receipt book
		The physical deposit of cash to the bank is ensured
		Deposit books or slips are secured and filed according to organisational procedures

Module 7: The Business Environment**Unit Standard No: 14341****Unit Standard Name: Keep informed about current affairs related to one's industry (p.21-49)**

S/O No	Specific Outcome	Learning Outcomes
1	Identify events in the physical environment that could impact on a selected industry	The term physical environment is understood and a list is made of possible events related to the physical environment
		Information relating to current events in the physical environment is collected and organised demonstrating basic processing of readily available information
		A brief indication is given of how each event could impact on the selected business sector
		The ways in which the selected industry could be affected by such an event are named for three different sub-sector/s of the industry
2	Identify events in the social environment that could impact on a selected industry	The term social environment is understood and a list is made of possible events related to the social environment
		Information relating to current events in the social environment is collected and organised demonstrating basic processing of readily available information
		A brief indication is given of how one such event could impact on one of the sub sectors of the selected industry
3	Identify events in the economic environment that could impact on a selected business sector	The term economic environment is understood and a list is made of three possible events related to the economic environment
		Information relating to current events in the economic environment is collected and organised demonstrating basic processing of readily available information
		A brief indication is given of how one such event could impact on one of the sub-sectors of the selected business sector
		A brief indication is given of how one such event could impact on one of the sub-sectors of the selected business sector
4	Identify people and companies in the news	Achievements of people and companies in the selected business sector in the news are identified with examples of why they are newsworthy
		Problems in the industry and possible causes for the problems are identified with examples
		New developments in the industry are discussed with examples

Module 7: The Business Environment**Unit Standard No: 14343****Unit Standard Name: Investigate the structure of an organization as a workplace (p.55-83)**

S/O No	Specific Outcome	Learning Outcomes
1	Identify the core business activities of a selected organisation	The concept of core business is explained with an example from the relevant industry.
		Specific core business activities are named with reference to the selected organization.
		The relationships between the different activities are described for the selected organisation.
		A system or process within a selected work unit is described in the correct sequence.
		Examples are listed of ways in which the core business adds value to the organisation.
2	Identify support functions within a selected organisation	The concept of support functions is explained with an example from the relevant industry.
		Specific support functions are named with reference to the selected organisation.
		The relationship between one support unit and the other business units of the selected organisation is explained at a basic level of understanding.
		Five examples are listed in which the support unit adds value to the organisation.
3	Explain the role of a selected department in an organisation and its contribution	The main function of the selected department or section is explained in relation to core business or support.
		The roles of at least two other departments or sections that interact with the selected section or department are explained at a basic level of understanding.
		The most senior person in the department is identified with, where applicable, the title of his/her position.
		The line is identified from the senior person in the department or section to the Board of Directors.
		The effect on the organisation if the department or section did not function effectively is described with examples.
		The value that the department adds to the organisation is identified with examples.
4	Investigate the different types of work done in the department	The different roles in the department are identified and an outline is written of the kind of work done by three people.
		The work done in the department is categorized according to its purpose.
		The importance of each category of work is discussed with reference to the efficiency of the department.
		The work in the department is identified as a part of a set of related systems each with a role and a value.

Module 7: The Business Environment

Unit Standard No: 14349

Unit Standard Name: Receive and execute instructions (p.89-127)

S/O No	Specific Outcome	Learning Outcomes
1	Explain the process involved in receiving and executing instructions	Instruction receiving process is described
		Instructions received are clarified with the sender and the outputs of the instructions are repeated to the sender
		Priority requirements of instructions are assessed and explained
2	Plan for and prepare all activities required to carry out instruction	Appropriate administration tools for executing instruction are identified
		Procedures for controlling administration tools are identified and explained
		Documentation distribution in relation to instruction is determined and actioned
3	Execute instruction in a professional and accurate manner	Information presentation requirements are explained
		Information is presented according to agreed standards and format
		Information is presented within agreed time frames

Module 7: The Business Environment

Unit Standard No: 14359

Unit Standard Name: Behave in a professional manner in a business environment (p.133-200)

