

# Curriculum Outline



**57712**

**Further Education and  
Training: Generic Management**

**Level 4**

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# Part 1

## Programme Overview

### Purpose

This qualification is intended for junior managers of small organisations, junior managers of business units in medium and large organisations, or those aspiring to these positions. Junior managers include team leaders, supervisors, foremen and section heads. The focus of this qualification has been designed to enable learners to be competent in a range of knowledge, skills, attitudes and values including:

- Gathering and analysing information.
- Analysing events that impact on a business and its competitive environment.
- Complying with organisational standards.
- Motivating an individual or team.
- Negotiating in a work situation.
- Understanding the role of business strategy as it applies to junior management.
- Managing the budget within a specific area of responsibility.
- Applying management principles and practices within a specific area of responsibility.
- Managing work unit performance to achieve goals.
- Behaving ethically and promoting ethical behaviour in a work situation.
- Demonstrating understanding of the consequences in a work unit of HIV/AIDS.

The learners who achieve this qualification will be able to demonstrate competencies in management relating to Planning, Organising, Leading, Controlling and Ethics.

Overall, this qualification will ensure that learners are capable of:

- Developing plans to achieve defined objectives.
- Organising resources in accordance with a developed plan.
- Leading a team to work co-operatively to achieve objectives.
- Monitoring performance to ensure compliance to a plan.
- Making decisions based on a code of ethics.

**Rationale:**

This qualification lays the foundation for the development of management qualifications across various sectors and industries. It specifically develops management competencies required by learners in any occupation, particularly those who are currently operating as junior managers.

The qualification introduces key terms, rules, concepts, principles and practices of management that will enable learners to be informed managers in any occupation. It has also been developed to enable managers or prospective managers to access higher education and provide flexible access to life-long learning.

The scope of management covers four domains: leadership, self-management, people management and management practices. This qualification addresses each of these domains with generic competencies, thereby enabling learning programmes to be contextualised for specific sectors and industries.

Provides opportunities for people to transfer between various specialisations within management. This will therefore enable management competencies to be strengthened, and enable managers to better manage systems, processes, resources, self, teams and individuals in various occupations.

It is intended to empower learners to acquire knowledge, skills, attitudes and values required to operate confidently as individuals in the South African community and to respond to the challenges of the economic environment and changing world of work. Ultimately, this qualification is aimed at improving the productivity and efficiency of managers within all occupations in South Africa.

**Learning assumed to be in place:**

- Communication at NQF Level 3.
- Mathematical Literacy at NQF Level 3
- Computer Literacy at NQF Level 3.

**Recognition of Prior Learning:**

This qualification can be achieved wholly or in part through recognition of prior learning in terms of the defined Exit Level Outcomes and/or individual Unit Standards. Evidence can be presented in various ways, including international and/or previous local qualifications, products, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

All such evidence will be judged in accordance with the general principles of assessment and the requirements for integrated assessment.

**Access to the qualification:**

Open access, bearing in mind the requirements of 'learning assumed to be in place' and that the learner has access to a work environment where management practice can be implemented.

**Recognise previous learning?**

Yes

**Qualification rules**

The Qualification consists of a Fundamental, a Core and an Elective Component.

To be awarded the Qualification, learners are required to obtain a minimum of 150 credits as detailed below.

**Fundamental Component:**

The Fundamental Component consists of Unit Standards in:

- Mathematical Literacy at NQF Level 4 to the value of 16 credits.
- Communication at NQF Level 4 in a First South African Language to the value of 20 credits.
- Communication in a Second South African Language at NQF Level 3 to the value of 20 credits.
- It is compulsory therefore for learners to do Communication in two different South African languages, one at NQF Level 4 and the other at NQF Level 3.
- All Unit Standards in the Fundamental Component are compulsory.

**Core Component:**

The Core Component consists of Unit Standards to the value of 72 credits all of which are compulsory.

**Elective Component:**

The Elective Component consists of Unit Standards in a number of specializations each with its own set of Unit Standards. Learners are to choose a specialization area and Elective Unit Standards at least to the value of 22 credits.

**Administration (Learning Programme ID 58344):**

- ID 110003: Develop administrative procedures in a selected organisation, Level 4, 8 credits.
- ID 110026: Describe and assist in the control of fraud in a office environment, Level 4, 4 credits.
- ID 110009: Manage administration records, Level 4, 4 credits.
- ID 109999: Manage service providers in a selected organisation, Level 4, 5 credits.
- ID 15234: Apply efficient time management to the work of a department/division/section, Level 5, 4 credits.
- ID 242812: Induct a member into a team, Level 3, 4 credits.
- ID 13915: Demonstrate understanding of HIV/AIDS and its impact on the workplace, Level 3, 4 credits.
- ID 242820: Maintain records for a team, Level 3, 4 credits.
- ID 242814: Identify and explain the core and support functions of an organisation, Level 3, 6 credits.
- ID 242813: Explain the contribution made by own area of responsibility to the overall organisational strategy, Level 4, 5 credits.
- ID 242818: Describe the relationship of junior management to other management roles, Level 4, 5 credits.
- ID 251960: Identify and describe disaster related risks and threatening situations utilizing basic disaster management concepts and indigenous knowledge, Level 3, 5 credits.
- ID 11473: Manage individual and team performance, Level 4, 8 credits.
- ID 242840: Make oral presentations, Level 4, 2 credits.

**Archaeology (Learning Programme ID 58347):**

- ID 119867: Create a visual record of artefacts and features for archiving or publication, Level 4, 8 credits.

- ID 119864: Demonstrate knowledge of Archaeology applied to Colonial sites, Level 4, 6 credits.
- ID 119869: Demonstrate knowledge of Iron Age Archaeology, Level 4, 10 credits.
- ID 119877: Demonstrate knowledge of Stone Age Archaeology, Level 4, 10 credits.
- ID 119875: Investigate a maritime site, Level 4, 5 credits.
- ID 119873: Record a rock art site, Level 4, 6 credits.
- ID 119865: Recover human skeletal remains for analysis, Level 4, 6 credits.
- ID 119870: Research a Southern African archaeological site from published and unpublished material, Level 4, 6 credits.
- ID 242812: Induct a member into a team, Level 3, 4 credits.
- ID 13915: Demonstrate understanding of HIV/AIDS and its impact on the workplace, Level 3, 4 credits.
- ID 242820: Maintain records for a team, Level 3, 4 credits.
- ID 242814: Identify and explain the core and support functions of an organisation, Level 3, 6 credits.
- ID 242813: Explain the contribution made by own area of responsibility to the overall organisational strategy, Level 4, 5 credits.
- ID 242818: Describe the relationship of junior management to other management roles, Level 4, 5 credits.
- ID 251960: Identify and describe disaster related risks and threatening situations utilizing basic disaster management concepts and indigenous knowledge, Level 3, 5 credits.
- ID 11473: Manage individual and team performance, Level 4, 8 credits.

