Curriculum Outline

61595

Further Education and Training Certificate:

Business Administration

Services Level 04

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A.   Key Elements and Outline

Key Elements and Outline of the Qualification 61595 "Further Education and Training Certificate: Business Administration Services" as an NQF Aligned Learning Programme:

Name of Programme	Further Education and Training Certificate: Business Administration Services
Purpose of Programme	This Qualification is for any individual who is or wishes to be involved in the Administration function within any industry, or non-commercial venture/organization. It is also the building block to advance the learner into the National Certificate in Business Administration Services: NQF Level 4. The Core Component of the Qualification offers the learner knowledge and skills in the Management of Records, Comprehension of written and verbal texts, Business Writing, Problem Solving, Ethics, Cultural Awareness, Self-Management and Self Development, Project Teamwork and Business Policies and Procedures. The Qualification through its Elective Component enables the learner to specialize in areas of Administration such as Reception, Executive Administration, Financial Literacy, Relationship Management, Legal Knowledge, Communication, Project Administration and Support, Call Centre 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 jobs. This Qualification is intended to enhance the provision of service within the field of Administration within all business and non-commercial sectors. The Qualification ensures progression of learning, enabling the learner to meet standards of service excellence required within the Administration field of learning, through building day-to-day Administration skills as well as general operational competencies. It will provide the broad knowledge, skills and values needed in the Administration field for all business and non-commercial sectors and will facilitate access to, and mobility and progression within, education and training. Qualifying learners could follow a career in: • Secretarial services • Reception services • Switchboard operations • Financial Administration • Banking Administration • Personal/executive assistant services • Technical assistance • Typing • Data capturing • Systems administration • Human Resources administration • Basic Contracts Administration • Legal Secretarial services • Reception supervision • Change administration and management • Relationship management • Project coordination.

Programme Duration	12-18 months
NQF Level	NQF 4
Exit Level Outcomes	On achieving this Qualification, the learner will:

On achieving this Qualification, the learner will:

Have knowledge of the procedures for stock and fixed asset control and be able to:
- Apply such knowledge and maintain the appropriate registers
- Ensure that employees have the resources they need on an on-going basis through efficiently ordering and distributing stationery and other requirements.

Develop Administrative systems together with other employees to:
- Control and keep all information required by the organisation up to date
- Ensure the confidentiality of information
- Control the availability of resources information
- Develop administrative procedures relating to the systems and to write them into a manual for use by other employees.

Improve organisational effectiveness, by being able to:
- Manage all Administration records him/herself
- Assist others in the organisation to do so

Present information that is routinely and regularly required, as well as specific information that is requested from time-to-time:
- Appropriate report format
- On time
- Using listening, reading and writing skills.

The learner will also be able to:
- Identify information sources so as to be able to quickly access information when it is required
- Liaise with clients (internal and external) to verify that the format used for reports serves the purpose
- Make amendments to report format and writing style, if necessary.

Manage service providers in that the learner will be able to:
- Identify appropriate service providers
- Institute the appropriate provisioning procedures to secure the service of providers
- Draw up contracts for the provision of services and goods by suppliers
- Monitor the delivery of the service and/or goods in terms of quality, quantity and time schedules for delivery
- Take appropriate action when service providers fail to deliver as agreed.

Be an effective employee in the Administrative section of an organisation by being able to:
- Plan and organise own work
- Establish and maintain sound working relationships
- Comply with the organisation`s ethics and code of conduct
- Maintain files and records as required
- Set personal goals and develop and manage him/herself in a business context.

Be aware of how fraud can be present in an office environment and assisting in its control by:
- Knowing what types of fraud can exist in an office environment
- Being aware of the legal and organisational implications surrounding fraud and either reporting it or failing to report it
- Analysing trends and the impact of fraud in the organisation/sector
- Being able to describe and be part of the implementation of fraud control measures as they relate to the level of authority of the learner.

Display Cultural awareness in dealing with customers and colleagues and utilising the differences in a positive way to enhance the effectiveness and image of the organisation.

Identify and solve work related problems together with others in the section so as to:
- Improve the working climate in the administration department
- Aid the effectiveness of the organisation

Apply efficient time management processes, procedures and techniques to:
- Improve his/her productivity
- Assist others in the administrative section to do likewise

Be an effective member of a team and be able to:
- Cooperate with others to carry out joint tasks
- Apply sophisticated teamwork skills
- Utilise diversity to its fullest capacity.

Become a knowledge worker and be able to:
- Monitor the media (newspapers, television, radio and magazines) and identify articles/news clips, etc that are applicable to Administration and/or the sector in which he/she works and see their implication for his/her organisation.
- Realise that he/she and his/her organisation are part of a larger system that is interdependent and dependant on other sectors
- Conduct basic research projects in relation to the Administrative function.

In particular, assessors should check that the learner can demonstrate an ability to consider a range of options and make decisions about the knowledge and skills demonstrated above so that the best option is chosen.

Critical Cross Field Outcomes	1. Identify and solve problems and make responsible ethical decisions within own limit of authority.
	2. Work effectively with others as a member of a team, group, organisation or community to achieve work unit objectives.
	3. Organise and manage oneself and one`s activities responsibly and effectively to plan, lead, organise and control towards achievement of work unit objectives.
	4. Collect, organise and critically evaluate information in order to measure performance.
	5. Communicate effectively using visual, mathematics and language skills in the modes of oral and/or written presentations to lead a team.
	6. The learner will be required to demonstrate an understanding of the world

	as a set of related systems by aligning work unit objectives to organisational strategy.
	7. Be culturally and aesthetically sensitive across a range of social contexts in managing and interacting with diverse people in the workplace.
	8. Use science and technology effectively in researching, recommending and implementing management solutions, showing responsibility towards the environment and health of others.
Learning assumed to be in place	It is assumed that learners are competent in: • Communication at NQF Level 3. • Mathematical Literacy at NQF Level 3 • Computer Literacy at NQF Level 3.
Recognition of Prior Learning	The structure of this Unit Standard based Qualification makes the Recognition of Prior Learning possible. Learner and Assessor will jointly decide on methods to determine prior learning and competence in the knowledge, skills, values and attitudes implicit in the Qualification and the associated Unit Standards. Recognition of Prior Learning will be done by means of an 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 in this Qualification • Obtaining this Qualification in whole or in part. All recognition of Prior Learning is subject to quality assurance by the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.

Learning Materials	The programme pack consists out of the following documents: 1. Learner Guides 2. Facilitator Guides 3. Portfolio Guide 4. Assessment Guides 5. Formative Assessment 6. Summative 7. Moderator Guide

Credit Value	A minimum of 140 credits is required to complete the Qualification. In this Qualification the credits is 162 and are allocated as follows: ➢ Fundamental: 56 credits. ➢ Core: 73 credits. ➢ Electives: 33 credits.

Module 1: Self-management in business

ELO	US Type	NLRD	US Title	Level	Credits
	Core	110021	Achieve personal effectiveness in business environment	4	6
	Core	10022	Comply with organisational ethics	4	4
	Core	7791	Display cultural awareness in dealing with customers and colleagues	4	4
	Core	10135	Work as a project team member	4	8
	Core	13943	Analyse new developments reported in the media that could impact on a business sector or industry	4	10
			Total Credits		**32**

Module 2: Business Administration

ELO	US Type	NLRD	US Title	Level	Credits
	Core	13941	Apply the budget function in a business unit	4	5
	Core	13945	Describe and apply the management of stock and fixed assets in a business unit	4	2
	Core	109999	Manage service providers in a selected organisation	4	5
	Core	110026	Describe and assist in the control of fraud in an office environment	4	4
	Core	110009	Manage administration records	4	4
	Core	14552	Contract service providers	4	3
	Core	110003	Develop administrative procedures in a selected organisation	4	8
			Total Credits		**31**

Module 3: Business Management

ELO	US Type	NLRD	US Title	Level	Credits
	Core	110023	Present information in report format	4	6
	Core	15234	Apply efficient time management to the work of a department/division/section	5	4
	Elective	13929	Co-ordinate meetings, minor events and travel arrangements	3	3
	Elective	13928	Monitor and control reception area	3	4
	Elective	10388	Interpret basic financial statements	4	3
	Elective	10140	Apply knowledge of self & team in order to develop a plan to enhance team performance	3	**8**
			Total Credits		**28**

Module 4: Business Calculations

ELO	US Type	NLRD	US Title	Level	Credits
	Fundamental	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	4	6
	Fundamental	12417	Measure, estimate & calculate physical quantities & explore, critique & prove geometrical relationships in 2 and 3 dimensional space in the life and workplace of adult with increasing responsibilities	4	4
	Fundamental	7468	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	4	6
			Total Credits		**16**

Module 5: Business Communication 1

ELO	US Type	NLRD	US Title	Level	Credits
	Fundamental	12153	Use the writing process to compose texts required in the business environment	4	5
	Fundamental	8976	Write for a wide range of contexts	4	5
	Fundamental	8975	Read analyse and respond to a variety of texts	4	5
	Fundamental	8974	Engage in sustained oral communication and evaluate spoken texts	4	5
			Total Credits		20

Module 6: Business Communication 2

ELO	US Type	NLRD	US Title	Level	Credits
	Fundamental	8968	Accommodate audience and context needs in oral communication	3	5
	Fundamental	8972	Interpret a variety of literary texts	3	5
	Fundamental	8969	Interpret and use information from texts	3	5
	Fundamental	8970	Write texts for a range of communicative contexts	3	5
			Total Credits		20

B.   Notional Hours Matrix

The notional hours matrix below indicates the relationship between theory, practical, workplace and FSA component in relation to time (days) spent in various learning and experiential (workplace) environments:

Modules	Credits	Notional Hours	Days	Contact Session 30% (Classroom Hours)		Experiential Learning 70% (Workplace Hours)		FSA Hours	TOTAL Notional Hours
				Theory	Practical	WPE	Assess. Prep		
1	32	320	40	32	64	157	67	40	320
2	31	310	39	31	62	152	65	56	310
3	28	280	35	28	56	137	59	40	250
4	16	160	20	16	32	78	34	24	160
5	20	200	25	20	40	98	42	32	200
6	20	200	25	20	40	98	42	32	200
TOTALS	147	1470	184	147	294	720	309	224	1470

C.   Rollout Strategy

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

Period (Month)	Unit Standards	Learning Area (Hours)			Assess Prep (Days)	FSA (days)	Total Days	Credits	Notional hours
		Class	Practical	Work					
Jan	110021				1	1		6	60
	10022				1	1		4	40
Feb	7791	96	112	112	1	1	50	4	40
	10135				1	1		8	80
Mar	13943				1	1		10	100
Total Quarter 1 (days)		**12**	**14**	**14**	**5**	**5**	**50**	**32**	**320**
Apr	13941				1	1		5	50
	13945				1	1		2	20
May	109999				1	1		5	50
	110026	93	108.5	108.5	1	1	51	4	40
	110009				1	1		4	40
June	14552				1	1		3	30
	110003				1	1		8	80
Total Quarter 2 (days)		**11**	**13**	**13**	**7**	**7**	**51**	**31**	**310**
July	110023				1	1		6	60
	15234				1	1		4	40
	13929				1	1		3	30
Aug	7790	111	129.5	129.5	1	1	62	3	30
	10140				1	1		8	80
	9015				1	1		6	60
	12417				1	1		4	40
Sep	7468				1	1		6	60
Total Quarter 3 (days)		**14**	**16**	**16**	**8**	**8**	**62**	**37**	**400**
Oct	12153				1	1		5	50
	8976				1	1		5	50
	8975				1	1		5	50
Nov	8974	120	140	140	1	1	66	5	50
	8968				1	1		5	50
	8972				1	1		5	50
Dec	8969				1	1		5	50
	8970				1	1		5	50
Total Quarter 4 (days)		**15**	**17.5**	**17.5**	**8**	**8**	**66**	**40**	**400**
Grand Total		**52**	**60**	**60**	**28**	**28**	**229**	**140**	**1470**

D.   Curriculum Outline

Module 1: *Self-management in business*
Unit Standard No: 110021
Unit Standard Name: Achieve personal effectiveness in business environment