S/O No	Specific Outcome	Learning Outcomes
1	Know how to behave in a business environment	Dress code is described in accordance with established and familiar policy Reasons why it is important to honour one's own working hours are explained with examples of the effects when this is not done The importance of a positive attitude is explained and qualities that indicate attitude are identified in a familiar context Good work practice is described in terms of keeping colleagues informed about work activities such as work in progress, absence from work or workstation and leave The reasons why listening skills are important in the workplace are named and examples are given of the results of negative and positive listening skills Regulations regarding smoking in the workplace are described with reference to both legal requirements and established policy The criteria included in a Company Code of Good Conduct are understood and applied in a familiar situation
2	Interpret body language in a business environment	Reasons why it is important to interpret body language correctly in the workplace are given with examples from a selected business context The reasons why good posture and eye contact are important in the workplace are explained with examples from a selected business context The proper use of a handshake as a greeting in a business setting is explained and the meaning of different handshakes used in South Africa are compared with examples of when it is appropriate to use each handshake The reasons why it is important to respect other people's space and why it is inappropriate to touch other people in a business environment are explained with examples of the consequences if one ignores business etiquette Examples of positive and negative body language are described in a familiar context Behaviour that could be considered as sexual harassment in the workplace is described with examples
3	Meet people in a business setting	An explanation is given as to why first impressions are important in a business environment The procedure for dealing with unexpected guests is explained in terms of established procedures Guests are greeted in the reception area according to established and familiar procedures Guests visiting a manager/superior are welcomed according to established and familiar procedures People are introduced to each other in a business-like manner Different ways of closing an interaction with a customer are demonstrated in a familiar context
4	Demonstrate an understanding of basic business ethics in the business environment	The concept of ethics is discussed in relation to one's own business environment The meaning of ethical business practices is outlined with examples from a familiar context Sources of ethical values are explored with examples from a selected business environment The concept of ethical values on-the-job is explained with relevant examples Personal attitudes and factors that affect ethical values in the workplace are described with examples from a familiar business context The concept of ethical diversity is explored at a basic level of understanding using realistic examples from a business context

Module 7: The Business Environment

Unit Standard No: 14344

Unit Standard Name: Demonstrate an understanding of a selected business environment (p.202-)

S/O No	Specific Outcome	Learning Outcomes
1	Explain the structure and roles of different types of organisations within their own industry in SA	<p>The various types of organisation are named and explained using the terminology accepted within their own industry</p> <p>The roles of the different types of organisation are explained in the context of the business environment</p> <p>Business activities common to all organisations within the sector are identified and listed from readily available information</p> <p>Two examples of companies in each business sub-sector are identified from advertisements in the media</p> <p>Four of the main players in the field are identified and the kind of products or services offered by each are listed and categorised according to purpose</p>
2	Demonstrate an understanding of the concept of a market as applied to a selected business sector	<p>The principles of trade that define markets are identified at a basic level of understanding</p> <p>The basic principles for the marketing of products are differentiated from the basic principles for the marketing of services</p> <p>The role of a selected business sector in the national economy is explained in the context of the business environment</p> <p>The value chain describing the way business is conducted in the sector is explained, illustrating with examples</p>
3	Identify and describe the role of professional bodies, associations or regulatory authorities in or affecting a selected business sector	<p>The reasons for the existence of professional bodies, associations and regulatory authorities within or affecting this sector are explained in the context of the roles that they play</p> <p>Three professional bodies, associations or regulatory authorities are identified for each of the sub-sectors</p> <p>The benefits of belonging to a selected professional body, association or regulatory authority within the sector are outlined from the perspective of both the organization and the individual</p> <p>Information about two of the professional bodies, associations or regulatory authorities is accessed from its website or an industry publication</p>
4	Discuss the market position of a selected organization in the relevant sub-sector	<p>A list of 10 of the products and / or services marketed by a selected organization is tabulated and compared with equivalent products and / or services of competitor organizations</p> <p>A description of the organisation's current competitive position is given, based on available audited data</p> <p>The strengths and weaknesses of the organization are compared with those of its two major competitors</p> <p>The opportunities and threats facing the organization are explained with reference to the external environment</p>

