Curriculum Outline

67465

National Certificate: Business Administration Services

Level 3

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Part 1

Programme Overview

Purpose

This qualification is for any individual who is, or wishes to be, involved in the Administration function in any organization or business in any sector, or field as well as in non-commercial organisations such as clubs and charitable organisations.

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 4.

The core component contains competencies in Information Handling, Communications, Enterprise/customer service, Technology, Organisation skills, Self-development, Teamwork and Business policies and procedures.

The elective component allows the learner to gain specialist knowledge, skills and insight in the areas of Reception, Executive Administration, Financial Services and Banking, Legal administration and Human Resources.

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 service within the field of Administration within all sectors.

Through building day-to-day administration skills, as well as general operational competencies, the qualification ensures progression of learning, enabling the learner to meet standards of service excellence required within the administration field of learning.

The qualification will provide the broad knowledge, skills and values needed in the administration field in all sectors and will facilitate access to, and mobility and progression within, education and training for learners who:

- 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 qualification 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.

The qualification has building blocks that can be developed further in qualifications at a higher level. It also focuses on the skills, knowledge, values and attitudes required to progress further. The intention is:

- 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.
- To provide opportunities for people to move up the value chain

Rationale for the qualification:

The National Certificate in Business Administration Services: NQF Level 3 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. 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 organizations such as sports and cultural clubs and the like.

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.

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.

The National Certificate in Business Administration Services at NQF: Level 3 is the second qualification in a learning pathway that starts with the National Certificate in Business Administration level 2 and ends, at present, with the National Certificate in 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.

The National Certificate in Business Administration Services at NQF: Level 3 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. 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.

Learning assumed to be in place and Recognition of Prior learning

Learners accessing this qualification are assumed to be competent in:

- Communication at NQF level 2
- Mathematical Literacy at NQF level 2

Recognition of prior learning:

The structure of this Unit Standard based Qualification makes the Recognition of Prior Learning possible. If the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this qualification the appropriate credits should be assigned to the learner. Recognition of Prior Learning will be done by means of Integrated Assessment as mentioned in the previous paragraph.

This Recognition of Prior Learning may allow:

- For accelerated access to further learning at this or higher levels on the NQF

- Gaining of credits towards a unit standard
- Obtaining of this qualification in part or in whole

Qualification rules

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 120 credits is required to complete the qualification.

Fundamental Component:

All unit standards totalling 45 credits are compulsory.

Core Component:

All unit standards totalling 64 credits are compulsory.

Elective Component:

Learners are to choose unit standards totalling a minimum of 11 credits.

Exit Level Outcomes

Exit level outcomes:

On achieving this qualification, the learner will be able to:

- Gather and report information
- Plan, monitor and control and information system
- Maintain booking systems
- Participate in meetings and process documents and communications related thereto
- Utilise technology to produce information
- Plan and conduct basic research in an office environment
- Coordinate meetings, minor events and travel arrangements
- Set personal goals
- Function in a team and overall business environment
- Demonstrate an understanding of employment relations

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 recommended, provided the Unit Standards are still relevant to the qualification

Associated Assessment Criteria

In particular assessors should check that the learner can demonstrate an ability to apply learned competencies, skills and knowledge in an integrated way, as well as an ability to consider a range of options and make decisions about:

- Planning, monitoring and maintaining record keeping via appropriate information systems
- Producing all relevant meeting documentation
- Ensuring that all related office equipment is maintained
- Utilising appropriate technology and related software programmes to produce, transmit and process information
- Setting personal goals and demonstrate an ability to develop self and employment prospects
- Working effectively in a team
- Conducting basic research projects in relation to administrative function
- Demonstrating an overall understanding of the business environment

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 incorporated into the qualification. Learning, teaching and assessment are inextricably lined. Whenever possible, the assessment of knowledge, skills, attitudes and values shown in the unit standards should be integrated.

Assessment of communication and mathematical literacy should be integrated as far as possible with other aspects and should use authentic administration contexts wherever possible.

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 or will work. 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.

The term `Integrated Assessment` implies that theoretical and practical components should be assessed together and that more than one competency, assessment criterion and specific outcome should be assessed together, where possible.