S/O No	Specific Outcome		Learning Outcomes
1	Plan and organise own work	233-240	Knowledge of the business environment is demonstrated with relation to people, legislation, and documentation.
			Planning aids are described and used in line with scheduling techniques, time management and work prioritisation, to plan and monitor work.
			(Diaries, Schedules, Action plans.)
		241-246 Act14	Routine and unexpected tasks are identified and prioritised according to organisational procedures. CCFO IDENTIFYING
			Work plans change accordingly where changes in priority occur. CCFO ORGANISING
			Anticipated difficulties in meeting deadlines are promptly reported to the appropriate person
2	Establish and maintain working relationships	250-254	Team working, relationship and conflict management, and communication styles are described in relation to the specific organisational culture and context.
		256-258	Information is provided to internal and external customers in line with routine requirements and on-off requests.
		258-263	Information, advice and resources required are elicited from the appropriate people. CCFO COLLECTING
			Commitments to others are met within agreed timescales.
		254-258	Communication methods and styles employed are appropriate to the individual situation. CCFO COMMUNICATING / SCIENCE
			(Written, Verbal, Electronic)
		258-263	Any communication difficulties are acknowledged and action is taken to resolve them. CCFO CONTRIBUTING
			Opportunities are taken to promote the image of the department and organisation to internal and external customers.
3	Maintain files and records	282-299 318-335 Act 19	Information sorting, handling and storage procedures are explained in line with organisational policy.
			New documentation and records are filed in the filing system in line with organisational procedures. CCFO WORKING
			Item movements are monitored and recorded where necessary.
		282-288	Documentation and records are stored and kept according to organisational and legal requirements. (Documentation - Incoming correspondence, Copies of outgoing correspondence, Financial records Legal requirements - Document retention, Confidentiality.)
		312-316 Act 17 Act 18	Out of date information is dealt with in accordance with organisational procedures. CCFO DEMONSTRATING
			Opportunities for improving filing systems are identified and brought to the attention of the appropriate person. (Manual and Computerised filing systems.)
EEK	Act 15, 282-288		The legislation governing the selected business sector in relation to administrative procedures
	308-317		The business environment
	231-233		Methods for planning, time management, team working, relationship management, conflict management and communication
	Act 17, 278-299		Information management and filing systems
	258-263		Cross cultural awareness

Module 1: *Self-management in business*

Unit Standard No: 10022

Unit Standard Name: Comply with organisational ethics

S/O No	Specific Outcome	Page	Learning Outcomes
1	**Describe the code of conduct and ethical issues** **CCFO CONTRIBUTING**	106	The Purpose of the code of conduct is explained.
		107	The principles of a code of conduct are identified and explained.
		108-109	The relationship between the code of conduct and successful marketing is explained. CCFO DEMONSTRATING
			The implication the code of conduct and ethics has on an organisation is explained.
2	**Adhere to code of conduct**	Act 5 p107	Code of conduct is sourced and obtained.
		Act 6 p110	Code of conduct is read, studied and explained.
		p111-112	Code of conduct is applied and implemented.
		Act 7 p113/4	Deviations from the code are identified and remedial action is taken to comply.
3	**Identify and understand the ethical issues in the Organisation** **CCFO COLLECTING**	116 / 121-124	Ethical issues are identified. CCFO IDENTIFYING
		117	Ethical issues are explained.
		Act 8 125-130	Ethical issues are acted upon and applied
			Deviations from ethical issues are identified and remedial action is taken to comply.
UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE			
1	Activity 6	A comprehensive knowledge of the company`s / organisation`s code of conduct	
2	Activity 7	A broad understanding of the ethics which apply to marketing issues in an organisation	
3	106-106	A basic understanding of how codes of conduct and ethics fit into a marketing organisation	

Module 1: *Self-management in business*
Unit Standard No: 7791
Unit Standard Name: Display cultural awareness in dealing with customers and colleagues

S/O No	Page	Specific Outcome
1	42/47	Explain the importance of being knowledgeable about the culture of overseas visitors. CCFO CONTRIBUTING
2	41/43	Explain the importance of awareness of verbal and non-verbal communication when dealing with tourists. CCFO COMMUNICATING
3	42/46 Act 1.1-1.3	Anticipate and deal with customer`s needs within the context of their culture. Range - Local customers, domestic tourists, international tourists. CCFO CONTRIBUTING
4	87-88	Describe steps to prevent or resolve misunderstandings between visitors and staff. CCFO COMMUNICATING & CONTRIBUTING
5	48-75 Act 2	Identify South Africa`s main international tourist groups and describe relevant aspects of their cultures and needs as customers. Range - Eastern & Western Europe, North & South America, Asia, Australia, Southern Africa
6	43-44	Interact with tourists using appropriate verbal and non-verbal communication at all times. Range - Eye contact, gestures, body language. CCFO COMMUNICATING
7	76-82 Act 3	Identify the main population groups within the community, workplace and province, and describe their cultures. Range - Language (verbal/non-verbal), food & drink preferences, traditions/customs/lifestyles/beliefs
8		Show consideration for cultural norms and differences of main population groups when dealing with customers and people in the workplace. Range - Colleagues, customers, managers/supervisors. CCFO COMMUNICATING & CONTRIBUTING
9	87-91 Act 4	Take appropriate action to resolve problems arising from cultural differences. CCFO CONTRIBUTING
10	83-86	Make suggestions to assist colleagues to deal with cultural differences, in order to improve customer service or working relationships. CCFO CONTRIBUTING

Module 1: *Self-management in business*
Unit Standard No: 10135
Unit Standard Name: Work as a project team member

S/O No	Specific Outcome		Learning Outcomes
1	**The criteria for working as a member of a team** **CCFO Identifying**	141-142	Criteria for working as a member of a team are identified and explained
		143-148	Behaviours conducive to working as a member of a team are identified and explained
		149-155	Team dynamics are identified and explained
2	**Work autonomously and collaborate with other team members**	142/143, 152	Team members are given sufficient support for them to achieve their work / project objectives
		144/145	Team members are consulted with
		155-160	Authority levels of all team members are identified and applied
		160-168	Collaboration reflects the needs of all team members
3	**Contribute to building relations between team members and stakeholders** **CCFO Organising**	Act 11 – p182-184	The importance of building relations between team members and stakeholders is explained
		186-192, Act 13	Stakeholders are identified and their needs explained
		194-202	Communications with stakeholders encourages open and frank discussions
			Commitments to stakeholders are honoured and met
4	**Make a positive contribution to team coherence, image and spirit** **CCFO Working**	174-179	The needs and objectives of team members are identified and explained CCFO COLLECTING
		165-168	Methods and techniques for building team coherence and spirit are identified and explained
		152-155	Team member actions are conducive to team coherence, spirit and image
		165-166	Trust and support of colleagues is gained through applicable behaviours
		144-145	Feedback is provided which leads to constructive working relationships CCFO COMMUNICATING
5	**Respect personal, religious, cultural, ethical differences to enhance interaction between team members**	203-204	Differences between team members are identified and acknowledged
		211-214	The importance of showing respect is explained
		205-209	Team members are treated in ways which that demonstrate respect for individuals CCFO DEMONSTRATING
		211-214	Behaviours, which are of concern to individuals, are discussed promptly and openly with those concerned
Essential Embedded Knowledge	144-146		Methods for communicating with team members
	Act 10 p170		Methods and techniques of how people work in teams and groups.
	142-144, 145-146, Act 9 152		Principles for creating productive teams and working relationships
	175-179		Types of information concerning team members, which must be treated confidentially
	205-209		The organisational plans and activities, emerging threats and opportunities which are relevant to the work of colleagues and about which they need to be informed
	160-168		Principles for creating productive communications with team members
	76-83		Ethnic and cultural norms of team members and stakeholders
	214-219		Principles for exercising tolerance, empathy and self-control

Module 1: *Self-management in business*

Unit Standard No: 13943

Unit Standard Name: Analyse new developments reported in the media that could impact on a business sector or industry

S/O No	Specific Outcome		Learning Outcomes
1	Analyse articles and reports from current print and electronic material **CCFO IDENTIFYING**	358-373	Articles and reports on events, both global and national that could result in changes in a specific business sector or industry are collected over a period of at least 6 months.
			The articles are summarised showing insight into how the reported events could impact on a business sector or industry in South Africa and/or internationally.
			The events are summarised in a table, ranked to indicate the relative importance of each event for a business sector or industry in South Africa.
			Controversial issues related to a business sector or industry are analysed and own views are expressed and substantiated in plain language. CCFO COMMUNICATING
			Current events in the political and legislative environments are interpreted and an indication is given of their possible impact on a specific business sector or industry.
2	Demonstrate knowledge and understanding of the latest innovations and developments in technology	374-378	New innovations or developments in technology that could affect a specific business sector or industry are described and an indication is given of how the innovation or technology could impact on the business sector or industry.
			The possible impact of the innovation on a specific business sector or industry is explained and an indication is given of the possible time frame before the technology becomes readily available.
			The pros and cons of the new innovations or technology are investigated and summarised in a table. CCFO ORGANISING
			A recommendation is made as to whether the innovations should be further investigated and how they could add value to a particular organisation.
3	Analyse proposed business or industrial development that could impact on the physical environment	379 Act20 CCFO COLLECTING	Articles and reports on events, both global and national on proposed business or industrial developments that could impact on the physical environment are collected over a period of at least 6 months
			The articles are summarised showing insight into how the reported events could impact on the physical environment in South Africa and/or internationally.
			The events are summarised in a table and ranked to indicate the relative impact of each event on the physical environment.
			Controversial issues related to a business or industrial development are analysed and own views are expressed and substantiated in plain language.
			The sustainability of the proposed development is discussed from the point of view of both the developer and the environment.
4	Analyse issues in the media relating to labour that could impact on a business sector or industry **CCFO WORKING**	380-387 Act 21	Wage negotiations in a specific sector are discussed with reference to increases in salaries and trends in the sector. CCFO DEMONSTRATING
		389-394 Act 22	The sustainability of developments in a business sector or industry are analysed in relation to ongoing employment.
		395-404	Incidents involving withholding of labour and other protests are analysed to identify the outcomes of the action.
		409-412	The role of the Unions in a specific business sector or industry is identified and an indication is given of the issues addressed in their deliberations.
		Act 23	Articles relating to unemployment and job losses in a business sector or industry are examined and an indication is given of possible reasons for a trend.
			The impact of HIV/AIDS on a business sector or industry is determined from reports in the media and an indication is given of what if anything the business sector or industry is doing to manage the impact of the pandemic in the sector.

Module 2: Business Administration
Unit Standard No: 13941
Unit Standard Name: Apply the budget function in a business unit

S/O No	Specific Outcome	Page	Learning Outcomes
1	**Explain the concept of budgeting pertinent to an area of responsibility**	28-48	The concept of a budget is explained with reference to expenditure in an area of responsibility
			The budgeting technique employed is explained by means of worked examples. (Budgeting techniques may include, but are not limited to, forecasting based on historic data, and zero-based budgeting)
2	**Determine the elements of a budget in an area of responsibility**	49-57	The elements of the budget are identified for the resources required to meet the objectives
			Internal and external constraints on a budget are identified in terms of an own organisational context
3	**Monitor and control actual expenses against budget**	58-65	Actual expenses are monitored according to Standard Operating Procedures
			Variances are identified and corrective measures are proposed and/or taken according to Standard Operating Procedures

CRITICAL CROSS FIELD OUTCOMES	Page/Activity
UNIT STANDARD CCFO ORGANISING Learners are able to make decisions in determining the elements of a budget and in monitoring and controlling expenses.	**Activity 1 p54**
UNIT STANDARD CCFO COLLECTING Learners are able to identify variances between actual expenditure and the budget	
UNIT STANDARD CCFO COMMUNICATING Learners are able to communicate effectively in identifying substantiating the internal and external contents of a budget	**58-65**
UNIT STANDARD CCFO DEMONSTRATING Learners are able to demonstrate an understanding of the world as a set of related systems when monitoring and controlling the actual expenses of a budget	**56-57**

Module 2: Business Administration
Unit Standard No: 13945
Unit Standard Name: Describe and apply the management of stock and fixed assets in a business unit

S/O No	Specific Outcome	Page	Learning Outcomes
1	**Differentiate between fixed assets and stock in a business unit**	76-83	The concepts of fixed assets and stock are explained with examples.
			The different fixed assets in a business unit are identified and an indication is given of the purpose of each asset in the business unit.
			Stock in a business unit is identified and a list is compiled of the stock usually needed in a business unit.
			The problems that occur in a specific business unit if there is insufficient stock are indicated and a plan is compiled to ensure that the required stock is available when needed.
			Problems if a business unit has too much stock are explained and an indication is given of how stockpiling impacts on the bottom line of the business.
2	**Explain the influence that stock management can have on the profitability of a business**	84-101	The need for stock control is explained with reference to fraud, theft, carelessness and ensuring sufficient stock.
			Two different ways of managing stock are explained with reference to records and stocktaking.
			The importance of quality, quantity, time, price and source in managing stock are explained with examples.
			The rate of stock turnover for a business unit is calculated and an indication is given of how knowing turnover assists in planning.
			An Economic Ordering Quantity Model (EOQ) model is explained and applied to a business unit to calculate the optimum stock level for three items in a business unit.
3	**Explain the management of fixed assets in a business unit**	102-110	The fixed assets in a business unit are identified from a balance sheet.
			The asset register for a business unit is updated for three case studies.
			The valuation of assets in a business unit is explained with reference to depreciation and investment.
			Reasons for depreciation are explained with examples and an indication is given of the purpose of depreciation.
4	**Apply the basic principles of stock and fixed asset management to a business unit**	111-127	The risk associated with the management of stock in a business unit is identified and quantified in terms of probability and severity.
			The risk associated with the management of fixed assets in a business unit is identified and quantified in terms of probability and severity.
			A system for managing stock in a business unit is applied with reference to ensuring sufficient stock, control of costs and the value of the stock
			A plan is designed to minimize the risk associated with fixed assets in a business unit.