D. Delivery Strategy

Module 1: Business Communication

S/O No	Specific Outcome	Credits	Notional Hours	Days Contact Sessions (T & P)	Days Experiential Learning (WPE & Ass Prep)	FSA (Days)	Learning Strategy
Unit Standard No: 8962 → Unit Standard Name: Maintain and Adapt Oral Communication (p 33-80)							
1	Use a variety of speaking and listening strategies to maintain communication	5	50	1	3	1	Attending Classes Self-study, Research Practical work PoE Assignments Workbook Activities
2	Adapt speech to accommodate socio-cultural sensitivities without losing own meaning						
3	Shape or decode meaning of unfamiliar vocabulary or constructions						
4	Organise and present information in a focused and coherent manner						
5	Identify and explain how speakers influence audiences						
Unit Standard No: 8965 → Unit Standard Name: Respond to Literary Texts (p92-122)							
1	Identify main ideas in literary texts	15	150	5	10	1	
2	Identify and explain how readers/viewers/listeners are influenced						
3	Use interpretation of literary texts						
Unit Standard No: 8964 → Write for a defined context (p139-170)							
1	Write for a specific audience and purpose	6	60	2	3	1	Attending Classes Self-study, Research Practical work PoE Assignments Workbook Activities
2	Use grammatical structures and writing conventions						
3	Adapt language to suit context						
4	Draft and edit own writing						
Unit Standard No: 8963 → Access and Use information from texts (p186-220)							
1	Write for a specific audience and purpose	6	60	2	3	1	Attending Classes Self-study, Research Practical work PoE Assignments Workbook Activities
2	Use grammatical structures and writing conventions						
3	Adapt language to suit context						
4	Draft and edit own writing						
Unit Standard No: 14338 → Attend to customer enquiries in an office setting (p231-265)							
1	Greet a customer and identify his/her need or problem	6	60	2	3	1	
2	Attend to customer telephone, facsimile and electronic requests						
3	Refer a customer's request						
4	Respond to customer face-to-face and on the telephone						

Module 2: Office Equipment

S/O No	Specific Outcome	Credits	Notional Hours	Days Contact Sessions (T & P)	Days Experiential Learning (WPE & Ass Prep)	FSA (Days)	Learning Strategy
Unit Standard No: 7568 → Demonstrate knowledge of and produce word processing documents using basic functions (p28-67)							
1	Work with multiple documents within a word processing application	5	50	1	3	1	Attending Classes Self-study, Research Practical work PoE Assignments Workbook Activities
2	Format Text using a word processing application						
3	Format paragraphs						
4	Format Pages within an existing word processing document						
Unit Standard No: 7571 → Unit Standard Name: Demonstrate the ability to use electronic mail software to send and receive messages (p80-135)							
1	Demonstrate ability to log on to internet and understand basic uses of electronic mail software	3	30	1	2	1	Attending Classes Self-study, Research Practical work PoE Assignments Workbook Activities
2	Adjust Basic Settings						
3	Create and send a message						
4	Read and reply to a message						
5	Use addressing functions and manage messages						
Unit Standard No: 8104 → Unit Standard Name: Operate and take care of equipment in an office environment (p142-172)							
1	Follow instructions to operate office equipment	3	30	1	2	1	Attending Classes Self-study, Research Practical work PoE Assignments Workbook Activities
2	Maintain equipment in a clean and working condition						
3	Monitor and request equipment consumables						
4	Recognize and take steps to minimize risks to safety when operating equipment						
Unit Standard No: 14348 → Unit Standard Name: Process incoming and outgoing telephone calls (p184-218)							
1	Employ effective telephone etiquette	3	30	1	2	1	Attending Classes Self-study, Research Practical work PoE Assignments Workbook Activities
2	Answer telephone according to organisational standards						
3	Process incoming calls according to organisational standards						
4	Process outgoing calls in accordance with organisational requirements						
Unit Standard No: 7547 → Unit Standard Name: Operate a personal computer system (p225-258)							
1	Use the desktop of a Graphical User Interface (GUI)-based operating system	3	30	1	2	1	
2	Use of the features of a GUI Window						
3	Use of the Help facility in a GUI environment						
4	Use a pointing device in a GUI environment						

5	Use generic print options in a GUI environment						
Unit Standard No: 7566 → Unit Standard Name: Operate personal computer peripherals (p266-284)							
1	Describe a range of computer peripherals	3	30	1	2	1	
2	Operate a range of personal computer peripherals						
3	Maintain the hardware components of personal computer peripherals						