During integrated assessments the assessor should make use of formative and summative assessment methods and assess combinations of practical, applied, foundational and reflective competencies.

Assessors should assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience.

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.

INTERNATIONAL COMPARABILITY
International Comparability:

This qualification was compared with qualifications and standards in administration in:

- Australia
- New Zealand
- England
- Scotland

A direct comparison of the title, specific outcomes, assessment criteria, exit level outcomes and embedded knowledge was undertaken with each. However, it was borne in mind that this qualification was developed for the South African context, while at the same time requiring international comparability.

It was decided that this qualification equated favourably, in terms of the components looked at and in terms of the overall competencies in the qualification, with the administration qualifications in all the countries mentioned. The qualification that best equates with this one is the Australian Certificate 2 in Business (Office Administration) Code BSA 20197.

Articulation Options

This qualification articulates with the following qualifications:

- The National Certificate in Business Administration: Level 4
- The National Certificate in Management: Level 3 & 4
- The National Certificate in Public Administration: Level 4

It should also articulate with any other qualification at level 3 in the following fields:

- Secretarial services
- Reception services
- Switchboard operations
- Financial administration
- Banking administration
- Personal/executive secretarial services
- Data capturing

Part 2

Programme alignment

DATE	MODULE	TITLE OF UNIT STANDARDS	US ID No.	Cr	CREDITS PER MODULE
Month 1		Module 1 – The Business environment			
	The Business environment	Operate in a team	8420	4	28
		Function in a business environment	7785	4	
		Plan, monitor and control an information system in a business environment	13933	3	
		Communicate verbally and non-verbally in the workplace	9960	8	
		Apply basic business principles	8000	9	
	Contact / Facilitation Days	5 DAYS	Workplace Application Days 17 DAYS		
	Theory	84 Hours			
	Practical	157 Hours			
	Assessments	39 Hours			

DATE	MODULE	TITLE OF UNIT STANDARDS	US ID No.	Cr	CREDITS PER MODULE
Month 2		Module 2 – Meeting communication and information			
	Meeting communication and information	Plan and prepare meeting communications	13934	4	22
		Use communication skills to handle and resolve conflict in the workplace	9533	3	
		Accommodate audience and context needs in oral communication	8968	5	
		Interpret and use information from texts	8969	5	
		Write texts for a range of communicative contexts	8970	5	
	Contact / Facilitation Days	5 DAYS	Workplace Application Days 13 DAYS		
	Theory	66 Hours			
	Practical	123 Hours			
	Assessments	31 Hours			

DATE	SKILLS PROGRAMS	TITLE OF UNIT STANDARDS		US ID No.	Cr	CREDITS PER SKILLS PROGRAM
Month 3	Module 3 – The workplace and staff					
	The workplace and staff	Introduce new staff to the workplace		7860	1	
		Maintain a secure working environment		7796	1	
		Demonstrate an understanding of a selected business environment		14357	10	19
		Monitor and control reception area		13928	4	
		Process incoming and outgoing telephone calls		7790	3	
	Contact / Facilitation Days	5 DAYS	Workplace Application Days 11 DAYS			
	Theory	57 Hours				
	Practical	106 Hours				
	Assessments	27 Hours				

DATE	MODULE	TITLE OF UNIT STANDARDS		US ID No.	Cr	CREDITS PER MODULE
Month 4	Module 4 – Co-ordination, bookings and business documents					
	Co-ordination, bookings and business documents	Demonstrate ability to use the World Wide Web		7573	3	
		Co-ordinate meetings, minor events and travel arrangements		13929	3	
		Maintain a Booking System		7706	3	19
		Produce and use spread sheets for business		7567	5	
		Produce word processing documents for business		7570	5	
	Contact / Facilitation Days	5 DAYS	Workplace Application Days 11 DAYS			
	Theory	57 Hours				
	Practical	106 Hours				
	Assessments	27 Hours				