CRITICAL CROSS FIELD OUTCOMES	Page/Activity
UNIT STANDARD CCFO ORGANISING Learners can manage themselves and their activities responsibly and effectively in proposing ways of managing stock and fixed assets in a business unit. Learners are able to make decisions in suggesting ways of evaluating the probability and severity of risk associated with the management of fixed assets and stock and designing plans to minimise the risk.	Activity 5
UNIT STANDARD CCFO COLLECTING Learners are able to collect, organise and evaluate information when identifying stock and fixed assets in a business unit.	Activity 3
UNIT STANDARD CCFO COMMUNICATING Learners are able to communicate effectively and responsibly when explaining the basic management of stock and fixed assets.	Activity 5
UNIT STANDARD CCFO DEMONSTRATING Learners are able to demonstrate an understanding of the world as a set of related systems recognising the relationship between the management of stock and fixed assets and the profitability of a business.	Activity 4

Module 2: Business Administration
Unit Standard No: 109999
Unit Standard Name: Manage service providers in a selected organisation

S/O No	Specific Outcome	Page	Learning Outcomes
1	**Describe the elements of service provider management**	138-144	The importance of developing and signing contracts with providers is described in terms of delivery of the final product.
			Different elements of contracts are described in terms of organisational requirements.
			The impact of service providers` delivery is described in terms of resource requirements, financial impact and time.
			The deliverables of at least three providers to a selected organisation are formulated from real examples.
2	**Develop contracts for service providers**	145-167	Categories of service providers are identified who service a selected organisation.
			Outputs for four categories of service providers are listed in terms of the types of service provider and the requirements of organisation.
			Project plans for four service providers for the delivery of products or services are constructed in terms of the requirements of the organisation.
			Contracts are drawn up for four service providers based on the project plans drawn up and legal requirements.
3	**Evaluate the deliverables of service providers**	168-171-	On-going monitoring of service provision is conducted in terms of the contract signed.
			Final outputs of service providers are checked in terms of quality and date of delivery against signed contract.
			Payments for services are made based on signed contracts and satisfactory delivery of products.
4	**Manage service providers who do not deliver on contracts**	172-176	The cost of lack of delivery is calculated based on impact on the business.
			An investigation is conducted into the reasons for the lack of delivery.
			Different courses of action are identified based on contractual agreements, legal options, cost implications and impact on business to include cancellation of contract and legal action.
			An identified course of action is implemented based on legal obligations and organisational requirements.

CRITICAL CROSS FIELD OUTCOMES	
UNIT STANDARD CCFO IDENTIFYING - Identify and solve problems in the identification of problems related to a lack of delivery by service providers and the decision regarding how to respond to this.	Activity 6
UNIT STANDARD CCFO COLLECTING - Collect, organise and critically evaluate information by collecting information regarding the impact on a micro-finance institution of lack of delivery by a service provider.	
UNIT STANDARD CCFO COMMUNICATING - Communicate effectively using visual, mathematical and / or language skills in the modes of oral and / or written persuasion. Verbal communication is required during the process of negotiating ad agreeing a contract with a service provider.	Activity 7
UNIT STANDARD CCFO DEMONSTRATING - Be culturally and aesthetically sensitive across a range of social contexts when managing contract and when managing service providers who do not deliver on contracts.	Activity 8
UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE	
A demonstrated understanding of: • Legal contracts.	145-157

Module 2: Business Administration
Unit Standard No: 110026
Unit Standard Name: Describe and assist in the control of fraud in an office environment

S/O No	Specific Outcome		Learning Outcomes
1	**Describe fraud as it occurs in an office environment**	233-236	The concept of fraud is explained with authentic examples.
			Areas in the industry where fraud could be committed are identified for a selected business sector and an indication is given of the parties who could be involved in fraud for each possible area.
			Three possible indicators of fraudulent activity are listed and an indication is given of how these could be identified in practice.
			A portfolio of evidence of fraud is collected for three case studies involving at least three different parties.
2	**Demonstrate knowledge and understanding of legal aspects relating to fraud in a selected business**	237-244	Legislation governing fraud is identified as it applies to a selected business sector.
			The legal recourse available to employers in cases of fraud is identified with authentic examples of each.
			The consequences of committing fraud are explained for at least three different parties.
			The impact of fraud is explained in relation to the impact that it has on a selected business sector.
3	**Demonstrate knowledge and understanding of internal processes around the investigation of fraud**	245-262-	The internal policy relating to fraud is described for a selected organisation or case study.
			The procedure followed if fraud is suspected is explained with reference to a particular incident or case study.
			The process followed in order to gather evidence and present a case is described with reference to a particular incident or a case study.
			Tools that are available for information management are described with reference to a particular organisation or a case study.
			The importance of confidentiality in an assessment investigation is explained and an indication is given of the possible consequences if there is a breach of confidence.
4	**Analyse trends and the impact of fraud in a selected business sector**	263-275	A case study of a data set is compiled and trends in the data are identified to provide a benchmark against which to measure suspicious incidences in own work situation.
			Data is analysed to establish trends in fraud generated by an organisation within a selected business sector.
			A recommendation for possible corrective measures is made based on an identified trend or suspicious incidence.
			The potential impact if fraud is not identified and managed is described for a particular incident or case study.
5	**Explain and assist with control mechanisms used to contain fraud in a selected business sector**		Possible control measures that could be used to manage fraud are listed for at least three parties.
			The risk, if an organisation within a selected business sector does not implement adequate control measures, is explained with reference to specific examples.
			Assistance is given with the implementation of antifraud measures, where possible at the level of authority of the learner.

CRITICAL CROSS FIELD OUTCOMES	Page/Activity
UNIT STANDARD CCFO IDENTIFYING - Learners are able to identify and solve problems in recommending possible corrective measures when suspicious incidences or trends are identified.	Activity 13
UNIT STANDARD CCFO WORKING - Learners are able to work as a member of a team in following company procedures relating to fraud.	
UNIT STANDARD CCFO ORGANISING - Learners are able to organise and manage themselves effectively by becoming responsible citizens in identifying incidences of fraud in an office environment.	Activity 14/15
UNIT STANDARD CCFO COLLECTING - Learners are able to collect, organise and critically evaluate information in gathering evidence and presenting a case and to describe the control of fraud in an office environment.	
UNIT STANDARD CCFO COMMUNICATING - Learners are able to communicate effectively in explaining concepts and the consequences of fraud and presenting a portfolio of evidence.	Activity 13
UNIT STANDARD CCFO SCIENCE - Learners are able to use science and technology effectively and critically showing responsibility towards the environment and the health of others in using a computer system to manage fraud.	Activity 14/15
UNIT STANDARD CCFO DEMONSTRATING - Learners are able to demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation in understanding the effect of fraud in an office environment on different parties and the risk if adequate control measures are not in place.	Activity 13
UNIT STANDARD CCFO CONTRIBUTING - Learners are able to act as a responsible citizen in understanding the concept and impact of fraud in an office environment.	Activity 13/16
ESSENTIAL EMBEDDED KNOWLEDGE	

Module 2: Business Administration
Unit Standard No: 110009
Unit Standard Name: Manage administration records

S/O No	Specific Outcome	Page	Learning Outcomes
1	**Control and deal with confidential information & documents**	187-205	Confidential information is defined and described for a specific organization.
			The system and procedures used for dealing with confidential information is explained with examples.
			Documents are secured in an appropriate manner and within an agreed time frame.
			Utmost care is taken to avoid compromising any relevant stakeholder.
2	**Control and evaluate ordering and distribution of office stationery**	206-216	A plan is presented to effectively control office stationery policies, procedures and strategies.
			Plans are developed on how to monitor, maintain and improve stock levels in accordance with organisational requirements.
			Effective shrinkage controls are developed and implemented for an organisation.
			Evidence of accurate reports are produced reflecting stationery movements for a given period.
			The control of the administration system and procedures is explained and applied to ensure effective administering of stationery.
			Documentation for control of stationery completed accurately, complete, complying with requirements explained to employees.
			Effective stationery control procedures, systems and follow up actions are evaluated and explained.
3	**Implement control measures with individuals**	217-221	Contracted control measures are implemented and non-conformances are identified for reporting to person with the authority to deal with them.
			Non-conformances are recorded and corrective actions negotiated according to organisational requirements.
			Reported non-conformance is handled in accordance with organisational policies and procedures and is duly recorded.

CRITICAL CROSS FIELD OUTCOMES	Page/Activity
UNIT STANDARD CCFO IDENTIFYING - Identify and solve problems which are related to co-ordination and maintenance of effective office procedures and processes	Activity 9
UNIT STANDARD CCFO WORKING - Work effectively with others when controlling confidential information, office stationery and individuals	Activity 10
UNIT STANDARD CCFO COLLECTING - Collect, analyse, organise and critically evaluate information pertaining to the smooth operating of an office	Activity 12
UNIT STANDARD CCFO COMMUNICATING - Communicate effectively with individuals while coordinating and maintaining effective office procedures/processes	Activity 10
UNIT STANDARD CCFO SCIENCE - Use science and technology where possible in the control and maintenance of office stationery	Activity 12
UNIT STANDARD CCFO DEMONSTRATING - Understand the world as a set of related systems	Activity 12

where an ineffective office leads to poor productivity/organisational image	
UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE	
• A comprehensive understanding of organisational policies, procedures and systems	Activity 9/10
• Methods and techniques for controlling individuals	Activity 12
• Stationery purchasing and distribution procedures and budget levels	Activity 11
• Authorisation levels and individuals.	Activity 12

Module 2: Business Administration
Unit Standard No: 14552
Unit Standard Name: Contract service providers

S/O No	Specific Outcome	Page	Learning Outcomes
1	**The need to contract service providers identified and verified**	285-296	The nature of services to be provided, related to specific programmes, projects, etc, is identified with a view to obtaining an outside provider to deliver the service
			Relevant stakeholders and role players are informed and their input incorporated regarding the appropriateness of the need for service providers
2	**Basic terms of reference (ToR) are drafted to outline the nature of the service provision required**	297-306	The nature of the service provision is divided into relevant clusters in accordance with the nature of the services
			The specifications for the services required are outlined for possible service providers
3	**Source appropriate service providers**	307	Most appropriate method to source the providers is identified for appropriate use.
			Most appropriate method to source the providers is implemented when required
4	**Service providers are contracted**	308-314	Applications/tenders assessed for most appropriate provider that meets needs
			Recommendation are made as to the most appropriate provider
			The service provider agreement is signed by appropriate authority figure
			The decision of the appointment team is conveyed to all tenderers in writing

CRITICAL CROSS FIELD OUTCOMES	Activity/Page
UNIT STANDARD CCFO ORGANISING - The learner is able to demonstrate ability to organise and manage his/her own learning activities responsibly and effectively.	Activity 17
UNIT STANDARD CCFO COLLECTING - The learner is able to demonstrate ability to collect, organise and critically evaluate information provided by the possible providers in their applications.	Activity 18
UNIT STANDARD CCFO COMMUNICATING - The learner is able to demonstrate ability to communicate effectively both internally and externally by communicating the results of the assessment process with all applicants and other relevant persons within his/her own organisation.	
*UNIT STANDARD CCFO CONTRIBUTING - T*he learner is able to demonstrate ability to: • Make responsible decisions in the process of assessing training providers and appropriate methods of sourcing providers. • Reflect on and explore a variety of instruments for assessing providers. • Be culturally and aesthetically sensitive when deciding the instruments utilised to source and assess applicants. • See the world as a set of related systems in drafting the Terms of Reference for the service providers.	
ESSENTIAL EMBEDDED KNOWLEDGE	
Computerised Database software programme	307
Different methods followed in the organisation to source providers	307
Tools for assessment of proposals	307-313

Module 2: Business Administration
Unit Standard No: 110003
Unit Standard Name: Develop administrative procedures in a selected organisation

S/O No	Specific Outcome	Page	Learning Outcomes
1	**Demonstrate an understanding of the administrative systems required**	325-346	A list of all administrative systems required in a selected business environment is compiled including client-filing systems, staff administrative systems and business systems.
			The elements and usage of each system is described in relation to company and legal requirements.
			Resources such as staff, information technology, and office space and management requirements for the development of these administrative systems are listed and ways of finding these resources are identified in a specific business institution.
2	**Develop and update administrative systems in a specific business environment**	347-353	The administrative requirements are identified to meet the specific needs of a selected business organisation.
			The identified administrative systems are developed in accordance with the organisational and legal requirements. (The systems to be developed are restricted to four.)
			The administrative systems and procedures identified are presented to management and staff for approval.
			Feedback is obtained from management and staff regarding the suitability of the systems on specifically designed feedback forms.
			Agreed changes are made to the systems
3	**Develop systems to keep administrative information at the required level of confidentiality**	354-355	Administrative information, which should be kept confidential, is identified in accordance with legal, company and industry requirements and practices.
			Systems are developed to keep administrative information and records confidential and maintain secrecy of such information as required legally and by the company.
			Mandates for access to confidential information are identified for administrative and other staff according their job role.
4	**Develop policies and procedures on administrative systems and write them into a manual**	356-364	Procedures, which are in alignment with legislative and organisational requirements, are developed for the administrative systems. (Systems are limited to four.)
			The procedure for each element of the administration system is explained to employees in line with the policies developed.
			Procedures, which are in alignment with legislative and organisational requirements, are developed for the administrative systems. (Systems are limited to four.)