**Disaster Risk Management (Learning Programme ID 64870):**

- ID 251964: Develop and implement disaster risk reduction plans, Level 5, 10 credits.
- ID 251965: Create awareness and promote a culture of risk avoidance through advocacy activities, Level 4, 6 credits.
- ID 251966: Implement disaster risk management principles in response, recovery, relief and rehabilitation activities, Level 5, 15 credits.
- ID 251967: Conduct disaster risk assessment, Level 5, 15 credits.
- ID 242812: Induct a member into a team, Level 3, 4 credits.
- ID 13915: Demonstrate understanding of HIV/AIDS and its impact on the workplace, Level 3, 4 credits.
- ID 242820: Maintain records for a team, Level 3, 4 credits.
- ID 242814: Identify and explain the core and support functions of an organisation, Level 3, 6 credits.
- ID 242813: Explain the contribution made by own area of responsibility to the overall organisational strategy, Level 4, 5 credits.
- ID 242818: Describe the relationship of junior management to other management roles, Level 4, 5 credits.
- ID 251960: Identify and describe disaster related risks and threatening situations utilizing basic disaster management concepts and indigenous knowledge, Level 3, 5 credits.
- ID 11473: Manage individual and team performance, Level 4, 8 credits.

**Food Manufacturing (Learning Programme ID 58345):**

- ID 8016: Maintaining occupational health, safety and general housekeeping, Level 3, 8 credits.
- ID 8025: Controlling and locating stock, Level 3, 8 credits.
- ID 11473: Manage individual and team performance, Level 4, 8 credits.
- ID 10631: Demonstrate an understanding of manufacturing principles, methodologies and processes, Level 5, 7 credits.
- ID 10708: Control and adjust utilities in a food or beverage manufacturing plant, Level 4, 10 credits.
- ID 113852: Apply occupational health, safety and environmental principles, Level 3, 10 credits.
- ID 114877: Formulate and implement an action plan to improve productivity within an organisational unit, Level 4, 8 credits.
- ID 118043: Supervise stock counts, Level 4, 8 credits.
- ID 119257: Produce and maintain work activity reports, Level 4, 8 credits.
- ID 119796: Monitor and control quality assurance procedures in a food or sensitive consumer product operation, Level 4, 8 credits.
- ID 120235: Demonstrate an understanding of the concept of microbiology in a food handling environment, Level 3, 6 credits.
- ID 120239: Monitor critical control points (CCPs) as an integral part of a hazard analysis critical control point (HACCP) system, Level 3, 6 credits.
- ID 120377: Identify, suggest and implement corrective actions to improve quality or project work, Level 4, 7 credits.
- ID 119802: Perform quality control practices in a food or sensitive consumer product operation, Level 3, 6 credits.
- ID 242812: Induct a member into a team, Level 3, 4 credits.
- ID 13915: Demonstrate understanding of HIV/AIDS and its impact on the workplace, Level 3, 4 credits.
- ID 242820: Maintain records for a team, Level 3, 4 credits.
- ID 242814: Identify and explain the core and support functions of an organisation, Level 3, 6 credits.
- ID 242813: Explain the contribution made by own area of responsibility to the overall organisational strategy, Level 4, 5 credits.

- ID 242818: Describe the relationship of junior management to other management roles, Level 4, 5 credits.
- ID 251960: Identify and describe disaster related risks and threatening situations utilizing basic disaster management concepts and indigenous knowledge, Level 3, 5 credits.
- ID 11473: Manage individual and team performance, Level 4, 8 credits.
- ID 118045: Supervise implementation of loss control measures, Level 4, 8 credits
- ID 242875: Describe basic freight logistic principles, Level 3, 6 credits

**General Management (Learning Programme ID 74630):**

- ID 242812: Induct a member into a team, Level 3 , 4 credits.
- ID 13915: Demonstrate understanding of HIV/AIDS and its impact on the workplace, Level 3, 4 credits.
- ID 242820: Maintain records for a team, Level 3, 4 credits.
- ID 242814: Identify and explain the core and support functions of an organisation, Level 3, 6 credits.
- ID 242813: Explain the contribution made by own area of responsibility to the overall organisational strategy, Level 4, 5 credits.
- ID 242818: Describe the relationship of junior management to other management roles, Level 4, 5 credits.
- ID 251960: Identify and describe disaster related risks and threatening situations utilizing basic disaster management concepts and indigenous knowledge, Level 3, 5 credits.
- ID 11473: Manage individual and team performance, Level 4, 8 credits.
- ID 242668: Demonstrate knowledge and application of the Occupational Health and Safety Act, 85 of 1993 (OHSA) (as amended) and the responsibilities of management in terms of the Act, Level 4, 4 credits.
- ID 13952: Demonstrate basic understanding of the Primary labour legislation that impacts on a business unit, Level 4, 8 credits.
- ID 113852: Apply occupational health, safety and environmental principles, Level 3, 10 credits.
- ID 242840: Make oral presentations, Level 4, 2 credits.

**Golf Management (Learning Programme ID 58343):**

- ID 120209: Apply basic concepts of sport psychology in a golfing context, Level 5, credits 12.
- ID 120204: Apply knowledge of diet and nutrition to improving golf performance, Level 5, credits 10.
- ID 120208: Apply the rules of golf in various contexts, Level 5, credits 8.
- ID 120206: Describe, implement and teach the principles and building blocks of a golf swing, Level 5, credits 12.
- ID 120212: Plan, manage and report on a golf tournament, Level 5, credits 8.
- ID 120192: Apply anatomical and physiological knowledge to golfing activity, Level 5, credits 5.
- ID 120211: Display a holistic understanding of golf and golfing, Level 5, credits 8.
- ID 120197: Plan and implement personal and career development goals within a golfing environment, Level 5, credits 5.
- ID 242812: Induct a member into a team, Level 3, 4 credits.
- ID 13915: Demonstrate understanding of HIV/AIDS and its impact on the workplace, Level 3, 4 credits.
- ID 242820: Maintain records for a team, Level 3, 4 credits.
- ID 242814: Identify and explain the core and support functions of an organisation, Level 3, 6 credits.
- ID 242813: Explain the contribution made by own area of responsibility to the overall organisational strategy, Level 4, 5 credits.
- ID 242818: Describe the relationship of junior management to other management roles, Level 4, 5 credits.
- ID 251960: Identify and describe disaster related risks and threatening situations utilizing basic disaster management concepts and indigenous knowledge, Level 3, 5 credits.
- ID 11473: Manage individual and team performance, Level 4, 8 credits.

