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# Assessment Strategy

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| **ENTRY LEVEL REQUIREMENT (AS SPECIFIED ON UNIT STANDARD – EMBEDDED KNOWLEDGE)** | * Communication at NQF Level 3. * Mathematical Literacy at NQF Level 3 * Computer Literacy at NQF Level 3. |

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| **CONTEXT OF ASSESSMENT:** | **THE PURPOSE OF THE ASSESSMENT** |
| Assessment of competence is a process of making judgments about an individual’s competence through matching evidence collected to the appropriate national standards. The evidence in your portfolio must reflect the outcomes and assessment criteria of the unit standards of the learning programme for which you are being assessed. |
| **ASSESSMENT APPROACH** |
| 🗹**Pre-Assessment (Baseline assessment)**  (Baseline assessment is used to decide where to start a learning intervention and to identify **gaps** in learning where support may be needed) |
| 🗹**Formative assessment**  (Refers to assessment that takes place **during** the process of learning and teaching. This assessment gives valuable information about the knowledge, skills and attitudes/values of the candidate.) |
| 🗹**Summative assessment**  (Is assessment for making a judgment about achievement and to determine if the candidate can obtain the **credits** for the unit standard. This is carried out when a learner is ready to be assessed at the **end** of a programme of learning. ) |
| 🗹**Integrated assessment**  (**Combination** of formative and Summative assessment) |
|  | * **Re-assessment**   Should it happen that a candidate is deemed not yet competent upon a summative assessment, that candidate will be allowed to be re-assessed. The candidate can, however, only be allowed two reassessments.  When learners have to undergo re-assessment, the following conditions will apply:   * + Specific feedback will be given so that candidates can concentrate on only those areas in which they were assessed as not yet competent.   + Re-assessment will take place in the same situation or context and under the same conditions as the original assessment.   + Only the specific outcomes that were not achieved will be re-assessed.   + Candidates who are repeatedly unsuccessful will be given guidance on other possible and more suitable learning avenues. |

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| **CONTEXT OF ASSESSMENT:** | **ASSESSMENT INSTRUMENTS** | |
| **Types of Evidence** | **Assessment Method**  (Tick appropriate box/es and/or specify) |
| **Direct**  (Direct evidence is actual evidence produced by the candidate) | * Direct observation of tasks and activities * Questioning – oral * Questioning – written * Questioning – multiple choice * Questioning – true / false * Questioning – completion/ short answer * Questioning – extended response * Personal interviews * Assignments * Case studies * Logbooks * Portfolios * Projects * Role-plays * Reflective journals * Self-assessment * Work related statistics * Product output * Other: |
| **Indirect**  (Indirect evidence is produced about the candidate from another source) | * Work completed at an earlier stage * Training records * Work related statistics * Testimonials * Performance appraisals * Other: |
| **Supplementary / Historical**  This type of evidence tells the Assessor what the candidate was capable of doing in the past) | * Projects and portfolios * Completed work (products) * Performance appraisals * Training records * Work related statistics * Testimonials * Certificates and qualifications * Customer / client ratings * Curriculum Vitae * Other: |

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| **ASSESSMENT PROCESS** | | |
| **What:** | **How:** | |
| Compile a plan for assessment | * Study the Candidate’s information. * Study the Unit Standard which the Candidate wants to be assessed against. * Have a pre-assessment meeting. * Select the most cost effective assessment instruments for assessment. * Draw up assessment instruments. * Review assessment instruments and validate the instrument against the unit standard. * Develop an assessment plan for the learner. * Agree on an assessment plan with the candidate. * Inform other role-players of assessment (Supervisor, witness etc.). | |
| Prepare the workplace and the candidate | * Identify and prepare the venue to ensure fair assessment practice. * Identify and prepare all the role-players. * Consult with candidate and agree on assessment plan. * Candidate complete “Am I ready for assessment?” form | |
| Conduct Assessment | * Review assessment plan with candidate. * Gather, record and make judgements on all the evidence. * Provide feedback to candidate on every assessment activity. | |
| Make assessment decision | * Make assessment decision after consultation with Assessor panel and/or Internal Moderator and discuss the results with the candidate. * Handle any disputes and identify matter that requires contingency planning. * Provide feedback to the candidate’s direct Manager/Supervisor. * Record and submit final results to the Internal Moderator/SDF and Senior Trainer. | |
| Appeals procedure | The candidate has the right to appeal against assessment decision or practice they regard as unfair.  An Appeals and Disputes procedure is in place and communicated to all assessment candidates in order for them to appeal on the basis of:   * Unfair assessment * Invalid assessment * Unreliable assessment * Unethical practices * Inadequate expertise and experience of the assessor   Appeals have to be lodged in writing (Candidate Appeal Form) & submitted to the Training Provider internal moderator within 48 hours following the assessment in question. The moderator will consider the appeal & make a decision regarding the granting of a re-assessment. The learner will be informed about the appeal-outcome within 3 days of lodging the appeal. Should the learner not be satisfied with the internal appeal outcome, the learner will be advised of the rights to refer the matter to the relevant ETQA. | |
| **Accessibility and safety of environment** | **Step** | **Resources Required** |
| 1. Site inspection conducted 2. Pre-assessment moderation conducted | * Assignments * POE * Assessments |

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| **ASSESSOR’S SIGNATURE** | **DATE** |

## Unit Standard

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| **SOUTH AFRICAN QUALIFICATIONS AUTHORITY** |

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| **REGISTERED QUALIFICATION THAT HAS PASSED THE END DATE:** |

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| **Further Education and Training Certificate: Business Administration Services** |