CRITICAL CROSS FIELD OUTCOMES	Activity/Page
*UNIT STANDARD CCFO IDENTIFYING - I*dentify and solve problems through the identification of the administrative needs of a selected business and the development of appropriate procedures to meet these needs.	Activity 20
UNIT STANDARD CCFO ORGANISING - Organise and manage oneself and one`s activities responsibly and effectively in the development of administrative systems	Activity 19
UNIT STANDARD CCFO COMMUNICATING - Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written persuasion by communicating the administrative systems to all stakeholders	Activity 20
ESSENTIAL EMBEDDED KNOWLEDGE	
The legislation governing the selected business sector in relation to administrative procedures	Activity 19/20/21

Module 3: Business Administration
Unit Standard No: 110023
Unit Standard Name: Present information in report format

S/O No	Specific Outcome	Page	Learning Outcomes
1	**Relate the purpose, content, form, frequency and recipients of a range of reports to the information needs of a selected business**	28-48	The regular reports are identified for a selected organisation (5 Reports)
			The information needs of the organisation are linked to the purpose of each identified report
			A template is drawn up for each report in the company specific format including the mandatory content headings
			A table is created listing each report, its purpose, the regular recipients and frequency of distribution
2	**Identify information sources and organisational procedures for obtaining and distributing information relevant to a selected business function**	49-63	A table is created listing each report and the information sources required for input to the report. The information sources are linked to specific headings within the report
			A table is drawn up listing each information source, from whom it is obtainable, when it is available, its level of confidentiality, and to whom it should be returned
			Company procedures for obtaining information sources are identified for each information source and linked to the table above
3	**Compile reports related to a selected business function, ensuring content and format are appropriate to information requirements and that reporting deadlines are met**	64-68	The identified reports are compiled using current information (3 Reports)
			The created templates are used to write the reports and any necessary modifications are made and noted, to ensure compliance with business requirements
			The identified information sources are used to provide the information required by the organisation
			The report is distributed in the required manner in time to meet the specified deadline. (e-mail, postage, internal mail, courier, and delivery)
4	**Liaise with relevant parties and verify that reported information is in accordance with requirements and purpose of the report**	69-71	A table is compiled listing each of the relevant recipients of the reports, a space for comments and an overall rating of the report in terms of whether it meets their information requirements and purpose
			The form is distributed to recipients and their comments evaluated to determine useful of report
			Possible amendments to reports are made in line with suggestions from recipients

CRITICAL CROSS FIELD OUTCOMES	Page
UNIT STANDARD CCFO IDENTIFYING - Learners are able to identify and solve problems in which responses show that responsible decisions using critical and creative thinking have been made when linking information sources to the purpose and form of the report, and when creating report templates, and when ensuring that the report meets the requirements of the full spectrum of recipients.	**P 28-48**
UNIT STANDARD CCFO WORKING - Learners are able to work effectively with others in liaising with the report recipients.	**Activity 5**
UNIT STANDARD CCFO ORGANISING - Learners are able to organise themselves and their own activities to ensure that the reports are distributed on schedule.	**Activity 5**
UNIT STANDARD CCFO COLLECTING - Learners are able to collect, organise and critically evaluate information when gathering the information required in the report and organising and collating it into the report as required by the relevant parties.	**Activity 3-4**
UNIT STANDARD CCFO COMMUNICATING - Learners are able to communicate effectively using visual, mathematics and language skills in the modes of oral and/or written presentations in.	**Activity 3-4**
UNIT STANDARD CCFO SCIENCE - The learner is able to use science and technology effectively and critically when creating templates, compiling the report and using the required distribution system to deliver the report.	**Activity 3-4**
UNIT STANDARD CCFO DEMONSTRATING - Learners are able to demonstrate an understanding of the world as a set of related systems by considering the needs of all relevant parties	**P 28-48**
ESSENTIAL EMBEDDED KNOWLEDGE	**Page**
N/A	

Module 3: Business Administration
Unit Standard No: 13929
Unit Standard Name: Co-ordinate meetings, minor events and travel arrangements

S/O No	Specific Outcome	Page	Learning Outcomes
1	**Identify a date, venue and time for a meeting or event**	162-170	A range of dates for meeting/event are provided to attendees.
			Suitable dates and venues are determined based on responses to range of dates provided.
			Meeting/event is booked and confirmed with attendees in writing.
			All related documentation is forwarded to the attendees.
2	**Arrange venue and catering**	171-193	Venue is selected and booked.
			Process of selecting venue is described.
			Special arrangements, logistics, meeting room layout and equipment required are confirmed with the venue provider.
			Process of selecting date, caterer and menu is described, taking into consideration religious and dietary requirements.
			Agenda for meeting/event is forwarded to venue provider and caterers so that correct times for meals and breaks can be adhered to.
			Venue and caterers are notified in writing and deposits paid.
3	**Make travel, car hire and accommodation arrangements**	194-196	Travel, car hire and accommodation requirements for all attendees are determined.
			Suitable accommodation is secured and bookings confirmed in writing.
			Car hire facilities are identified and confirmed in writing.
			Travel arrangements are made and all necessary documentation forwarded to the attendees.
			Invoices relating to travel, car hire and accommodation are processed.
			Any relevant advance disbursements for travel, car hire or accommodation are processed.
4	**Assemble and distribute documentation for meeting or event in good/sufficient time to attendees**	197-198	Deadline date for receipt of documentation from contributors is established according to agreed time frames.
			Deadline date is communicated to contributors.
			Documents are assembled, copied and collated.
			Relevant documents are timeously distributed in hard or electronic form to participants.

CRITICAL CROSS FIELD OUTCOMES	Page
UNIT STANDARD CCFO IDENTIFYING	Activity 12
Identify and solve problems regarding specific meeting requirements.	Activity 12
UNIT STANDARD CCFO WORKING	
Work effectively with others liaising and negotiating dates and venues.	Activity 13
UNIT STANDARD CCFO ORGANISING	
Organise oneself and one`s activities to collect and collate information on venues and caterers.	
UNIT STANDARD CCFO COMMUNICATING	
Communicate effectively using assertive telephone techniques and negotiating skills.	Activity 13
UNIT STANDARD CCFO SCIENCE	
Use science and technology to communicate meeting details (e-mail, fax and telephone).	Activity 12 + p172
ESSENTIAL EMBEDDED KNOLWEDGE	**Page**
Use and understanding of directories for telephone, venue and conference centers, restaurants, car rental, travel and accommodation	Activity 13
Telephone techniques	p 172
Map book	p 172
Use of technology: photocopier, e-mail, fax machines, website for research	p 172

Module 3: Business Administration
Unit Standard No: 10140
Unit Standard Name: Apply a range of project management tools

S/O No	PAGE	Specific Outcome
SO1	**265**	DEMONSTRATE AN UNDERSTANDING OF PROJECT MANAGEMENT TOOLS AND TECHNIQUES
AC1	265	A range of tools and techniques used on a project are identified and explained in accordance with project requirements **265**
AC2	265	Limitations and advantages of project management tools and techniques are explained using examples **265**
AC3	286	Examples of the usage of the project management tools and techniques are provided in a hard copy format **286**
SO2	**290**	USE A RANGE OF PROJECT MANAGEMENT TOOLS AND TECHNIQUES
AC1	290	A range of project management tools and techniques are used in accordance with established standards and procedures **290**
AC2	291	Output of project management tools and techniques meet individual, team and organisational needs/requirements **291**
SO3	**295**	APPLY CORRECTIVE ACTION STEPS WHERE PROJECT MANAGEMENT TOOLS AND TECHNIQUES USAGE PROBLEMS OCCUR
AC1	295	Problems with the usage of project management tools and techniques are identified against project requirements **295**
AC2	295	Possible solutions are identified and discussed in consultation with higher authority **295**
AC3	304	Authorised / agreed solutions are implemented according to agreed steps **304**

Module 3: Business Administration
Unit Standard No: 15234
Unit Standard Name: Apply efficient time management to the work of a department/division/section

S/O No	Specific Outcome	Page	Learning Outcomes
1	**Identify time management profiles**	86-102	Current time management techniques and processes used by the learner to manage him/herself and his/her division/department/section are identified to aid future time management of the section
			Weaknesses in current work processes are identified in terms of poor time management
			The top time wasters that impact on the organisation's productivity are identified with a view to minimizing their negative influence
			The external forces that affect time utilization are identified and an explanation is given of their effect with examples
2	**Understand the principles of time management**	103-122	The 80/20 principle in identifying key tasks is explained with examples
			Delegation as a means of utilizing time and human resources correctly is explained with examples of good and bad practice
			Prioritising as a technique to manage the work of a team/group/section is explored in relation the work of the specific group and a decision made as to which tasks are of greater priority for the group
			The principle of balance between the various aspects of one's life is understood in terms of creating time for them all so as to optimize one's life
3	**Draw up time efficient work plans to carry out department/division work functions**	123-146	The organisation's objectives are understood and clearly defined in terms of the work that has to be done by the department/division/section
			The objectives are translated into work plans for the department/division/section
			The key activities required to complete a specific project are identified and all tasks and work procedures are analysed and assigned to a specific time frame
			Persons to whom tasks can be delegated are identified and included in the plan
			Plans eliminate and/or manage time wasters in the department/division/
			section
4	**Implement time efficient work plans**	147-150	Delegation is used correctly as a tool by the manager and subordinates when applicable to get the work done
			Emphasis is placed on proactive measures such as efficient information flow, efficient meeting planning and management and administrative procedures in the daily work processes of the department/division/section to minimize time wasting
			Plans are implemented once all involved are informed of their roles, duties and functions
			Progress with work plans is monitored on an on-going basis and amendments are made where necessary

CRITICAL CROSS FIELD OUTCOMES	Page
UNIT STANDARD CCFO WORKING The learner is able to work as a member of a group or team in identifying information needed by the team and designing an activity to agree on performance targets.	**Activity 11**
UNIT STANDARD CCFO ORGANISING The learner is able to organise and manage him/herself in drawing up action plans.	**Activity 11**
UNIT STANDARD CCFO COLLECTING The learner is able to collect, organise and critically evaluate information in researching theories of motivation and drawing up action plans.	**Activity 8**
UNIT STANDARD CCFO COMMUNICATING The learner is able to communicate effectively researching theories of motivation and explaining techniques leaders can use to motivate a team or group	**Activity 11**
ESSENTIAL EMBEDDED KNOWLEDGE	Page
⬚ Time management techniques	Activity 8
⬚ Time wasters	Activity 7
⬚ Delegation	p114-120 Act 10
⬚ Prioritisation	P 132-134
⬚ Scheduling	P 135-136

Module 3: Business Administration
Unit Standard No: 13912
Unit Standard Name: APPLY KNOWLEDGE OF SELF AND TEAM IN ORDER TO DEVELOP A PLAN TO ENHANCE TEAM PERFORMANCE