**Human Resource Support (Learning Programme ID 93950):**

- ID 10980, Induct a new employee, 4 credits.
- ID 10981, Supervise work unit to achieve work unit objectives (individuals and teams), 4 credits.
- ID 10978, Recruit and select candidates to fill defined positions, 4 credits.
- ID 117877, Perform one-to-one training on the job, 3 credits.
- ID 242655, Demonstrate knowledge and application of ethical conduct in a business environment, 4 credits.
- ID 116720, Show understanding of diversity in the workplace, 3 credits.
- ID 113915, Explain the application of the basic conditions of employment act in an employment contract, 3 credits.
- ID 11473, Manage individual and team performance, 4 credits.
- ID 113909, Coach a team member in order to enhance individual performance in work environment, 3 credits.
- ID 114251, Prepare chemical additives used in the pulp and paper industry, 3 credits.
- ID 114941, Apply knowledge of HIV/AIDS to a specific business sector and a workplace, 3 credits.
- ID 13934, Plan and prepare meeting communications, 3 credits.
- ID 377160, Explain the fundamentals of the concepts of 'wellness', 4 credits.
- ID 113907, Explain the impact of personal wellness on work performance, 3 credits.

**Inventory and Inventory Control (Learning Programme ID 83987):**

- ID 377361: Understand the role of inventory and ordering costs, NQF Level 03, 5 Credits.
- ID 377363: Apply inventory replenishment and distribution systems, NQF Level 04, 8 Credits.
- ID 377364: Discuss the role of inventory in a manufacturing environment, NQF Level 03, 10 Credits.

**Public Administration (Learning Programme ID 58346):**

- ID 110490: Demonstrate knowledge and understanding of the basic principles of public administration and management, Level 4, 4 credits.
- ID 123460: Develop and apply administrative principles in the implementation of

**Manufacturing Control (Learning Programme ID 83989):**

- ID 377360: Discuss Just in Time (JIT) and Lean Manufacturing, NQF Level 03, 5 Credits.
- ID 377380: Describe the functions of purchasing and procurement, NQF Level 04, 5 Credits.
- ID 377381: Apply Total Quality Management (TQM), NQF Level 04, 8 Credits.
- ID 377386: Perform material requirements planning (MRP), NQF Level 04, 5 Credits.
- ID 377440: Perform capacity requirements planning (CRP), NQF Level 04, 8 Credits.

**Planning and Scheduling Techniques (Learning Programme ID 83988):**

- ID 377382: Perform forecasting in a manufacturing environment, NQF Level 05, 8 Credits.
- ID 377383: Planning and controlling in a manufacturing environment, NQF Level 04, 6 Credits.
- ID 377400: Perform sales and operations planning, NQF Level 04, 5 Credits.
- ID 377402: Perform master scheduling in the workplace, NQF Level 04, 5 Credits.

**Salon Management (Learning Programme ID 80746):**

- ID 114592: Produce business plans for a new venture, Level 4, 8 Credits.
- ID 262500: Research and plan for the equipping of a salon, Level 4, 6 Credits
- ID 262519: Supervise the functions of a hairdressing salon, Level 4, 8 Credits.

**Process Manufacturing (Learning Programme ID 79286):**

- ID 123398: Facilitate the transfer and application of learning in the workplace, Level 5, 5 credits.
- ID 11473: Manage individual and team performance, Level 5, 8 credits.
- ID 14586: Monitor and control quality control practices in a manufacturing/engineering environment, Level 4, 8 credits.
- ID 110009: Manage administration records, Level 4, 4 credits.
- ID 114877: Formulate and implement an action plan to improve productivity within an organisational unit, Level 4, 8 credits.
- ID 244105: Participate in a task team in a process environment, Level 4, 4 credits.
- ID 252024: Evaluate current practices against best practice, Level 5, 4 credits.
- ID 255514: Conduct a disciplinary hearing, Level 5, 15 credits.

**Municipal Office Administration, Level 4, 6 credits.**

- ID 120381: Implement Project Administration processes according to requirements, Level 4, 5 credits.
- ID 120307: Apply South African legislation and policy affecting public administration, Level 5, 10 credits.
- ID 119346: Manage and develop oneself in the Public Sector work environment, Level 5, 10 credits
- ID 113955: Apply the Batho Pele principles to own work role and context, Level 3, 4 credits.
- ID 242812: Induct a member into a team, Level 3, 4 credits.
- ID 13915: Demonstrate understanding of HIV/AIDS and its impact on the workplace, Level 3, 4 credits.
- ID 242820: Maintain records for a team, Level 3, 4 credits.
- ID 242814: Identify and explain the core and support functions of an organisation, Level 3, 6 credits.
- ID 242813: Explain the contribution made by own area of responsibility to the overall organisational strategy, Level 4, 5 credits.
- ID 242818: Describe the relationship of junior management to other management roles, Level 4, 5 credits.

- ID 251960: Identify and describe disaster related risks and threatening situations utilizing basic disaster management concepts and indigenous knowledge, Level 3, 5 credits.
- ID 11473: Manage individual and team performance, Level 4, 8 credits.
- ID 114215: Mentor a colleague to enhance the individual's knowledge, skills, values and attitudes in a selected career path, Level 4, 3 credits.
- ID 337060: Apply knowledge of organisation structure and design to support performance to a Public Sector Department, Level 4, 5 credits.
- ID 337064: Apply knowledge of the job evaluation process in the Public Sector in order to ensure that a job has been properly evaluated, Level 4, 3 credits.
- ID 337061: Demonstrate knowledge and insight into a bid committee system applicable to an Organ of State in South Africa Level 5, 15 credits.
- ID 337063: Demonstrate knowledge and insight into the principles of monitoring and evaluation in assessing organisation and/or programme performance in a specific context, Level 5, 5 credits.
- ID 337062: Evaluate a job in the Public Sector in South Africa, Level 4, 6 credits.