Module 3: Managing Oneself

S/O No	Specific Outcome	Credits	Notional Hours	Days Contact Sessions (T & P)	Days Experiential Learning (WPE & Ass Prep)	FSA (Days)	
Unit Standard No: 8618 → Unit Standard Name: Organise oneself in the workplace (p. 35-67)							
1	Maintain personal hygiene, grooming and dress code to project a professional image and enhance the company image. (Personal cleanliness, body odour, fresh breath, well-manicured hands, trimmed moustache/beard, appropriate hairstyle and tasteful make-up, immaculate uniform/dress)	8	80	2	5	1	Attending Classes Self-study, Research Practical work PoE Assignments Workbook Activities
2	Decide whether to interact with people and follow company procedure when absent due to illness. (Given a range of illness, decide whether to interact with people and follow company procedure when absent due to illness. Contagious diseases/virus infections (flu, chicken pox, measles, etc.); Report absence, doctor's certificate, leave forms.)						
3	Identify possible unforeseen circumstances to plan alternative action in advance. (Lack of resources, change in company policy, interruption beyond control)						
4	Evaluate own skills and areas for development on current and likely future work requirements to identify needs for skills development						
5	Set measurable, achievable objectives for own skills development, consistent with needs identified and in line with organisation's objectives and policies						
6	Prioritise objectives and plan activities to achieve objectives						
7	Review progress made and reschedule activities at regular intervals to contribute to achievement of planned objectives						
Unit Standard No: 14342 → Unit Standard Name: Manage Time & Work Process within a business Environment (p. 77-99)							
1	Create, use and maintain a task list	4	40	1	2	1	Attending Classes Self-study, Research Practical work PoE Assignments Workbook Activities
2	Use and maintain a diary						
3	Prioritise tasks						
4	Plan and follow a work schedule						

Unit Standard No: 120308 → Unit Standard Name: Apply knowledge of self in order to make a personal decision (p. 110-136)							
1	Demonstrate knowledge and understanding of self as a unique individual	3	30	1	2	1	Attending Classes Self-study, Research Practical work PoE Assignments Workbook Activities
2	Demonstrate understanding of self in relation to different environments						
3	Use a variety of strategies to deal with life situations						
4	Make an informed life decision based on self-knowledge						
Unit Standard No: 11235 → Unit Standard Name: Maintain effective working relationships with other members of staff (p. 146-200)							
1	Demonstrate knowledge and understanding of self as a unique individual	3	30	1	2	1	Attending Classes Self-study, Research Practical work PoE Assignments Workbook Activities
2	Demonstrate understanding of self in relation to different environments						
3	Use a variety of strategies to deal with life situations						
4	Make an informed life decision based on self-knowledge						
Unit Standard No: 8420 → Unit Standard Name: Operate in a team (p. 217-249)							
1	Identify the structure and purpose of a particular team	3	30	1	2	1	Attending Classes Self-study, Research Practical work PoE Assignments Workbook Activities
2	Describe and carry out the roles and responsibilities required to work in a team						
3	Identify factors affecting a team within workplace and learning environment and explain affect						
4	Describe the workplace and learning environment organisation						
5	Review the effectiveness of a team						

Module 4: Business Calculations

S/O No	Specific Outcome	Credits	Notional Hours	Days Contact Sessions (T & P)	Days Experiential Learning (WPE & Ass Prep)	FSA (Days)	Learning Strategy
Unit Standard No: 7469 → Unit Standard Name: Use mathematics to investigate and monitor the financial aspects of personal and community life (p.27-35)							
1	Use mathematics to plan and control personal and/or household budgets and income and expenditure	10	100	2	6	2	Attending Classes Self-study, Research Practical work PoE Assignments Workbook Activities
2	Use simple and compound interest to make sense of and define a variety of situations						
Unit Standard No: 7480 → Unit Standard Name: Demonstrate understanding of rational and irrational numbers and number systems (p.52-66)							
1	Use and analyse computational tools and strategies, and make estimates and approximations	5	50	1	3	1	Attending Classes Self-study, Research Practical work PoE Assignments Workbook Activities
2	Demonstrate understanding of numbers and relationships among numbers and number systems, and represent numbers in different ways						
Unit Standard No: 9007 → Unit Standard Name: Work with a Range of Patterns and Functions to Solve Problems (p.84-100)							
1	Convert flexibly between and within various representations of functions	5	50	1	3	1	
2	Compare, analyse and describe the behaviour of patterns and functions						
3	Represent situations mathematically in order to interpret and solve problems						
Unit Standard No: 9009 → Unit Standard Name: Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems (p.183-193)							
1	Apply various techniques to organise and represent data in order to model situations for specific purposes	5	50	1	3	1	
2	Give opinions on the implications of the modelled data for the required purpose						