S/O No	Specific Outcome	Page	Learning Outcomes
1	**Knowledge of self as a worker in a specific work position**	250-262	Own strengths and weaknesses are identified, based on self-reflection and feedback.
			A personal development plan to strengthen own performance is compiled with a view to becoming a role model for a team or group
2	**Identify own role in an organisation**	263-272	The organogram of an organisation is interpreted and an indication is given of the learner's place in the organisation
			An organisations expectations of a person in the learner's position are explained and an indication is given as to how performance is monitored and measured
			The values and attitudes of a particular organisation are explored with reference to the organisation's code of ethics or conduct
			The effect of the code of conduct on decisions a team leader may make are indicated with reference to the code of conduct of a specific organisation
3	**Use a variety of strategies to deal with potential conflict**	273-302-	The kinds of conflict that could arise in a team or group are identified and strategies to deal with issues in a team are demonstrated in role-play situations
			Strategies for creating a positive working environment in a team or group are explored and an indication is given of the role of the team leader in creating a positive work environment
			Situations that hamper efficiency in a group are identified and suggestions are made to improve these situations
			Support systems available to the team are identified and an indication is given of the learner's own role in being supportive and using a support system
4	**Knowledge and understanding of the dynamic within a specific group**	303-312	The strengths and weaknesses of a group or team are identified based on reflection and team performance.
			The strengths and weaknesses of individuals within a group or team are identified in order to decide on an appropriate management strategy
			Situations that are a cause of concern or dissent in a group or team are identified and plan is development to minimise their negative effect on the team
			Positive situations in a group or team are identified and a plan is developed to maximise the effect on the team's performance
5	**Develop a plan of action to enhance the performance of a team**	313-324	Goals appropriate to the team are set in order to improve performance within a specific organisation
			A plan of action is developed as a means of achieving group or team goals
			The importance of consultation and joint decision making in setting team or group goals is explained and an indication is given of how a team can be involved in a goal setting process
			Progress in the implementation of team goals is monitored and an indication is given of when and how it may be necessary to amend the plan

CRITICAL CROSS FIELD OUTCOMES	Page
UNIT STANDARD CCFO IDENTIFYING The learner is able to identify and solve problems and make decisions in developing a plan of action to minimise negative influences and enhance the performance of a group, and in applying a code of conduct to own decisions.	257-259 Activity 14&16
UNIT STANDARD CCFO ORGANISING The learner is able to organise and manage him/herself planning a work schedule for a team based on the strengths and weaknesses of individual members.	Activity 13
UNIT STANDARD CCFO COLLECTING The learner is able to collect, organise and critically evaluate information by assessing the strengths and weaknesses of the group and individual members of a team.	257-259
UNIT STANDARD CCFO COMMUNICATING The learner is able to communicate effectively in dealing with potential conflict in a team.	Activity 16
ESSENTIAL EMBEDDED KNOWLEDGE	

Module 4: Business Calculations
Unit Standard No: 9015
Unit Standard Name: Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems

S/O No	Specific Outcome	Page	Learning Outcomes
1	Critique and use techniques for collecting, organising and representing data	114-129	Situations or issues that can be dealt with through statistical methods are identified correctly
			Appropriate methods for collecting, recording and organising (data are used so as to maximise efficiency and ensure the resolution of a problem or issue
			Data sources and databases are selected in a manner that ensures the representativeness of the sample and the validity of resolutions
			Activities that could result in contamination of data are identified and explanations are provided of the effects of contaminated data
			Data is gathered using methods appropriate to the data type and purpose for gathering the data
			Data collection methods are used correctly
			Calculations and the use of statistics are correct
			Graphical representations and numerical summaries are consistent with the data, are clear and appropriate to the situation and target audience
			Resolutions for the situation or issue are supported by the data and are validated in terms of the context
2	Use theoretical and experimental probability to develop models, make predictions and study problems	130-151	Experiments and simulations are chosen and/or designed appropriately in terms of the situation to be modelled
			Predictions are based on validated experimental or theoretical probabilities
			results of experiments and simulations are interpreted correctly in terms of the real context
			The outcomes of experiments and simulations are communicated clearly
3	Critically interrogate and use probability and statistical models in problem solving and decision making in real world situations	152-171	Statistics generated from the data are interpreted meaningfully and interpretations are justified or critiqued
			Assumptions made in the collection or generation of data and statistics are defined or critiqued appropriately
			Tables, diagrams, charts and graphs are used or critiqued appropriately in the analysis and representation of data, statistics and probability values
			Predictions, conclusions and judgements are made on the basis of valid arguments and supporting data, statistics and probability models
			Evaluations of the statistics identify potential sources of bias, errors in measurement, potential uses and misuses and their effects. Effects on arguments, judgements, conclusions and ultimately the audience

CRITICAL CROSS FIELD OUTCOMES	Page
UNIT STANDARD CCFO IDENTIFYING Identify and solve problems using critical and creative thinking: Solve a variety of problems based on data, statistics and probability.	Activity p121-124
UNIT STANDARD CCFO COLLECTING Collect, analyse, organise and critically evaluate information: Gather, organise, evaluate and critically interpret data and statistics to make sense of situations.	Activity p133-136
UNIT STANDARD CCFO COMMUNICATING Communicate effectively: Use everyday language and mathematical language to represent data, statistics and probability and effectively communicate or critique conclusions.	p151 p154-156
UNIT STANDARD CCFO CONTRIBUTING Use mathematics: Use mathematics to critically analyse, describe and represent situations and to solve problems related to the life or work situations of the adult with increasing responsibilities.	p133-136 p151
ESSENTIAL EMBEDDED KNOWLEDGE	Page
Methods for collecting, organising and analysing data	p130-132
Measures of center and spread	p140-146
Techniques for representing and evaluating statistics	p133-136
Randomness, probability and association	p137-139

Module 4: Business Solutions
Unit Standard No: 12417
Unit Standard Name: Measure, estimate & calculate physical quantities & explore, critique & prove geometrical relationships in 2 and 3 dimensional space in the life and workplace of adult with increasing responsibilities

S/O No	Specific Outcome	Page	Learning Outcomes
1	**Measure, estimate, and calculate physical quantities**	187-202	Scales on the measuring instruments are read correctly.
			Quantities are estimated to a tolerance justified in the context of the need.
			The appropriate instrument is chosen to measure a particular quantity.
			Quantities are measured correctly to within the least step of the instrument.
			Appropriate formulae are selected and used.
			Calculations are carried out correctly and the least steps of instruments used are taken into account when reporting final values.
			Symbols and units are used in accordance with SI conventions and as appropriate to the situation.
2	**Explore, analyse & critique, describe & represent, interpret & justify geometrical relationships**	203-226	Descriptions are based on a systematic analysis of the shapes and reflect the properties of the shapes accurately, clearly and completely.
			Descriptions include quantitative information appropriate to the situation and need.
			Three-dimensional objects are represented by top, front and side views.
			Different views are correctly assimilated to describe 3-dimensional objects.
			Available and appropriate technology is used in producing and analysing representations.
			Relations of distance and positions between objects are analysed from different views.
			Conjectures as appropriate to the situation, are based on well-planned investigations of geometrical properties.
			Representations of the problems are consistent with and appropriate to the problem context. The problems are represented comprehensively and in mathematical terms.
			Results are achieved through efficient and correct analysis and manipulation of representations.
			Problem-solving methods are presented clearly, logically and in mathematical terms.
			Reflections on the chosen problem solving strategy reveal strengths and weaknesses of the strategy.
			Alternative strategies to obtain the solution are identified and compared in terms of appropriateness and effectiveness.

CRITICAL CROSS FIELD OUTCOMES	Page
UNIT STANDARD CCFO IDENTIFYING Identify and solve problems using critical and creative thinking: Solve a variety of problems relevant to the adult with incr easing responsibilities involving space, shape and time using geometrical techniques.	p187-202
UNIT STANDARD CCFO COLLECTING Collect, analyse, organise and critically evaluate information: Gather, organise, evaluate and critique information about obj ects and processes	p189-190 Activity p193 & 195
UNIT STANDARD CCFO COMMUNICATING Communicate effectively: Use everyday language and mathematical language to describe properties, processes and problem solvin g methods	p215-217
UNIT STANDARD CCFO CONTRIBUTING Use mathematics: Use mathematics to analyse, describe and represent realistic and abstract situations and to solve problems relevant to the adult with increasing responsibilities	p215-219
ESSENTIAL EMBEDDED KNOWLEDGE	Page
Properties of geometric shapes	p187-202
Surface area and volume	P198-202
Mathematical argument and evaluation based on logical deduction	p215-217
Spatial interrelationships	p220-226

Module 4: Business Solutions
Unit Standard No: 7468
Unit Standard Name: Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues

S/O No	Specific Outcome	Page	Learning Outcomes
1	**Use mathematics to plan and control financial instruments**	42-50	Plans are sufficient to ensure effective control of financial instruments.
			Calculations are carried out using computational tools efficiently and correctly and solutions obtained are verified in terms of the context.
			Measures used for control purposes are appropriate to the need and are in line with control plans.
2	**Use simple and compound interest to make sense of and define a variety of situations**	51-57	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.
3	**Investigate various aspects of costs and revenue**	58-71	Values are calculated correctly.
			Mathematical tools and systems are used effectively to determine and describe the relationships between the various aspects of cost and revenue.
			Terminology is used in the correct context.
			Reasonable methods are described for the control of costs and optimisation of profits in relation to given data.
4	**Use mathematics to debate aspects of the national and global economy**	72-83	Values are calculated correctly.
			Mathematical tools and systems are used effectively to determine, compare and describe aspects of the national and global economy.
			Debating points are based on well-reasoned arguments and are supported by mathematical information.

CRITICAL CROSS FIELD OUTCOMES	Page
UNIT STANDARD CCFO IDENTIFYING - Identify and solve problems using critical and creative thinking:Solving a variety of numerical and financial problems Use mathematics: Use mathematics to analyse, describe and represent financial situations and to solve problems.	**p 44-46** **Activity 1 p48**
UNIT STANDARD CCFO COLLECTING - Collect, analyse, organise and critically evaluate information: Gather, organise, evaluate and interpret financial information to plan and make provision for monitoring budgets and other financial situations.	**Activity 1 p48-50**
UNIT STANDARD CCFO COMMUNICATING - Communicate effectively: Use everyday language and mathematical language to describe relationships, processes and problem solving methods.	**Activity 2**
ESSENTIAL EMBEDDED KNOWLEDGE	Page
Budgets	**Activity 2** **p56-57**
Terminology and definitions associated with financial situations	**p42-47**
Estimation and approximation	**p78-83**
Compound increase and decrease	**p 74-77**

Module 5: Communication
Unit Standard No: 12153
Unit Standard Name: Use the writing process to compose texts required in the business environment

S/O No	Specific Outcome	Page	Learning Outcomes
1	**Use textual features and conventions specific to business texts for effective writing**	32-75	Texts specific to a particular function in a business environment are identified and an indication is given of industry specific and/or legislative requirements for each text
			Texts specific to a particular function in a business environment are produced in response to defined requirements
			The implications of not following the industry specific or legislative requirements for a specific type of text are explained and an indication is given of the possible consequences of non-compliance
			Terminology and conventions specific to a particular function in a business environment are used appropriately
2	**Identify and collect information needed to write a text specific to a particular function in a business environment**	76-125	The audience for whom the text is to be written, are identified for a specific field or sub field in order to focus the information needs
			The purpose of the text is identified within a specific field or sub-field and according to the information
			Questions are asked to help understand client needs and to focus information gathering
			Information required for the document is accessed from a variety of sources
			Information accessed is checked for accuracy, bias, stereotypes, and other offensive details
			Define the focus of the proposed text and decide what information should be included or omitted in order to ensure the focus
			A checklist is created to facilitate reflection and editing
3	**Compose a text using plain language for a specific function**	126-152	A format and structure is selected for the text that is appropriate for the intended audience and function
			The main points to be included in the text are identified and the necessary supporting details are added
			A first draft of the text is written that collates the necessary information in a rough framework
4	**Organise and structure a text appropriately for a business function**	153-159	The first draft is checked to ensure that appropriate grammar has been used and where necessary the draft is rewritten in plain language using clear accessible language that avoids over-complex syntax
			Different ways of presenting the same information are considered and used where these enhance the meaning of the text
			Technical or marketing terms and jargon are interpreted and rephrased in plain language or used appropriately in the correct context where the terminology is essential to the understanding of the text
			All information is checked for accuracy, and factual correctness
			The document is ordered to ensure that the sequence is logical and meaningful
5	**Present a written text for a particular function in a business environment**		A text type, format and layout are selected that is appropriate for the audience and purpose
			Layout and formatting techniques are used correctly to enhance the readability of the text
			Information in the document is evaluated in terms of its appropriateness for the intended audience and business function
			The final draft is proof read to check that it is completely correct
			The final copy is self-assessed using a rubric or checklist based on the requirements of the writing task and the items on the checklist created in Specific Outcome 2 to Identify and collect information needed to write a text specific to a particular function