**School Governing Bodies (Learning Programme ID 74672):**

- ID 260217: Demonstrate understanding of legal aspects pertaining to human resources in a school, Level 4, 12 credits.
- ID 260237: Plan for school development, Level 4, 8 credits.
- ID 260257: Demonstrate knowledge of the legislative framework for school governance, Level 4, 10 credits.
- ID 260337: Develop and implement policy for school governance, Level 4, 9 credits.
- ID 260357: Prepare and monitor the budget of a school, Level 4, 12 credits.
- ID 242812: Induct a member into a team, Level 3, 4 credits.
- ID 13915: Demonstrate understanding of HIV/AIDS and its impact on the workplace, Level 3, 4 credits.
- ID 242820: Maintain records for a team, Level 3, 4 credits.
- ID 242814: Identify and explain the core and support functions of an organisation, Level 3, 6 credits.

- ID 242813: Explain the contribution made by own area of responsibility to the overall organisational strategy, Level 4, 5 credits.
- ID 242818: Describe the relationship of junior management to other management roles, Level 4, 5 credits.
- ID 251960: Identify and describe disaster related risks and threatening situations utilizing basic disaster management concepts and indigenous knowledge, Level 3, 5 credits.
- ID 11473: Manage individual and team performance, Level 4, 8 credits.
- ID 117156: Interpret basic financial statements, Level 4, 4 credits.
- ID 120385: Apply a range of project management tools and techniques, Level 4, 7 credits.
- ID 115209: Participate in the development of a strategic plan for fundraising, Level 4, 12 credits.
- ID 260277: Administer school assets, Level 4, 12 credits.

**Service Station Site Management (Learning Programme ID 66309):**

- ID 118028: Supervise customer service standards, Level 4, 8 credits.
- ID 242996: Handle dangerous goods during warehousing and storage, Level 4, 4 credits.
- ID 243301: Manage safety and emergency incidences, Level 4, 6 credits.
- ID 8016: Maintaining occupational health, safety and general housekeeping, Level 3, 8 credits.
- ID 254595: Control the flow of information in a business unit, Level 4, 8 credits.
- ID 118043: Supervise stock counts, Level 4, 8 credits.
- ID 118037: Supervise sales performance, Level 4, 8 credits.
- ID 118030: Supervise P.O.S. Operations, Level 4, 8 credits.
- ID 242668: Demonstrate knowledge and application of the Occupational Health and Safety Act, 85 of 1993 (OHSA) (as amended) and the responsibilities of management in terms of the Act, Level 4, 4 credits.
- ID 118045: Supervise implementation of loss control measures, Level 4, 8 credits.
- ID 12484: Perform basic fire fighting, Level 2, 4 credits.
- ID 242812: Induct a member into a team, Level 3, 4 credits.
- ID 13915: Demonstrate understanding of HIV/AIDS and its impact on the workplace, Level 3, 4 credits.
- ID 242820: Maintain records for a team, Level 3, 4 credits.

- ID 242814: Identify and explain the core and support functions of an organisation, Level 3, 6 credits.
- ID 242813: Explain the contribution made by own area of responsibility to the overall organisational strategy, Level 4, 5 credits.
- ID 242818: Describe the relationship of junior management to other management roles, Level 4, 5 credits.
- ID 251960: Identify and describe disaster related risks and threatening situations utilizing basic disaster management concepts and indigenous knowledge, Level 3, 5 credits.
- ID 11473: Manage individual and team performance, Level 4, 8 credits.

**Sheriffing (Learning Programme ID 64269):**

- ID 252388: Explain and implement the writ of execution and enforcement process, Level 4, 10 credits.
- ID 252391: Explain legal concepts in respect of sheriffing Level 4, 7 credits.
- ID 252390: Demonstrate applied knowledge of financial administration in a sheriff's office, Level 4, 7 credits.
- ID 252389: Explain and implement service in the civil justice system, Level 4, 7 credits.
- ID 242812: Induct a member into a team, Level 3, 4 credits.
- ID 13915: Demonstrate understanding of HIV/AIDS and its impact on the workplace, Level 3, 4 credits.
- ID 242820: Maintain records for a team, Level 3, 4 credits.
- ID 242814: Identify and explain the core and support functions of an organisation, Level 3, 6 credits.
- ID 242813: Explain the contribution made by own area of responsibility to the overall organisational strategy, Level 4, 5 credits.
- ID 242818: Describe the relationship of junior management to other management roles, Level 4, 5 credits.
- ID 251960: Identify and describe disaster related risks and threatening situations utilizing basic disaster management concepts and indigenous knowledge, Level 3, 5 credits.
- ID 11473: Manage individual and team performance, Level 4, 8 credits.
- ID 110003: Develop administrative procedures in a selected organisation, Level 4, 8 credits.

- ID 116608: Demonstrate knowledge and application of ethical conduct in a debt recovery work context, Level 4, 6 credits.

**Sport Management (Learning Programme ID 80766):**

- ID 117111: Apply knowledge of basic accounting principles to financial services, Level 3, 4 credits.
- ID 114738: Perform financial planning and control functions for a small business, Level 4, 6 credits.
- ID 117156: Interpret basic financial statements, Level 4, 4 credits.
- ID 243298: Apply administrative skills and knowledge in a sport organisation, Level 5, 8 credits.

**Wholesale and Retail Management (Learning Programme ID 63333):**

- ID 12544: Facilitate the preparation and presentation of evidence for assessment, Level 4, 4 credits.
- ID 114589: Manage time productively, Level 4, 4 credits.
- ID 118028: Supervise customer service standards, Level 4, 8 credits.
- ID 118029: Supervise housekeeping and hygiene in a store, Level 4, 6 credits.
- ID 118030: Supervise P.O.S. Operations, Level 4, 8 credits.
- ID 118033: Supervise promotional activities, Level 4, 8 credits.
- ID 118037: Supervise sales performance, Level 4, 8 credits.
- ID 118043: Supervise stock counts, Level 4, 8 credits.
- ID 118045: Supervise implementation of loss control measures, Level 4, 8 credits.
- ID 242820: Maintain records for a team, Level 3, 4 credits.
- ID 254595: Control the flow of information in a business unit, Level 4, 8 credits.
- ID 254596: Manage time keeping records, Level 4, 5 credits.
- ID 242812: Induct a member into a team, Level 3, 4 credits.
- ID 13915: Demonstrate understanding of HIV/AIDS and its impact on the workplace, Level 3, 4 credits.
- ID 242820: Maintain records for a team, Level 3, 4 credits.
- ID 242814: Identify and explain the core and support functions of an organisation, Level 3, 6 credits.