DATE	MODULE	TITLE OF UNIT STANDARDS	US ID No.	Cr	CREDITS PER MODULE
Month 5		Module 5 – Business calculations			
	Business calculations	Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations	9010	2	22
		Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	9013	4	
		Investigate life and work related problems using data and probabilities	9012	5	
		Perform Basic Business Calculations	11241	6	
		Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	7456	5	

Contact / Facilitation Days	5 DAYS	Workplace Application Days
Theory	66 Hours	13 DAYS
Practical	123 Hours	
Assessments	31 Hours	

DATE	MODULE	TITLE OF UNIT STANDARDS	US ID No.	Cr	CREDITS PER MODULE
Month 6		Module 6: The Office environment and its requirements			
	The Office environment and its requirements	Demonstrate understanding of employment relations in an organisation	10170	3	15
		Monitor and control office supplies	13937	2	
		Monitor and control the maintenance of office equipment	13931	4	
		Plan and conduct basic research in an office environment	13935	6	

Contact / Facilitation Days	5 DAYS	Workplace Application Days
Theory	45 Hours	9 DAYS
Practical	84 Hours	
Assessments	21 Hours	

Month 7	FINAL SUMMATIVE ASSESSMENT
Month 8	FINALISING PORTFOLIOS OF EVIDENCE

Part 3
Design Strategy

1 - Learning aims and objectives

Clarity on focus on outcomes and design down:

- Outcomes that focused on what learners should do at the end of a series of significant, meaningful and coherent learning experiences were analysed and identified.
- Outcomes are expressed as a set of broad, comprehensive, assessable and observable indicators of student achievement at each stage of the learning programmes.
- Learning programmes include not only specific outcomes (observable outcomes), but also critical crossfield (adaptive ability such as problem solving).
- Learning programmes are designed back from the outcomes.

2 - Theoretical content

Content relevance:

- Content was designed to include knowledge and skills that are relevant and connected to real-life situations.
- Content and activities present authentic tasks.
- Learning programmes were designed to include theoretical and practical learning components and, wherever possible and appropriate, experiential learning.
- Delivery methodology allows for flexibility, a variety of methods, environments and resources.

3 - Teaching and learning

Learner centered and expanded opportunities:

- Learners are expected to take responsibility for their own learning in order to reach the required standard or outcome.
- The emphasis is on whether the learner reaches the required standard or outcome and not on procedure.
- Learning is value adding: it builds contextually on the learner's existing frames of reference.
- Learners given multiple opportunities to demonstrate fi the outcome has been reached.

High participation and co-operative learning:

- Learning activities are inductive and allow learners to construct knowledge for themselves.
- Learning activities allow learners to engage in group/team/pair work, debate, role-play, research, experiment to discover for themselves.
- Learners are encouraged to form own insights and create own solutions based on successful attainment of predetermined performance outcomes.
- Learners are motivated by constant feedback and affirmation of their worth by means of assessment.

Integration

- Learning is designed to integrate a wider social and economic understanding and awareness.
- Learning methodology allows for clear integration between theory, practical / workplace components.
- Learning programmes are designed to focus on learning that integrates critical thinking, reasoning, reflection and action.

4 - Assessment

Principles of assessment

Assessments meet the following criteria for SAQA's principles of assessment:

- Assessment methods are; appropriate, fair, manageable, integrated into work or learning
- Assessment evidence is; valid, current, authentic, sufficient
- Assessment process is systematic, open and consistent

Clarity of focus on outcomes

- Assessments are focused on what the learner has achieved in relation to learning outcomes.
- Learner achievements are measured solely on whether a learner has reached the required outcomes or not.
- Assessment criteria are clearly defined and are derived from the unit standard.

High expectations

- Assessment tasks are challenging, not simply routine.
- Evidence collected is governed by quality criteria (criterion-referenced).
- Assessments discriminate between low and high levels of achievement.
- Advancement is based on demonstrated achievement.