CRITICAL CROSS FIELD OUTCOMES	Page
UNIT STANDARD CCFO IDENTIFYING	
Make responsible decisions about format, layout and material to be included in the text.	34-38
Reflect on and explore a variety of strategies to write more effectively for different audiences and purposes.	50-59
Be culturally and aesthetically sensitive across a range of social contexts in carefully selecting words to create a variety of texts for different audiences and purposes.	66-70
See the world as a set of related systems in understanding the consequences of noncompliance with legislative and sector requirements for specific texts	71-72
UNIT STANDARD CCFO ORGANIZING	74-75
Organise and manage their own learning activities responsibly and effectively.	
UNIT STANDARD CCFO COLLECTING	186-188
Collect, organise and critically evaluate information from a variety of technical texts	
UNIT STANDARD CCFO COMMUNICATING	74-75
Communicate effectively using visual, mathematics and language skills in written texts	

Module 5: Communication
Unit Standard No: 8975
Unit Standard Name: Read analyse and respond to a variety of texts

S/O No	Specific Outcome	Page	Learning Outcomes
1	**Analyse and criticize texts produced for a range of purposes, audiences and contexts**	283-309	Reading strategies appropriate to the purposes for reading are adopted. Range - Skim, scan, prediction, knowledge of form of text types and different genres
			Organisational features of texts are identified. The role of each of the features is explained in relation to usefulness in making meaning of readings and viewing. Range - Role of titles, headings, introductions, paragraphs, conclusions, outcome statements, chapters, summaries, contents, diagrams, appendices or addenda, foreword, index, content lists glossary, hyper-links, layout, icons, tables, graphics, font size and/or type, photographs, captions, visuals
			Synthesis of information from texts, and generalisation of patterns and trends, result in appropriate conclusions about purpose and audience
2	**Identify and explain the values, attitudes and assumptions in texts**	210-330	An understanding of surface and embedded meaning in the text is reflected in presentations of viewpoints
			The effect of an author's values and views on selected texts is identified and explained in terms of the impact on meaning and target audience
			Evidence cited from texts in defence of a position is relevant
3	**Evaluate the effects of content, language and style on readers` responses in specific texts**		Content is outlined and its possible effects on different readers are explored
			The impact of different writing techniques on reader perspective are identified and explained in terms of the particular effect produced by each Range - Length of sentence, punctuation, diction/choice of words, use of figurative language/jargon/technical terms/slang/dialect/irony/humour/satire/sarcasm/legalisms
			The influence of specific language structures and features is analysed Range - Bias (cultural, religious or peer preferences, misrepresentation, discrimination, racist, sexist, ageist); humour; irony; sarcasm, use of omission and silence, figurative expressions. Repetition; hyperbole; generalisations; stereotyping; pictures and captions; typography and grammar
			The effect of selected production techniques in visuals is explained Range – Visuals: Photographs, transparencies, slides, posters, graphics, videos, films. Techniques: Use of colour/black and white, borders, layout features, cinematographic devices, foregrounding, back grounding, overlays, selection and/or omission, scale, size

CRITICAL CROSS FIELD OUTCOMES	Page
UNIT STANDARD CCFO IDENTIFYING Identify and solve problems: using context to decode and make meaning individually and in groups in oral, reading and written activities	303-305
UNIT STANDARD CCFO WORKING Work effectively with others and in teams: using interactive speech in activities, discussion and research projects.	306-309 / 318
UNIT STANDARD CCFO ORGANIZING Organise and manage oneself and one's activities responsibly and effectively through using language.	306-309
UNIT STANDARD CCFO COLLECTING Collect, analyse, organise and critically evaluate information: fundamental to the process of developing language capability across language applications and fields of study.	303-305
UNIT STANDARD CCFO COMMUNICATING Communicate effectively using visual, mathematical and/or language skills: in formal and informal communications.	324 (Activity)
UNIT STANDARD CCFO SCIENCE Use science and technology effectively and critically: using technology to access and present texts	317
UNIT STANDARD CCFO DEMONSTRATING Understand the world as a set of inter-related parts of a system: through using language to explore and express links, and exploring a global range of contexts and texts.	317
UNIT STANDARD CCFO CONTRIBUTING Contribute to the full development of self by engaging with texts that stimulate awareness and development of life skills and the learning process.	319-320

Module 5: Communication
Unit Standard No: 8976
Unit Standard Name: Write for a wide range of contexts

S/O No	Specific Outcome	Page	Learning Outcomes
1	**Write effectively and creatively on a range of topics**	174-179	Imaginative texts are convincing, and appropriate to the topic and purpose
			Expository/factual texts are convincing and well developed with respect to clearly articulated purposes, using fully developed paragraphs and resulting in a unified text
			Writing on personal interests is convincing in terms of issues and concerns addressed
			Choose the narrative voice appropriate to context, purpose and audience. Range Passive for scientific writing, adopting a persona for narrative, first person/third person voice selection, authorial comment within narrative voice, subjective or objective options
2	**Choose language structures and features to suit communicative purposes**	180-184	Points in argument are logically and deliberately sequenced to build up to a convincing conclusion
			Devices are employed to create particular rhythmic or tonal effects. Range Punctuation (ellipsis marks, semi-colons and dashes), rhetorical devices (repetition, questioning, emphasis)
			Stylistic devices that enhance meaning are used effectively. Range Symbol, imagery, irony, understatement, index and icon, logos, hyperbole, visuals, graphics
3	**Edit writing for fluency and unity**	185-192	Text is checked for coherence, logical sequence and structure. Weaknesses and/or errors are identified and adjustments improve coherence and flow
			Information is rearranged in ways that promote interest in, and impact of, the text for a defined target audience
			Layout, spelling, punctuation and syntax are checked for accuracy and readability. Major grammatical and linguistic errors are identified and changes made as required
			The whole, completed text is checked against the purposes for writing to verify that these purposes have been satisfied

CRITICAL CROSS FIELD OUTCOMES	Page
UNIT STANDARD CCFO IDENTIFYING Identify and solve problems: using context to decode and make meaning individually and in groups in oral, reading and written activities	174-179
UNIT STANDARD CCFO WORKING Work effectively with others and in teams: using interactive speech in activities, discussion and research projects.	185-187
UNIT STANDARD CCFO ORGANIZING Organise and manage oneself and one`s activities responsibly and effectively through using language.	180-184
UNIT STANDARD CCFO COLLECTING Collect, analyse, organise and critically evaluate information: fundamental to the process of developing language capability across language applications and fields of study. **UNIT STANDARD CCFO COMMUNICATING** Communicate effectively using visual, mathematical and/or language skills: in formal and informal communications. **UNIT STANDARD CCFO SCIENCE** Use science and technology effectively and critically: using technology to access and present texts **UNIT STANDARD CCFO DEMONSTRATING** Understand the world as a set of inter-related parts of a system: through using language to explore and express links, and exploring a global range of contexts and texts. **UNIT STANDARD CCFO CONTRIBUTING** Contribute to the full development of self by engaging with texts that stimulate awareness and development of life skills and the learning process.	188-192

Module 5: Communication
Unit Standard No: 8974
Unit Standard Name: Engage in sustained oral communication and evaluate spoken texts

S/O No	Specific Outcome	Page	Learning Outcomes
1	**Respond critically yet sensitively as a listener**	208-221	Responses show a clearly developed understanding of complex issues under discussion in one-on-one or group situations. One's understanding is clarified and further developed during discussions and opportunity is provided during interactions for the clarification of one another's understanding
			Discussions and/or conflicts are managed sensitively and in a manner that supports the goal of group or one-on-one interaction. Range - Disagreements within groups; personality clashes; conflict management, resolving deadlocks, positively summarising conclusions
			The underlying assumptions, points of view and subtexts in spoken texts are identified and challenged when appropriate to clarify understanding, remove bias and/or sustain interaction
2	**Analyse own responses to spoken texts and adjust as required**	222-230	One's responses to spoken texts are analysed in relation to audience, purpose and context. Inappropriate responses are identified and adjusted accordingly
			When confronted by opposing views, own position is put forward with confidence in a manner appropriate to the interaction
			Tone, approach or style is appropriate to context, and is adapted so as to maintain oral interaction when it breaks down or is difficult to initiate or maintain. Pedantic, illogical or aggressive language is identified and modified to sustain interaction
3	**Use strategies to be an effective speaker in sustained oral interactions**	231-264	Characteristics of a speaker's style and tone that attract or alienate an audience are identified with reference to the particular effect of each feature in creating audience response
			The impact of non-verbal cues/body language and signals on audiences is analysed and used appropriately
			The influence of rhetorical devices is analysed and used for effect on an audience Range - Pause, rhetorical question, exclamation, analogy, emphasis, repetition, rhythm, use of inclusive/exclusive pronouns, stress, intonation, volume
4	**Evaluate spoken discourse in formal and informal texts**	265-267	Point of view in spoken texts is identified and meaning described in relation to context and purpose of the interaction
			Values, attitudes and assumptions in discourse are identified and their influence on the interaction described
			Techniques used by speakers to evade or dissipate responsibility for an issue are identified and interpretations of the text reflect this insight
			The impact (e.g. clarity of purpose, speaker's capability) is described, explained and judged

CRITICAL CROSS FIELD OUTCOMES	Page
UNIT STANDARD CCFO IDENTIFYING Identify and solve problems, using context to decode and make meaning individually and in groups in oral, reading and written activities.	212-214
UNIT STANDARD CCFO WORKING Work effectively with others and in teams: using interactive speech in activities, discussion and research projects.	214-221
UNIT STANDARD CCFO ORGANIZING Organise and manage oneself and one's activities responsibly and effectively through using language.	226-230
UNIT STANDARD CCFO COLLECTING Collect, analyse, organise and critically evaluate information: fundamental to the process of developing language capability across language applications and fields of study.	214-221
UNIT STANDARD CCFO COMMUNICATING Communicate effectively using visual, mathematical and/or language skills: in formal and informal communications.	214-221
UNIT STANDARD CCFO SCIENCE Use science and technology effectively and critically: using technology to access and present texts.	256-267
UNIT STANDARD CCFO DEMONSTRATING Understand the world as a set of inter-related parts of a system, through using language to explore and express links, and exploring a global range of contexts and texts.	231-255
UNIT STANDARD CCFO CONTRIBUTING Contribute to the full development of self by engaging with texts that stimulate awareness and development of life skills and the learning process.	231-255

Module 6: Communication Part 2
Unit Standard No: 8972
Unit Standard Name: Interpret a variety of literary texts

S/O No	Specific Outcome	Page	Learning Outcomes
1	**Extract meaning from a variety of literary texts**	71-80	Listening/signing/reading/viewing strategies appropriate to the texts studied are adopted. (Skimming, scanning, prediction, questioning, knowledge of form of text types, pre-reading, rereading, using design features/visuals as clues to meaning)
			Key features of literary texts are identified and the role of each is explained
			Own responses are confirmed and/or adapted after interaction with others when discussing a text
			Evidence cited from texts in defence of a position is relevant
2	**Identify and explain features that influence response to texts**	81-91	The human experiences and values in texts are explored and explained
			Clues in the text about experiences and beliefs of the author are found and explained
			A variety of texts are explored and explained in terms of social or personal relevance
			Responses to points of view in text are imaginative and an understanding of surface or embedded meaning in the text is reflected in presentations of own viewpoints
			The way in which people respond differently to texts is explored and discussed
3	**Produce own texts in response to literary texts**		Content is outlined and related to theme and character development
			A good grasp of the significant ideas of the texts is demonstrated
			Use of certain stylistic devices is identified, and the effects created are described. (Similes, metaphors, sound/signing devices, length of sentence, use of visuals, layout)
			Own understanding of characterisation is justified
			Selected literary texts are used as a basis for writing/signing in different formats and registers. (Writing/signing as a character (diary entries, dialogues, letters, songs, poems, obituaries, epitaphs); drawing/sketching/creating a collage/poster to show understanding of character, incident, atmosphere, setting; turning a story into a play; role play)