- ID 242813: Explain the contribution made by own area of responsibility to the overall organisational strategy, Level 4, 5 credits.
- ID 242818: Describe the relationship of junior management to other management roles, Level 4, 5 credits.
- ID 251960: Identify and describe disaster related risks and threatening situations utilizing basic disaster management concepts and indigenous knowledge, Level 3, 5 credits.
- ID 11473: Manage individual and team performance, Level 4, 8 credits.
- ID 335915: Schedule suppliers to deliver to a Wholesale and Retail unit, Level 4, 5 credits.

**Exit Level Outcomes**

**Planning** - 1. Develop plans to achieve defined objectives.

**Organising** - 2. Organise resources in accordance with developed plan.

**Leading** - 3. Lead a team to work co-operatively to achieve objectives.

**Controlling** - 4. Monitor performance to ensure compliance to a developed plan.

**Ethics** - 5. Make decisions based on a code of ethics.

**Critical Cross-Field Outcomes:****The learner will be expected to demonstrate the ability to:**

- Identify and solve problems and make responsible ethical decisions within own limit of authority.
- Work effectively with others as a member of a team, group, organisation or community to achieve work unit objectives.
- Organise and manage oneself and one's activities responsibly and effectively to plan, lead, organise and control towards achievement of work unit objectives.
- Collect, organise and critically evaluate information in order to measure performance.
- Communicate effectively using visual, mathematics and language skills in the modes of oral and/or written presentations to lead a team.
- 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.
- Be culturally and aesthetically sensitive across a range of social contexts in managing and interacting with diverse people in the workplace.
- Use science and technology effectively in researching, recommending and implementing management solutions, showing responsibility towards the environment and health of others.

## **ASSOCIATED ASSESSMENT CRITERIA**

### **Planning**

- Information is analysed and presented according to organisational objectives and requirements.
- A plan is developed by using a systematic process.
- Tasks, resources, timeframes and measurement criteria are defined and aligned to meet organisational objectives.

### **Organising**

- Methods, procedures and techniques to organise a work unit are applied in accordance with organisational requirements.
- The activities of the work unit are analysed and adjusted in order to align to the organisational strategies.
- Resources are allocated to achieve the developed plan.

### **Leading**

- The principles of leadership are explained and applied within a work unit.
- The organisation's objectives and Standard Operating Procedures (SOPs) are analysed in order to determine the direction of work units.
- Knowledge of group dynamics is applied to build a team.

### **Controlling**

- Work unit performance is measured against organisational objectives.
- Corrective action is taken in response to performance variances in accordance with Standard Operating Procedures (SOPs).

### **Ethics**

- The concept of ethics is explained in terms of its influence on the activities of a work unit.
- The value of a code of ethics is explained in terms of its impact on decision making.
- Ethical decisions are made in the workplace.

**Integrated Assessment:**

Integration implies that theoretical and practical components are assessed together. It also implies that learning in different unit standards could and should be assessed in an integrated way where possible.

Integrative assessment techniques may be used to assess multiple specific outcomes within multiple unit standards within the learner's work context. Within each unit standard, the specific outcomes and associated assessment criteria guide the learning process.

The assessment determines whether the outcomes have been attained.

Assessments should be flexible and must cater for a wide range of options and contexts. Assessment must be fair, transparent, valid and reliable and should ensure that no learner is disadvantaged.

Assessment of Communication and Mathematical Literacy should be contextually based in accordance with the specialisation and context chosen and applied. Assessment has a formative monitoring function. Formative assessment should be used to assess gaps in the learner's skill and knowledge level.

Its goal is to assess the learner's competence providing feedback to both learner and facilitator for further learning. It is continuous and is used to plan appropriate learning experiences to meet the learner's needs. It provides information about problems experienced at different stages in the learning process.

Assessment must also have a summative component. Summative assessment may be used on completion of a unit standard, but should not be the only form of assessment.

A variety of methods must be used in assessment, and tools and activities must be appropriate to the context in which the learner is working.

Where it is not possible to assess all competencies in the workplace, simulations, case studies and other techniques should be used to provide a context appropriate to the assessment.

**Articulation Options****Horizontal Articulation:**

This qualification articulates horizontally with the following qualifications:

- FETC: New Venture Creation, SAQA ID: 23953
- FETC: Leadership Development, SAQA ID: 50081
- FETC: Business Systems Operations: End User (ERP), SAQA ID: 49176
- FETC: Small Business Advising (Information Support), SAQA ID: 48883

**Vertical Articulation:**

- The FETC: Management articulates with the National Certificate: Management at Level 5, SAQA ID: 1093

## Part 2

### Programme alignment

Date	Unit Standard Titles	US ID	Cr	Cr per Module
<b>Month 1 &amp; 2</b>	<b>Module 1 – Team Management</b>			
	Identify responsibilities of a team leader in ensuring that organisational standards are met (C)	242821	6	<b>43</b>
	Motivate and Build a Team (C)	242819	10	
	Prioritise time and work for self and team (C)	242811	5	
	Solve problems, make decisions and implement solutions (C)	242817	8	
	Use the writing process to compose texts required in the business environment (F)	12153	5	
	Write/present/sign for a wide range of contexts (F)	119459	5	
	Demonstrate knowledge and application of the OHS Act (E)	242668	4	
	<b>Contact / Facilitation Days</b>	<b>19 DAYS</b>	<b>Workplace Application Days 25 DAYS</b>	
	<b>Theory</b>	<b>129 Hours</b>		
	<b>Practical</b>	<b>241 Hours</b>		
	<b>Assessments</b>	<b>60 Hours</b>		

Date	Unit Standard Titles	US ID	Cr	Cr per Module
<b>Month 3 &amp; 4</b>	<b>Module 2 – Individual Management</b>			
	Employ a systematic approach to achieving objectives (C)	242822	10	<b>33</b>
	Engage in sustained oral/signed communication and evaluate spoken /signed texts (F)	119462	5	
	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues (F)	7468	6	
	Induct a member into a team (E)	242812	4	
	Manage individual and team performance (E)	11473	8	
	<b>Contact / Facilitation Days</b>	<b>17 DAYS</b>	<b>Workplace Application Days 22 DAYS</b>	
	<b>Theory</b>	<b>114 Hours</b>		
	<b>Practical</b>	<b>213 Hours</b>		
	<b>Assessments</b>	<b>53 Hours</b>		