Expanded opportunity

- Assessments lead toward achievement of qualifications or part qualifications.
- Learners advance through the system when they are able to demonstrate attainment of the desired outcomes.
- Learners' prior knowledge is taken into consideration when organising learning experiences
- Learners are supported to attain these desired outcomes

Continuous integrated assessment

- Formative (during learning, informal and not for credits) and summative (after learning, formal and for credits) assessment are used.
- Learners are assessed on an on-going basis – Assessment is towards life-long learning.
- A variety of assessment techniques are used, for example simulations, portfolios, self-assessment, workplace assessment.
- Assessment is broad, covering a number of assessment standards, which include skills, knowledge, understanding, attitudes and values.
- Assessment is integrative and focuses on the application of competence.

5 – Evaluation

Facilitator

Learners will be required to evaluate the performance of the Facilitator on completion of the learning programme. Facilitators will be evaluated against the following criteria:

- The learning outcomes were clearly stated.
- Key learning points were illustrated and clarified.
- The learning outcomes were met.
- Key learning points were summarised.
- The principles of adult learning were applied

Programme

Learners will be required to evaluate the value of the learning experience against the following criteria:

- The extent to which the learning programme achieved the learning outcomes.
- The overall reaction of the learner to the programme.
- The relevance of the learning material content.
- The sequence, pace and timing of the lessons

Logistics

Learners will also be required to evaluate the value of:

- The physical classroom environment.
- The seating arrangements.
- Meals and refreshments.
- Room Layout.
- Accommodation (if applicable)

Part 4
Delivery Strategy

1 - Materials

Participant's materials

- Participant's guides – This is a comprehensively structured guide for the learner and includes all theory and activities.
- Workplace / Practical Guide – This is a comprehensively structured workplace guide for the learner to use during practical/workplace/assessment

Facilitator's materials:

- Facilitator Guide – This is the guide for the facilitator on how to manage the learning
- Activities and Handouts – These are the activities that the facilitator will implement to help the learners achieve the lesson outcomes.

Assessor's guide:

- Assessment Strategy – This is the approach and rules which govern company assessments and can also be found in the Assessment Policy documents
- Assessment Plan – This is the plan on what outcomes are being assessed, using relevant criteria and the evidence that the candidate must produce to prove competence
- Assessment Instruments – These are the assessment instruments used to collect evidence from the candidate to display competence in an outcome.

2 – Notional hours of learning

70% practical (80% workplace implementation, 20% assessment) and 30 % theory (workshop).	
Theory / contact time	• 375 hours required for formal learning.
Workplace	• 700 hours required for workplace practice and transferring the learning. Formative assessment activities are included in the workplace learning time.
Assessment	• 175 hours required for assessment preparation, evidence collection and submission.
TOTAL NOTIONAL HOURS	• 1250 HOURS = 125 UNIT STANDARD CREDITS

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

Skills Programmes	Credits	Notional Hours	Days	Contact Session 30% (Hours)		Experiential Learning 70% (Hours)		FSA Days	TOTAL Notional Hours
				Theory	Practical	WPE	Ass Prep		
1	28	280	35	28	56	137	59	1	280
2	22	220	28	22	44	108	46	1	220
3	19	190	24	19	38	93	40	1	190
4	19	190	24	19	38	93	40	1	190
5	22	220	28	22	44	108	46	1	220
6	15	150	19	15	30	74	32	1	150
TOTALS	125	1250	156	125	250	613	263	66	1250

3 – Training media aids and equipment

Classroom set-up and space requirements

- U-shape room layout is preferable in order to facilitate learner interaction.
- Breakaway areas would be helpful for group work.

Training media and equipment

- Flipchart, flipchart markers, pens, laptop with windows media player
- Proxima or overhead projector and screen

Training aids

- Flash cards
- Learner guides
- Handouts

Part 5
Learner support Strategy

1 - Learner roles and responsibilities

The learner is expected to actively participate by:

- Taking part in and completing group activities, practical assignments and discussions.

- Planning and preparing for the training.

- Asking for support when needed.

- Giving meaningful input into and challenging the status quo.

- Finding new and better ways of doing things

- Developing sound and effective practices given the input from the facilitator and the rest of the group

- Complying with assessment requirements

2 – Provider roles and responsibilities

FACILITATOR/ECF/ASSESSOR/COACH/MENTOR:

The facilitator's role is that of; facilitation of learning, facilitation of evidence collection for assessment, preparation of candidates for assessment and assessment of learners. All of these roles require degrees of coaching and mentoring.