CRITICAL CROSS FIELD OUTCOMES	Page
UNIT STANDARD CCFO IDENTIFYING Identify and solve problems by exploring problem-solving situations in literary texts	73-80
UNIT STANDARD CCFO WORKING Work effectively with others and in teams to discover meaning in literary texts	73-80
UNIT STANDARD CCFO ORGANISING Organise and manage oneself and one's activities responsibly and effectively through vicarious experiences gained through the study of literature	81-91
UNIT STANDARD CCFO COLLECTING Collect, analyse, organise and synthesise information in order to critically evaluate literary texts	73-80
UNIT STANDARD CCFO COMMUNICATING Communicate effectively about literature and the lessons to be learned from literary texts	81-91
UNIT STANDARD CCFO SCIENCE Use science and technology effectively and critically by exploring the ethics of science and technology through literary texts about these fields	71-74
UNIT STANDARD CCFO DEMONSTRATING Understand the world as a set of inter-related parts of a system by exploring the world through literature and learning the common characteristics of the human condition	81-91
UNIT STANDARD CCFO CONTRIBUTING Contribute to the full development of oneself by discovering in literature ways of dealing with the human condition	81-91

Module 6: Communication Part 2
Unit Standard No: 8969
Unit Standard Name: Interpret and use information from texts

S/O No	Specific Outcome	Page	Learning Outcomes
1	**Use a range of reading and/or viewing strategies to understand the literal meaning of specific texts**	36-44	Unfamiliar words/signs are identified. Their meanings are correctly determined by using knowledge of syntax, word-attack skills/sign parameter/analysis skills, and contextual clues. (Borrowed words/signs, complex terms, acronyms, neologisms, colloquialisms, slang, jargon, dialect)
			Different options for the meanings of ambiguous words are tested, and selected meanings are correct in relation to the context.
			Main ideas are separated from supporting evidence and paraphrased or summarised
			The purpose of visual and/or graphic representations in texts are recognised and explained
			Features of visual texts are explained in relation to the way they impact on meaning. (Composition, layout, light, foregrounding, back-grounding, perspective, camera angle, frame, sequence, use of colour/black and white, font type, font size, headlines, captions, subtitles.)
2	**Use strategies for extracting implicit messages in texts**	45-55	Source of text is identified and discussed in terms of reliability and possible bias
			Attitudes, beliefs and intentions are explored in order to determine the point of view expressed either directly or indirectly
			Techniques are explored and explained in terms of purpose and audience. (Length of sentence, punctuation/non-manual features, diction/choice of words, use of figurative language/jargon/technical terms/slang/dialect/irony/humour/satire/sarcasm/legalisms, choice of visuals, choice of camera angle, type of shot, cinematographic techniques.)
			Promotion of, or support for, a particular line of thought/cause is identified and explained with reference to selection or omission of materials
3	**Respond to selected texts in a manner appropriate to the context**	56-57	Instructions and requests are acted upon
			Text-type, format and register used are on the appropriate level of formality
4	**Explore and explain how language structures and features may influence a reader/viewer**	58-59	The choice of words/signs, language usage, symbols, pictures and tone/sign size and pace is described in terms of how a point of view is shaped or supported. (Bias (cultural, religious or peer preferences, misrepresentation, discrimination, racist, sexist, ageist); humour; irony; sarcasm, use of omission and silence, figurative expressions, repetition; hyperbole; generalisations; stereotyping; pictures and captions; typography and grammar.)

CRITICAL CROSS FIELD OUTCOMES	Page
UNIT STANDARD CCFO IDENTIFYING Identify and solve problems: using context to decode and make meaning individually and in groups in oral, reading, signed and written activities.	44
UNIT STANDARD CCFO WORKING Work effectively with others and in teams: using interactive speech/signing in activities, discussion and research projects.	47-55
UNIT STANDARD CCFO ORGANISING Organise and manage oneself and one's activities responsibly and effectively through using language.	56-57
UNIT STANDARD CCFO COLLECTING Collect, analyse, organise and critically evaluate information: fundamental to the process of growing language capability across language applications and fields of study.	56-57
UNIT STANDARD CCFO COMMUNICATING Communicate effectively using visual, mathematical and/or language skills: in formal and informal communications.	51-53
UNIT STANDARD CCFO SCIENCE Use science and technology effectively and critically: using technology to access and present texts and exploring the ethics of science and technology through studying texts from and about these fields.	51-53
UNIT STANDARD CCFO DEMONSTRATING Understand the world as a set of inter-related parts of a system: through using language to explore and express links, and exploring a global range of contexts and texts.	36-41
UNIT STANDARD CCFO CONTRIBUTING Contribute to the full development of oneself: by engaging with texts that stimulate awareness and development of life skills and the learning process.	36-41

Module 6: Communication Part 2
Unit Standard No: 8968
Unit Standard Name: Accommodate audience and context needs in oral communication

S/O No	Specific Outcome	Page	Learning Outcomes
1	**Interact successfully with audience in oral communication**	110-126	Contributions to group work are appropriate to the task and nature of the group, and promote effective communication and teamwork. Range - Identifying purposes, agendas, procedures and schedules; monitoring developments and retaining focus; drawing conclusions; preparing and delivering feedback and ensuring group ownership of conclusions
			Interviews successfully establish a relationship appropriate to the context, and provide a non-threatening opportunity for participants to share information. Range - Formal and informal; plans, background research; ordering of questions; flexibility in the situation when sequence or focus is disrupted; organisation of data elicited; and conclusions drawn
			Participation in formal meetings is appropriate to the purpose and context of the meeting. Participation is consistent with meeting procedures and contributes to the achievement of meeting objectives
			Participation in debates or negotiations is appropriate to the purpose and topic. Participation is consistent with formal procedures and contributes to meaningful interaction between participants. Range - Spectrum of informal and formal debating procedures and procedures for negotiations and meetings.
			Responses to the ways others express themselves are sensitive to differing socio-cultural contexts
2	**Use strategies that capture and retain the interest of an audience**	127-144	Key words, pace and pause, stress, volume and intonation are used in appropriate ways to reinforce the message
			Body language is appropriate to context and topic, and reinforces main ideas and attitudes
			Formal communications are planned in writing, and plans are detailed, complete, and realistic with respect to time allocation and content
			Visual aids are appropriate to topic and context, and enhance the presentation and the transfer of information and understanding. Range - Cue cards; visual aids; hand-outs; multi-media
			Techniques are used to maintain continuity and interaction. Range - Responding to queries, repetition of information, rewording, asking questions to check understanding, referring to cue cards; timing techniques; responsiveness to audience cues that contact is being lost
3	**Identify and respond to manipulative use of language**	145-152	Facts and opinion are identified and distinguished
			Omission of necessary information is noted and addressed
			The implications of how the choice of language structures and features, specifically tone, style and point of view affect audience's interpretations of spoken texts are explained
			Distortion of a contributor's position on a given issue is explored with specific reference to what has been selected and omitted

CRITICAL CROSS FIELD OUTCOMES	Page
UNIT STANDARD CCFO IDENTIFYING Identify and solve problems: using context to decode and make meaning individually and in groups in oral, reading and written activities	111-126
UNIT STANDARD CCFO WORKING Work effectively with others and in teams: using interactive speech in activities, discussion and research projects	127-144
UNIT STANDARD CCFO ORGANIZING Organise and manage oneself and one's activities responsibly and effectively through using language	145-152
UNIT STANDARD CCFO COLLECTING Collect, analyse, organise and critically evaluate information: fundamental to the process of developing language capability across language applications and fields of study	127-144
UNIT STANDARD CCFO COMMUNICATING Communicate effectively using visual, mathematical and/or language skills: in formal and informal communications	145-152
UNIT STANDARD CCFO SCIENCE Use science and technology effectively and critically: using technology to access and present texts	127-144
UNIT STANDARD CCFO DEMONSTRATING Understand the world as a set of inter-related parts of a system: through using language to explore and express links, and exploring a global range of contexts and text	111-126
UNIT STANDARD CCFO CONTRIBUTING Contribute to the full development of self by engaging with texts that stimulate awareness and development of life skills and the learning process	145-152

Module 6: Communication Part 2
Unit Standard No: 8970
Unit Standard Name: Write texts for a range of communicative contexts

S/O No	Specific Outcome	Page	Learning Outcomes
1	**Write/sign for a specified audience and purpose**	178-191	The purpose for writing/signing, the target audience and the context are clear in relation to the learning task or activity.
			The text-type, style, and register selected are appropriate to audience, purpose and context
			Language appropriate to socio-cultural sensitivities is selected and used in an appropriate manner without compromising own values or arguments.
			Writing/signing is well-structured and conveys its message clearly
			Critical thinking skills are used as strategies for planning. (Brainstorming, mind-mapping, using spider diagrams, highlighting)
			Writing/signing reflects a clear point of view with sound reasons and facts to support arguments and logical development of a clearly articulated premise.
			Research skills are evident in the way data and information relevant to the context is identified, located, selected and synthesised for inclusion in the final text. Accessing information from different sources, sorting, categorising, classifying, sifting for relevance, validity and reliability, recording, reporting, formulating conclusions
2	**Use language structures and features to produce coherent and cohesive texts for a wide range of contexts**		Meaning is clearly expressed through the use of a range of sentence structures, lengths and types.
			The use of paragraph conventions and links between paragraphs in texts, promotes coherence and cohesion in writing/signing. Their use is explained with reference to logical progression, cause and effect and/or contrast.
			The overall structure of a piece of writing/signing is controlled and the conclusion is clearly formulated
3	**Draft own writing/signing and edit to improve clarity and correctness**	192-203	Writing/signing produced is appropriate to audience, purpose and context. Corrections are an improvement on the original.
			Control of grammar, diction/clarity of sign, sentence and paragraph structure is checked and adapted for consistency.
			Logical sequencing of ideas and overall unity are achieved through redrafting.
			There is clear evidence that major grammatical and linguistic errors are edited out in redrafts
			Inappropriate or potentially offensive language is identified and adapted/removed. (Obfuscation, excessive use of jargon, jargon used to exclude, insensitive choice of words, (gender, rank, hierarchies in familiar settings or organisations, family, sports, wealth) offensive or incorrect register)
			Experimentation with different layouts and options for presentation is appropriate to the nature and purpose of the task.

CRITICAL CROSS FIELD OUTCOMES	Page
UNIT STANDARD CCFO IDENTIFYING Identify and solve problems: using context to decode and make meaning individually and in groups in oral, reading/signing and/or written activities.	186-187 188-191
UNIT STANDARD CCFO WORKING Work effectively with others and in teams: using interactive speech/sign in activities, discussion and research projects	170-175
UNIT STANDARD CCFO ORGANISING Organise and manage oneself and one's activities responsibly and effectively through using language	170-175 188-191
UNIT STANDARD CCFO COLLECTING Collect, analyse, organise and critically evaluate information: fundamental to the process of growing language capability across language applications and fields of study	186-187
UNIT STANDARD CCFO COMMUNICATING Communicate effectively using visual, mathematical and/or language skills: in formal and informal communications in writing/signing	192-203
UNIT STANDARD CCFO SCIENCE Use science and technology effectively and critically: using technology to access and present texts	192-203
UNIT STANDARD CCFO DEMONSTRATING Understand the world as a set of inter-related parts of a system: through using language to explore and express links, and exploring a global range of contexts and texts	192-203
UNIT STANDARD CCFO CONTRIBUTING Contribute to the full development of oneself: by engaging with texts that stimulate awareness and development of life skills and the learning process	176-185

D. Delivery Strategy

Module 1: Self-management in business

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: 7791 ➜ Unit Standard Name: Display cultural awareness in dealing with customers and colleagues (LM p23-87)						
1	Explain the importance of knowing about the culture of overseas visitors.	4	40	2	3	1	Attending Classes
2	Explain the importance of awareness of verbal and non-verbal communication when dealing with tourists. CCFO COMMUNICATING						Self-study, Research
3	Anticipate and deal with customer`s needs within the context of their culture. Range - Local customers, domestic tourists, international tourists.						Practical work
4	Describe steps to prevent or resolve misunderstandings between visitors						PoE Assignments
5	Identify South Africa`s main international tourist groups and describe relevant aspects of their cultures and needs as customers.						Workbook Activities
6	Interact with tourists using appropriate verbal and non-verbal communication at all times. Range - Eye contact, gestures, body language.						
7	Identify the main population groups within the community, workplace and province, and describe their cultures. Range - Language (verbal/non-verbal), food & drink preferences, traditions/customs/lifestyles/beliefs						
8	Show consideration for cultural norms and differences of main population groups when dealing with customers and people in the workplace. Range - Colleagues, customers, managers/supervisors.						
9	Take appropriate action to resolve problems arising from cultural differences.						
10	Make suggestions to assist colleagues to deal with cultural differences, in order to improve customer service or working relationships.						
	Unit Standard No: 10022 ➜ Unit Standard Name: Comply with organisational ethics (LM p88-114)						
1	Describe the code of conduct and ethical issues	4	40	2	3	1	
2	Adhere to code of conduct						
3	Identify and understand the ethical issues in the Organisation						
	Unit Standard No: 10135➜Unit Standard Name: Work as a project team member (LM p115-148)						
1	The criteria for working as a member of a team	8	80	4	6	1	Attending Classes
2	Work autonomously and collaborate with other team members						Self-study, Research
3	Contribute to building relations between team members and stakeholders						Practical work
4	Make a positive contribution to team coherence, image and spirit						PoE Assignments
5	Respect personal, ethical, religious and cultural differences to enhance interaction between team members						Workbook Activities