Date	Unit Standard Titles	US ID	Cr	Cr per Module
<b>Month 5 &amp; 6</b>	<b>Module 3 – Implementing Strategies</b>			
	Apply leadership concepts in a work context (C)	242824	12	<b>26</b>
	Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts (F)	9016	4	
	Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace (E)	13915	4	
	Identify and explain the core and support functions of an organisation (E)	242814	6	
	<b>Contact / Facilitation Days</b>	<b>17 DAYS</b>	<b>Workplace Application Days 22 DAYS</b>	
	<b>Theory</b>	<b>114 Hours</b>		
	<b>Practical</b>	<b>213 Hours</b>		
	<b>Assessments</b>	<b>53 Hours</b>		

Date	Unit Standard Titles	US ID	Cr	Cr per Module
<b>Month 7 &amp; 8</b>	<b>Module 4 – Operations management</b>			
	Apply the organisation`s code of conduct in a work environment (C)	242815	5	<b>32</b>
	Conduct a structured meeting (C)	242816	5	
	Manage Expenditure against a budget (C)	242810	6	
	Monitor the level of service to a range of customers (C)	242829	5	
	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems (F)	9015	6	
	Read/view, analyse and respond to a variety of texts (F)	119469	5	
	<b>Contact / Facilitation Days</b>	<b>17 DAYS</b>	<b>Workplace Application Days 22 DAYS</b>	
	<b>Theory</b>	<b>114 Hours</b>		
	<b>Practical</b>	<b>213 Hours</b>		
	<b>Assessments</b>	<b>53 Hours</b>		

Date	Unit Standard Titles	US ID	Cr	Cr per Module
<b>Month 10</b>	<b>Module 5 – Second Language Component</b>			
	Interpret and use information from texts (F)	119457	5	<b>20</b>
	Write/present/sign texts for a range of communicative contexts (F)	119465	5	
	Use language and communication in occupational learning programmes (F)	119467	5	
	Accommodate audience and context needs in oral/signed communication (F)	119472	5	
	<b>Contact / Facilitation Days</b>	<b>17 DAYS</b>	<b>Workplace Application Days 22 DAYS</b>	
	<b>Theory</b>	<b>114 Hours</b>		
	<b>Practical</b>	<b>213 Hours</b>		
	<b>Assessments</b>	<b>53 Hours</b>		

<b>Month 10</b>	<b>FINAL SUMMATIVE ASSESSMENT</b>
<b>Month 11</b>	<b>FINALISING PORTFOLIOS OF EVIDENCE</b>

## Part 3

### Design Strategy

#### 1 - Learning aims and objectives

##### Clarity on focus on outcomes and design down:

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

#### 2 - Theoretical content

##### Content relevance:

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

#### 3 - Teaching and learning

##### Learner centered and expanded opportunities:

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

**High participation and co-operative learning:**

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

**Integration**

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

**4 - Assessment****Principles of assessment**

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

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

**Clarity of focus on outcomes**

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

### **High expectations**

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

### **Expanded opportunity**

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

### **Continuous integrated assessment**

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

## **5 – Evaluation**

### **Facilitator**

Learners will be required to evaluate the performance of the Facilitator on completion of the learning programme.

Facilitators will be evaluated against the following criteria:

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

## **Programme**

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

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

## **Logistics**

Learners will also be required to evaluate the value of:

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

## **Design Methodology**

The design of the materials strictly follows and adheres to the rules and requirements of the Qualification and the Unit Standards as contained within. The Unit Standards are clustered to promote the logical sequence and achievement of the outcomes in relation to the Exit Level Outcomes of the Qualification. The programme is structured through strategic grouping / clustering of Unit Standards into Modules as aligned to the Exit Level Outcomes of the Qualification.

This alignment is demonstrated as follows:

### **EXIT Level Outcomes Alignment:**

1. Work with others to undertake or support the project management activities.
2. Assist the project manager and/or project team by contributing and participating in planning, execution and control activities.
3. Provide support to the administration of a project.

For electives:

Date	Unit Standard Titles	US ID	Cr	Cr per Module
Month 1 & 2	<b>Module 1 – Team Management</b>			
	Identify responsibilities of a team leader in ensuring that organisational standards are met (C)	242821	6	<b>43</b>
	Motivate and Build a Team (C)	242819	10	
	Prioritise time and work for self and team (C)	242811	5	
	Solve problems, make decisions and implement solutions (C)	242817	8	
	Use the writing process to compose texts required in the business environment (F)	12153	5	
	Write/present/sign for a wide range of contexts (F)	119459	5	
	Demonstrate knowledge and application of the OHS Act (E)	242668	4	
<b>Contact / Facilitation Days</b>		<b>19 DAYS</b>		
<b>Theory</b>		<b>129 Hours</b>		
<b>Practical</b>		<b>241 Hours</b>		
<b>Assessments</b>		<b>60 Hours</b>		

Date	Unit Standard Titles	US ID	Cr	Cr per Module
Month 3 & 4	<b>Module 2 – Individual Management</b>			
	Employ a systematic approach to achieving objectives (C)	242822	10	<b>33</b>
	Engage in sustained oral/signed communication and evaluate spoken /signed texts (F)	119462	5	
	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues (F)	7468	6	
	Induct a member into a team (E)	242812	4	
	Manage individual and team performance (E)	11473	8	
<b>Contact / Facilitation Days</b>		<b>17 DAYS</b>		
<b>Theory</b>		<b>114 Hours</b>		
<b>Practical</b>		<b>213 Hours</b>		
<b>Assessments</b>		<b>53 Hours</b>		

Date	Unit Standard Titles	US ID	Cr	Cr per Module
Month 5 & 6	<b>Module 3 – Implementing Strategies</b>			
	Apply leadership concepts in a work context (C)	242824	12	<b>26</b>
	Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts (F)	9016	4	
	Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace (E)	13915	4	
	Identify and explain the core and support functions of an organisation (E)	242814	6	
<b>Contact / Facilitation Days</b>		<b>17 DAYS</b>		
<b>Theory</b>		<b>114 Hours</b>		
<b>Practical</b>		<b>213 Hours</b>		
<b>Assessments</b>		<b>53 Hours</b>		