Module 5: The Workforce

S/O No	Specific Outcome	Credits	Notional Hours	Days Contact Sessions (T & P)	Days Experiential Learning (WPE & Ass Prep)	FSA (Days)	Learning Strategy
Unit Standard No: 11816 → Right and Responsibilities of the Individual under the South African Constitution (p.27-69)							
1	Explain what is meant by human rights	10	100	2	6	2	
2	Explain how the South African Constitution defines the rights and responsibilities of the individual in South Africa						
3	Explain the role of the Bill of Rights in the South African Constitution						
4	Indicate assistance that is available in a selected area when rights are abused						
Unit Standard No: 11817 → Demonstrate knowledge and understanding of the structures that reinforce and support human rights in South Africa (p.81-104)							
1	Describe the conditions that are necessary to sustain a human rights environment	5	50	1	3	1	
2	Investigate the structures that support the Constitution in South Africa						
3	Identify independent bodies in South Africa that reinforce and support the Constitution						
4	Explain how human rights are limited within a specific community						
Unit Standard No: 13915 → Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace (p.121-164)							
1	Know and understand HIV/AIDS and its effects on the human immune system	5	50	1	3	1	
2	Know and understand how HIV/AIDS is transmitted						
3	Know what behaviour is safe and what behaviour carries the risk of HIV transmission						
4	Know what guidelines and assistance are available to support workers with HIV/AIDS and recognise own role in creating a caring work environment						
5	Know and understand the implications of the HIV/AIDS pandemic for society, the economy, a business sub-sector, an organisation and a specific workplace						

Unit Standard No: 110064 → Contribute to the health, safety and security of the workplace (p.175-262)							
1	Identify potential hazards in the workplace	5	50	1	3	1	
2	Know how to limit damage to persons or property in the event of an accident or emergency						
3	Know how to contribute to the maintenance of security in the workplace						
4	Explain emergency procedures in the workplace						
Unit Standard No: 8418 → Do basic research (p.278-316)							
1	PLAN A RESEARCH PROJECT	5	50	1	3	1	
2	COLLATE DATA USING A SIMPLE RESEARCH TECHNIQUE						
3	ANALYSE DATA USING A SIMPLE RESEARCH TECHNIQUE						
4	PREPARE AND PRESENT A BRIEF REPORT ON THE FINDINGS						
5	EVALUATE OWN PERFORMANCE IN THE RESEARCH PROJECT						

Evaluation Strategy

Learner End of Course Evaluation sheet.

End of Course Evaluation

Date:.....

Venue:.....

Please give honest feedback to assist us in future planning.

Question	Happy ?	Undecided ?	Unhappy ?
Were the objectives of the workshop clearly explained to you?			
Was there enough theory?			
Were there enough practical activities?			
Was the language used clear and accessible?			
Was the facilitator well prepared?			
How do you feel about the training methods			
Do you think the training will help you to become an entrepreneur?			
Do you think the training will make any difference to your life / attitude?			
How do you feel about the facilitator/s?			
Did you learn anything from the other participants during the course?			
Did the course meet your expectations?			
REMARKS (Any changes?)			
Name (Optional)			

Trainers Report

Course Name	
Client	
Venue	
Facilitator	
Training Dates	
No of registered learners	
No of learners present	
U/S Covered	

NB Kindly attach the following documents to this report:

1. Signed learner attendance register for the period of training being reported
(Register must also be signed by the facilitator)
2. Assignment hand in register

Day 4

Day 5

Use a separate sheet if necessary

Learners

Briefly outline how learners are coping with the programme. Comment on learner's attendance, participation and understanding of material.

Attendance

Participation

Understanding of material

Issues raised by learners that need attention of Training Provider

Overview of training provision process

Identify challenges of the training

Identify successes of the training

Recommendations for improving the material/training

Signature of Facilitator: _____

Date: _____