The relevant coaches/mentors will provide guidance and support before, during and after the learning intervention.

Before:

•   The facilitator will prepare the learner for the learning by ensuring that the purpose and pre-requisites of the course have been understood and met.

During:

•   The facilitator will provide all materials and resources necessary for learning to take place.

•   The facilitator will guide and support the learner during learning - ensure that learners understand and can practice the necessary skills.

• The facilitator will ensure that learning outcomes are achieved according to the learning and unit standard outcomes

• The facilitator will identify learners who are experiencing difficulties – content or otherwise – and take appropriate action to assist the learner in joining the main stream of learning.

• The facilitator will conduct formative assessments to determine learner level of competence and take corrective action based on the results of formative assessment.

After:

• The facilitator/workplace coach will assist the learner in implementing skills learnt in the workplace in the form of structured on-the-job activities, which are outlined in the Workplace Guide.

• The facilitator/workplace coach will conduct formative assessment for workplace activities to determine the learner's level of competence and take corrective action based on the results of formative assessment.

• The Evidence Collection Facilitator will assist the candidate in identifying and preparing for evidence collection for assessment.

• The Evidence Collection Facilitator will judge the evidence produced by the candidate and advise whether or not it is ready for assessment submission.

• The Assessor will plan and prepare the candidate for assessment as per the Assessment Guide.

• The Assessor will conduct the assessment, provide developmental feedback to the candidate and make an assessment judgment.

• The Assessor will guide and support the candidate for re-assessment purposes and communicate the company's appeals policy.

Part 6
Evaluation Strategy

1 – Evaluation purpose

To judge the value and effectiveness of the learning programme in terms of learner reactions, learning and change in behaviour

2 – Evaluation instruments

Assessment Instruments

Summative assessment conducted to judge the extent to which learners were able to competently perform the activities on – the – job

Moderation strategy

It is clearly indicated in the Moderation Policy and the Moderation Guide of the college

Post Course Learner Evaluations

Evaluation checklists completed by the learner at the end of the workshop to measure the level of learner satisfaction.

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)

Post Course Facilitator Evaluations

Evaluation checklists completed by the facilitator at the end of the workshop to indicate the extent to which the programme achieved the learning outcomes and criteria of the programme strategy

Facilitators'/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

Summary of work covered from day 1 to day 5

Day 1

Day 2

Day 3

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

No	Criteria / Question	Poor	Below Standard	Sufficient	Above Standard	Excellent
		1	2	3	4	5
1	Was communication regarding attendance of the programme efficient and effective?					
2	Was the Programme Coordinator helpful and efficient?					
3	Was the training equipment and material used effective and prepared?					
4	Was the training venue conducive to learning (set-up for convenience of learners, comfortable in terms of temperature, etc.)?					
	Additional Comments on Logistics and Support					

No	Criteria / Question	Poor	Below Standard	Sufficient	Above Standard	Excellent
		1	2	3	4	5
B	**Facilitator Evaluation**					
1	Learners were prepared and motivated to attend the programme					
2	Learners participated well and provided constructive input					
3	The programme allows for the use of a variety of methods, exercises, activities and discussions					
4	Learners were punctual and kept to the schedule					
	Additional Comments on Facilitation					

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No	Criteria / Question	Poor	Below Standard	Sufficient	Above Standard	Excellent
		1	2	3	4	5
C	**Learning Programme Evaluation**					
1	The learning outcomes of the programme are relevant and suitable.					
2	The content of the programme was relevant and suitable for the target group.					
3	The length of the facilitation was suitable for the programme.					
4	The learning material assisted in learning new knowledge and skills to apply in a practical manner.					
5	The Learning Material was free from spelling and grammar errors					
6	Hand-outs and Exercises are clear, concise and relevant to the outcomes and content.					
7	Learning material is generally of a high standard, and user friendly					

Spelling/ Grammatical Errors		
Trainer/Learner File, etc.	**Section/Page**	**What?**

	Additional Comments on Learning Material

Signature of Facilitator: _____

Date: _____