Date	Unit Standard Titles	US ID	Cr	Cr per Module
Month 7 & 8	<b>Module 4 – Operations management</b>			
	Apply the organisation's code of conduct in a work environment (C)	242815	5	<b>32</b>
	Conduct a structured meeting (C)	242816	5	
	Manage Expenditure against a budget (C)	242810	6	
	Monitor the level of service to a range of customers (C)	242829	5	
	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems (F)	9015	6	
	Read/view, analyse and respond to a variety of texts (F)	119469	5	
<b>Contact / Facilitation Days</b>		<b>17 DAYS</b>		
<b>Theory</b>		<b>114 Hours</b>		
<b>Practical</b>		<b>213 Hours</b>		
<b>Assessments</b>		<b>53 Hours</b>		

Date	Unit Standard Titles	US ID	Cr	Cr per Module
Month 10	<b>Module 5 – Second Language Component</b>			
	Interpret and use information from texts (F)	119457	5	<b>20</b>
	Write/present/sign texts for a range of communicative contexts (F)	119465	5	
	Use language and communication in occupational learning programmes (F)	119467	5	
	Accommodate audience and context needs in oral/signed communication (F)	119472	5	
<b>Contact / Facilitation Days</b>		<b>17 DAYS</b>		<b>Workplace Application Days 22 DAYS</b>
<b>Theory</b>		<b>114 Hours</b>		
<b>Practical</b>		<b>213 Hours</b>		
<b>Assessments</b>		<b>53 Hours</b>		

## Part 4

### Delivery Strategy

#### 1 - Materials

##### Participant's materials

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

##### Facilitator's materials:

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

##### Assessor's guide:

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

#### 2 – Notional hours of learning

70% practical (80% workplace implementation, 20% assessment) and 30 % theory (workshop).	
Theory / contact time	<ul style="list-style-type: none"> <li>• 462 hours required for formal learning.</li> </ul>
Workplace	<ul style="list-style-type: none"> <li>• 862 hours required for workplace practice and transferring the learning. Formative assessment activities are included in the workplace learning time.</li> </ul>
Assessment	<ul style="list-style-type: none"> <li>• 216 hours required for assessment preparation, evidence collection and submission.</li> </ul>
<b>TOTAL NOTIONAL HOURS</b>	<ul style="list-style-type: none"> <li>• 1540 HOURS = 154 UNIT STANDARD CREDITS</li> </ul>

### **3 – Training media aids and equipment**

#### **Classroom set-up and space requirements**

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

#### **Training media and equipment**

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

#### **Training aids**

- Flash cards
- Learner guides
- Handouts

#### **Learner support Strategy**

### **1 - Learner roles and responsibilities**

The learner is expected to actively participate by:

- Taking part in and completing group activities, practical assignments and discussions.
- Planning and preparing for the training.
- Asking for support when needed.
- Giving meaningful input into and challenging the status quo.
- Finding new and better ways of doing things
- Developing sound and effective practices given the input from the facilitator and the rest of the group
- Complying with assessment requirements

## 2 – Provider roles and responsibilities

### FACILITATOR/ECF/ASSESSOR/COACH/MENTOR:

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

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

### **Before:**

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

### **During:**

- The facilitator will provide all materials and resources necessary for learning to take place.
- The facilitator will guide and support the learner during learning - ensure that learners understand and can practice the necessary skills.
- The facilitator will ensure that learning outcomes are achieved according to the learning and unit standard outcomes
- The facilitator will identify learners who are experiencing difficulties – content or otherwise – and take appropriate action to assist the learner in joining the main stream of learning.
- The facilitator will conduct formative assessments to determine learner level of competence and take corrective action based on the results of formative assessment.

### **After:**

- The facilitator/workplace coach will assist the learner in implementing skills learnt in the workplace in the form of structured on-the-job activities, which are outlined in the Workplace Guide.
- The facilitator/workplace coach will conduct formative assessment for workplace activities to determine the learner's level of competence and take corrective action based on the results of formative assessment.
- The Evidence Collection Facilitator will assist the candidate in identifying and preparing for evidence collection for assessment.
- The Evidence Collection Facilitator will judge the evidence produced by the candidate and advise whether or not it is ready for assessment submission.

- The Assessor will plan and prepare the candidate for assessment as per the Assessment Guide.
- The Assessor will conduct the assessment, provide developmental feedback to the candidate and make an assessment judgment.
- The Assessor will guide and support the candidate for re-assessment purposes and communicate the company's appeals policy.

This Qualification will be delivered to successfully registered learners enrolled into the Qualification programme and in accordance with the identified target market. The training programme will be delivered on a face-to-face basis in direct contact with the learner for both training and assessment purposes.

The delivery of the Qualification is done in accordance with the Modular structure of the programme. This Qualification is structured to be completed over a period of 12 months as a 1 year programme. The detailed roll out / delivery strategy on the following pages in this document outlines the delivery of the Qualification programme in relation the contact time, experiential learning and final assessment applicable to the programme.

The included delivery / roll-out plan below illustrates the effective delivery of the Qualification programme over this period and in accordance with the programme's modular design. In summary the delivery of the Qualification Programme as per Modular Structure will be as follows:

Date	Unit Standard Titles	US ID	Cr	Cr per Module
<b>Month 1 &amp; 2</b>	<b>Module 1 – Team Management</b>			
	Identify responsibilities of a team leader in ensuring that organisational standards are met (C)	242821	6	<b>43</b>
	Motivate and Build a Team (C)	242819	10	
	Prioritise time and work for self and team (C)	242811	5	
	Solve problems, make decisions and implement solutions (C)	242817	8	
	Use the writing process to compose texts required in the business environment (F)	12153	5	
	Write/present/sign for a wide range of contexts (F)	119459	5	
	Demonstrate knowledge and application of the OHS Act (E)	242668	4	
<b>Contact / Facilitation Days</b>		<b>19 DAYS</b>		
<b>Theory</b>		<b>129 Hours</b>		
<b>Practical</b>		<b>241 Hours</b>		
<b>Assessments</b>		<b>60 Hours</b>		