	**Unit Standard No: 110021➔Unit Standard Name: Achieve personal effectiveness in business environment (LM p149-335)**
1	Plan and organise own work	6	60	2	5	1	
2	Establish and maintain working relationships						
3	Maintain files and records						
	**Unit Standard No: 13943 - Unit Standard Name: Analyse new developments reported in the media that could impact on a business sector or industry (LM p335-402)**
1	Analyse articles and reports from current print and electronic material	10	100	4	8	1	
2	Demonstrate knowledge and understanding of the latest innovations and developments in technology						
3	Analyse proposed business or industrial development that could impact on the physical environment						
4	Analyse issues in the media relating to labour that could impact on a business sector or industry						

Module 2: Business Administration

S/O No	Specific Outcome	Credits	Notional Hours	Days Contact Sessions (T & P)	Days Experiential Learning (WPE & Ass Prep)	FSA (Days)	Learning Strategy
\multicolumn{8}{} Unit Standard No: 13941 - Unit Standard Name: **Apply the budget function in a business unit** (LM p19-66)							
1	Explain the concept of budgeting pertinent to an area of responsibility	5	50	2	4	1	
2	Determine the elements of a budget in an area of responsibility						
3	Monitor and control actual expenses against budget						
Unit Standard No: 13945 -Unit Standard Name: **Describe and apply the management of stock and fixed assets in a business unit** (LM p67-128)							
1	Differentiate between fixed assets and stock in a business unit	2	20	1	2	1	
2	Explain the influence that stock management can have on the profitability of a business						
3	Explain the management of fixed assets in a business unit						
4	Apply the basic principles of stock and fixed asset management to a business unit						
Unit Standard No: 109999 - Unit Standard Name: **Manage service providers in a selected organisation** (LM p129-177)							
1	Describe the elements of service provider management	5	50	2	4	1	
2	Develop contracts for service providers						
3	Evaluate the deliverables of service providers						
4	Manage service providers who do not deliver on contracts						
Unit Standard No: 110009 - Unit Standard Name: **Manage administration records** (LM p178-222)							
1	Control and deal with confidential information & documents	4	40	2	3	2	
2	Control and evaluate ordering and distribution of office stationery						
3	Implement control measures with individuals						
Unit Standard No: 110026 - Unit Standard Name: **Describe and assist in the control of fraud in an office environment** (LM p223-276)							
1	Describe fraud as it occurs in an office environment	4	40	2	3		
2	Demonstrate knowledge and understanding of legal aspects relating to fraud in a selected business						
3	Demonstrate knowledge and understanding of internal processes around the investigation of fraud						
4	Analyse trends and the impact of fraud in a selected business sector						
5	Explain and assist with control mechanisms used to contain fraud in a selected business sector						

Module 2: Business Administration (Continued)

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: 14552 - Unit Standard Name: Contract service providers (LM p277-307)						
1	The need to contract service providers identified and verified	4	40	2	3	2	
2	Basic terms of reference (ToR) are drafted to outline the nature of the service provision required						
3	Source appropriate service providers						
4	Service providers are contracted						
	Unit Standard No: 110003 - Unit Standard Name: Develop administrative procedures in a selected organisation (LM p308-356)						
1	Demonstrate an understanding of the administrative systems required	4	40	2	3	2	
2	Develop and update administrative systems in a specific business environment						
3	Develop systems to keep administrative information at the required level of confidentiality						
4	Develop policies and procedures on administrative systems and write them into a manual						

Module 3: Business Management

S/O No	Specific Outcome	Credits	Notional Hours	Days Contact Sessions (T & P)	Days Experiential Learning (WPE & Ass Prep)	FSA (Days)	Learning Strategy
\multicolumn{8}{l}{**Unit Standard No: 110023 - Unit Standard Name: Present information in report format (LM p20-72-55)**}
1	Relate the purpose, content, form, frequency and recipients of a range of reports to the information needs of a selected business	6	60	2	6	1	
2	Identify information sources and organisational procedures for obtaining and distributing information relevant to a selected business function						
3	Compile reports related to a selected business function, ensuring content and format are appropriate to information requirements and that reporting deadlines are met						
4	Liaise with relevant parties and verify that reported information is in accordance with requirements and purpose of the report						
\multicolumn{8}{l}{**Unit Standard No: 15234 - Unit Standard Name: Apply efficient time management to the work of a department/division/section (LM p73-151)**}
1	Identify time management profiles	4	40	2	3	1	
2	Understand the principles of time management						
3	Draw up time efficient work plans to carry out department/division work functions						
4	Implement time efficient work plans						
\multicolumn{8}{l}{**Unit Standard No: 13929 - Unit Standard Name: Co-ordinate meetings, minor events and travel arrangements (LM p152-199)**}
1	Identify a date, venue and time for a meeting or event	3	30	1	3	1	
2	Arrange venue and catering						
3	Make travel, car hire and accommodation arrangements						
4	Assemble and distribute documentation for meeting or event in good/sufficient time to attendees						
\multicolumn{8}{l}{**Unit Standard No: 7790 - Unit Standard Name: Process incoming and outgoing telephone calls (LM p200-239)**}
1	Describe non-disclosable information and the reasons it is classified as non-disclosable	4	40	2	3	1	
2	Stress the importance of acknowledging callers and keeping them informed of reasons for delays						
3	Describe various ways of finding telephone numbers						
4	Explain the difference in the way a person answers their own						

	private telephone and the way the switchboard is answered in terms of assisting customers					
5	Describe standard telephone etiquette on answering calls, transferring calls and making calls					
6	Describe the use of body language in communicating with others while on a call and the reason why it is important					
7	Describe methods for dealing with abusive callers					
8	Describe methods for dealing with emergency situations					
9	Prepare all necessary documentation and equipment (computers, writing material, notes etc.) prior to making any outgoing calls. (CCFO WORKING)					
10	Given a telephonic request from a customer, decide whether to help or to transfer the call to another person in the organisation and explain why					
11	Ask probing questions find out the purpose of the call and transfer the caller to another person who may be more able to assist. (CCFO WORKING) (CCFO COMMUNICATING)					
12	Take messages for others in the organisation, (including whom the message is for, who called, the date & time, a short description of the call and contact details of the caller) (CCFO COMMUNICATING)					
13	Given the nature of the call, decide whether to take a detailed message or to offer to have the customer called back. (CCFO COMMUNICATING)					
14	Given incoming calls, transfers and outgoing calls, deal with callers politely and in keeping with the organisation`s image and standard telephone etiquette					
15	Deal with calls quickly and politely, keeping other calls holding as little as possible. (CCFO WORKING)					
16	Given a specific situation, decide what information is disclosable or non-disclosable and explain why					
17	Given that a new switchboard is being introduced into the organisation, suggest ways to learn the new system quickly and becoming competent. (CCFO WORKING)					
	Unit Standard No: 10140 - Unit Standard Name: Apply knowledge of self & team in order to develop a plan to enhance team performance (LM p261-306)					
1	Demonstrate an understanding of project management tools and techniques	8	80	4	6	2	

2	Use a range of project management tools and techniques						
3	Apply corrective action steps where project management tools and techniques usage problems occur						

Module 4: Business Solutions

S/O No	Specific Outcome	Credits	Notional Hours	Days Contact Sessions (T & P)	Days Experiential Learning (WPE & Ass Prep)	FSA (Days)	Learning Strategy
colspan 8	**Unit Standard No: 7468 - Unit Standard Name: Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues (LM p19-89)**						
1	Use mathematics to plan and control financial instruments	6	60	2	6	1	
2	Use simple and compound interest to make sense of and define a variety of situations						
3	Investigate various aspects of costs and revenue						
4	Use mathematics to debate aspects of the national and global economy						
colspan 8	**Unit Standard No: 9015 - Unit Standard Name: Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems (LM p90--172)**						
1	Critique and use techniques for collecting, organising and representing data	6	60	2	6	2	
2	Use theoretical and experimental probability to develop models, make predictions and study problems						
3	Critically interrogate and use probability and statistical models in problem solving and decision making in real world situations						
colspan 8	**Unit Standard No: 12417 - Unit Standard Name: Measure, estimate & calculate physical quantities & explore, critique & prove geometrical relationships in 2 and 3 dimensional space in the life and workplace of adult with increasing responsibilities (LM p173--227)**						
1	Measure, estimate, and calculate physical quantities	4	40	2	3	1	
2	Explore, analyse & critique, describe & represent, interpret & justify geometrical relationships						

Module 5: Communication

S/O No	Specific Outcome	Credits	Notional Hours	Days Contact Sessions (T & P)	Days Experiential Learning (WPE & Ass Prep)	FSA (Days)	Learning Strategy
\multicolumn Unit Standard No: 12153 - Unit Standard Name: Use the writing process to compose texts required in the business environment (LM p19-160)							
1	Use textual features and conventions specific to business texts for effective writing	5	50	2	3	2	
2	Identify and collect information needed to write a text specific to a particular function in a business environment						
3	Compose a text using plain language for a specific function						
4	Organise and structure a text appropriately for a business function						
5	Present a written text for a particular function in a business environment						
Unit Standard No: 8976 - Unit Standard Name: Write for a wide range of contexts (LM p161-293)							
1	Write effectively and creatively on a range of topics	5	50	2	3	1	
2	Choose language structures and features to suit communicative purposes						
3	Edit writing for fluency and unity						
Unit Standard No: 8974 - Unit Standard Name: Engage in sustained oral communication and evaluate spoken texts (LM p194-268)							
1	Respond critically yet sensitively as a listener	5	50	2	4	1	
2	Analyse own responses to spoken texts and adjust as required						
3	Use strategies to be an effective speaker in sustained oral interactions						
4	Evaluate spoken discourse in formal and informal texts						
Unit Standard No: 8975 - Unit Standard Name: Read analyse and respond to a variety of texts (LM p269-331)							
1	Analyse and criticize texts produced for a range of purposes, audiences and contexts	5	50	2	4	1	
2	Identify and explain the values, attitudes and assumptions in texts						
	Evaluate the effects of content, language and style on readers` responses in specific texts						

Module 6: Communication Part 2

S/O No	Specific Outcome	Credits	Notional Hours	Days Contact Sessions (T & P)	Days Experiential Learning (WPE & Ass Prep)	FSA (Days)	Learning Strategy
\multicolumn Unit Standard No: 8972 ➔ Unit Standard Name: Interpret a variety of literary texts (LM p19-60)							
1	Extract meaning from a variety of literary texts	5	50	2	4	1	
2	Identify and explain features that influence response to texts						
3	Produce own texts in response to literary texts						
\multicolumn Unit Standard No: 8969➔ Unit Standard Name: Interpret and use information from texts (LM p61-92)							
1	Use a range of reading and/or viewing strategies to understand the literal meaning of specific texts	5	50	2	4	1	
2	Use strategies for extracting implicit messages in texts						
3	Respond to selected texts in a manner appropriate to the context						
4	Explore and explain how language structures and features may influence a reader/viewer						
\multicolumn Unit Standard No: 8968 - Unit Standard Name: Accommodate audience and context needs in oral communication (LM p93-153)							
1	Interact successfully with audience in oral communication	5	50	2	4	1	
2	Use strategies that capture and retain the interest of an audience						
3	Identify and respond to manipulative use of language						
\multicolumn Unit Standard No: 8970 - Unit Standard Name: Write texts for a range of communicative contexts (LM p154-204)							
1	Write/sign for a specified audience and purpose	5	50	2	4	1	
2	Use language structures and features to produce coherent and cohesive texts for a wide range of contexts						
3	Draft own writing/signing and edit to improve clarity and correctness						

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

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

Identify challenges of the training

Identify successes of the training

Recommendations for improving the material/training

Signature of Facilitator: _____

Date: _____