Date	Unit Standard Titles	US ID	Cr	Cr per Module
Month 3 & 4	<b>Module 2 – Individual Management</b>			
	Employ a systematic approach to achieving objectives (C)	242822	10	<b>33</b>
	Engage in sustained oral/signed communication and evaluate spoken /signed texts (F)	119462	5	
	Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues (F)	7468	6	
	Induct a member into a team (E)	242812	4	
	Manage individual and team performance (E)	11473	8	
<b>Contact / Facilitation Days</b>		<b>17 DAYS</b>		
<b>Theory</b>		<b>114 Hours</b>		
<b>Practical</b>		<b>213 Hours</b>		
<b>Assessments</b>		<b>53 Hours</b>		

Date	Unit Standard Titles	US ID	Cr	Cr per Module
Month 5 & 6	<b>Module 3 – Implementing Strategies</b>			
	Apply leadership concepts in a work context (C)	242824	12	<b>26</b>
	Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts (F)	9016	4	
	Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace (E)	13915	4	
	Identify and explain the core and support functions of an organisation (E)	242814	6	
<b>Contact / Facilitation Days</b>		<b>17 DAYS</b>		
<b>Theory</b>		<b>114 Hours</b>		
<b>Practical</b>		<b>213 Hours</b>		
<b>Assessments</b>		<b>53 Hours</b>		

Date	Unit Standard Titles	US ID	Cr	Cr per Module
Month 7 & 8	<b>Module 4 – Operations management</b>			
	Apply the organisation's code of conduct in a work environment (C)	242815	5	<b>32</b>
	Conduct a structured meeting (C)	242816	5	
	Manage Expenditure against a budget (C)	242810	6	
	Monitor the level of service to a range of customers (C)	242829	5	
	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems (F)	9015	6	
	Read/view, analyse and respond to a variety of texts (F)	119469	5	
<b>Contact / Facilitation Days</b>		<b>17 DAYS</b>		
<b>Theory</b>		<b>114 Hours</b>		
<b>Practical</b>		<b>213 Hours</b>		
<b>Assessments</b>		<b>53 Hours</b>		

Date	Unit Standard Titles	US ID	Cr	Cr per Module
<b>Month 10</b>	<b>Module 5 – Second Language Component</b>			
	Interpret and use information from texts (F)	119457	5	<b>20</b>
	Write/present/sign texts for a range of communicative contexts (F)	119465	5	
	Use language and communication in occupational learning programmes (F)	119467	5	
Accommodate audience and context needs in oral/signed communication (F)	119472	5		
	<b>Contact / Facilitation Days</b>	<b>Workplace Application Days</b>		
	<b>17 DAYS</b>	<b>22 DAYS</b>		
	<b>Theory</b>			
	<b>114 Hours</b>			
	<b>Practical</b>			
	<b>213 Hours</b>			
	<b>Assessments</b>			
	<b>53 Hours</b>			

## Part 5

### Learner support Strategy

#### 1 - Learner roles and responsibilities

The learner is expected to actively participate by:

- Taking part in and completing group activities, practical assignments and discussions.
- Planning and preparing for the training.
- Asking for support when needed.
- Giving meaningful input into and challenging the status quo.
- Finding new and better ways of doing things
- Developing sound and effective practices given the input from the facilitator and the rest of the group
- Complying with assessment requirements

#### 2 – Provider roles and responsibilities

FACILITATOR/ECF/ASSESSOR/COACH/MENTOR:

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

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

##### **Before:**

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

##### **During:**

- The facilitator will provide all materials and resources necessary for learning to take place.
- The facilitator will guide and support the learner during learning - ensure that learners understand and can practice the necessary skills.

- The facilitator will ensure that learning outcomes are achieved according to the learning and unit standard outcomes
- The facilitator will identify learners who are experiencing difficulties – content or otherwise – and take appropriate action to assist the learner in joining the main stream of learning.
- The facilitator will conduct formative assessments to determine learner level of competence and take corrective action based on the results of formative assessment.

**After:**

- The facilitator/workplace coach will assist the learner in implementing skills learnt in the workplace in the form of structured on-the-job activities, which are outlined in the Workplace Guide.
- The facilitator/workplace coach will conduct formative assessment for workplace activities to determine the learner's level of competence and take corrective action based on the results of formative assessment.
- The Evidence Collection Facilitator will assist the candidate in identifying and preparing for evidence collection for assessment.
- The Evidence Collection Facilitator will judge the evidence produced by the candidate and advise whether or not it is ready for assessment submission.
- The Assessor will plan and prepare the candidate for assessment as per the Assessment Guide.
- The Assessor will conduct the assessment, provide developmental feedback to the candidate and make an assessment judgment.
- The Assessor will guide and support the candidate for re-assessment purposes and communicate the company's appeals policy.

## **Part 6**

# **Evaluation Strategy**

### **1 – Evaluation purpose**

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

### **2 – Evaluation instruments**

#### **Assessment Instruments**

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

#### **Moderation strategy**

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

#### **Post Course Learner Evaluations**

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

## Evaluation Strategy

Learner End of Course Evaluation sheet.

### End of Course Evaluation

Date: \_\_\_\_\_ Venue: \_\_\_\_\_

Please give honest feedback to assist us in future planning.

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

### Post Course Facilitator Evaluations

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

### Facilitators'/Trainers Report

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

NB Kindly attach the following documents to this report:

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

**Summary of work covered from day 1 to day 5****Day 1**


**Day 2**


**Day 3**


**Day 4**


**Day 5**


Use a separate sheet if necessary

### Learners

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

#### Attendance


#### Participation


#### Understanding of material


#### Issues raised by learners that need attention of Training Provider


### Overview of training provision process

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

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

No	Criteria / Question	Poor	Below Standard	Sufficient	Above Standard	Excellent
		1	2	3	4	5
<b>C</b>	<b>Learning Programme Evaluation</b>					
1	The learning outcomes of the programme are relevant and suitable.					
2	The content of the programme was relevant and suitable for the target group.					
3	The length of the facilitation was suitable for the programme.					
4	The learning material assisted in learning new knowledge and skills to apply in a practical manner.					
5	The Learning Material was free from spelling and grammar errors					
6	Hand-outs and Exercises are clear, concise and relevant to the outcomes and content.					
7	Learning material is generally of a high standard, and user friendly					
<b>Spelling/ Grammatical Errors</b>						
<b>Trainer/Learner File, etc.</b>		<b>Section/Page</b>		<b>What?</b>		
<b>Additional Comments on Learning Material</b>						

Signature of Facilitator: \_\_\_\_\_

Date: \_\_\_\_\_