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| **SAQA QUAL ID** | **QUALIFICATION TITLE** | | | |
| 61595 | Further Education and Training Certificate: Business Administration Services | | | |
| **ORIGINATOR** | | | | |
| SGB Administration | | | | |
| **PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY** | | | **NQF SUB-FRAMEWORK** | |
| The individual Primary or Delegated Quality Assurance Functionary for each Learning Programme recorded against this qualification is shown in the table at the end of this report. | | | SFAP - Sub-framework Assignment Pending | |
| **QUALIFICATION TYPE** | **FIELD** | | **SUBFIELD** | |
| Further Ed and Training Cert | Field 03 - Business, Commerce and Management Studies | | Office Administration | |
| **ABET BAND** | **MINIMUM CREDITS** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **QUAL CLASS** |
| Undefined | 140 | Level 4 | NQF Level 04 | Regular-Unit Stds Based |
| **REGISTRATION STATUS** | | **SAQA DECISION NUMBER** | **REGISTRATION START DATE** | **REGISTRATION END DATE** |
| Passed the End Date - Status was "Reregistered" | | SAQA 091/21 | 2021-07-01 | 2023-06-30 |
| **LAST DATE FOR ENROLMENT** | | **LAST DATE FOR ACHIEVEMENT** | | |
| 2024-06-30 | | 2027-06-30 | | |

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| *In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.* |

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| This qualification does not replace any other qualification and is not replaced by any other qualification. |

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| **PURPOSE AND RATIONALE OF THE QUALIFICATION** |

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| 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 5.  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.  Rationale:  The National Certificate in Business Administration Services: NQF Level 4 is designed to meet the needs of those learners both employed or unemployed, who are already involved or wish to become involved in the field of Administration. Administration is an essential field of learning as Administration competencies apply to all industries and to many non-commercial ventures such as sports/recreation clubs, religious groups, etc. This means that there is an on-going need for skilled Adminstrative people to carry out these functions both in the commercial and non-commercial sectors. There is also a need to develop career paths in this field so as to offer people involved in Administration the opportunity to continue with a programme of life-long learning, which will make them knowledgeable and skilled employees with enhanced employment opportunities.  The National Certificate in Business Administration Services: Level 4 is a generic Qualification which offers Administrative knowledge and skills to learners who:   Have attained the National Certificate in Business Administration: Level 3 and wish to continue on a path of life-long learning in Administration   Were previously disadvantaged or who were unable to complete their schooling and were therefore denied access to Further Education and Training   Have worked in Administration for many years, but have no formal Qualifications in their area of expertise   Wish to extend their range of skills and knowledge of Administration so that they can become knowledge workers   Are contracted in a learnership agreement   Have recently taken up a position in Administration   Have not yet acquired the skills and competencies required for learning in Administration at NQF level 5.  The skills, knowledge, values and attitudes reflected in the Qualification are building blocks that will be developed further in Level 5. The intention is:   To promote the development of knowledge and skills that are required for the efficient performance of Adminstrative functions in any commercial or non-commercial environment   To release the potential of people.   To provide opportunities for people to move up the value chain.  The National Certificate in Business Administration Services: Level 4 should produce knowledgeable, multi-skilled workers who are able to contribute to improved productivity and efficiency within all commercial and non-commercial sectors. It should provide the means for current workers to receive recognition of prior learning, to upgrade their skills and achieve a nationally recognised Qualification. It should also assist new entrants to the industry.  It will ensure that the quality of education and training in Administration is enhanced and of a world-class standard.  The National Certificate in Business Administration Services at NQF Level 4 allows the learner to work towards a nationally recognised Qualification. The Qualification will allow both those in formal education and those already employed in organisations in the Administration field of learning in any business sector access to a Qualification that can be used as a benchmark to gauge their competence against local and international standards.  The Level 4 Certificate builds on the knowledge and skills already obtained in the Level 3 Certificate. |

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| **LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING** |

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| Learners accessing this Qualification should be 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. |

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| **RECOGNISE PREVIOUS LEARNING?** |

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| **QUALIFICATION RULES** |

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| 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 140 credits as detailed below.  FUNDAMENTAL COMPONENT  The Fundamental Component consists of Unit Standards in:   Mathematical Literacy at Level 4 to the value of 16 credits   Communication at Level 4 in a First South African Language to the value of 20 credits   Communication in a Second South African Language at 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 Level 4 and the other at Level 3.  All Unit Standards in the Fundamental Component are compulsory.  CORE COMPONENT  The Core Component consists of Unit Standards to the value of 73 credits all of which are compulsory.  ELECTIVE COMPONENT  The Elective Component consists of Unit Standards to the value of 147 credits. Learners are to choose Unit Standards to the minimum of 11 credits.  Sports Administration Specialisation (Learning Programme ID 80767):   ID 13912: Apply knowledge of self and team in order to develop a plan to enhance team performance, Level 3, 5 credits.   ID 13915: Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace, Level 3, 4 credits.   ID 114738: Perform financial planning and control functions for a small business, Level 4, 6 credits.   ID 117111: Apply knowledge of basic accounting principles to financial services, Level 3, 4 credits.   ID 117156: Interpret basic financial statements, Level 4, 4 credits.   ID 242810: Manage Expenditure against a budget, Level 4, 6 credits.   ID 242819: Motivate and Build a Team, Level 4, 10 credits.   ID 243293: Promote sport activity in a community, Level 4, 4 credits.   ID 243296: Apply values and ethics to a sport organization, Level 4, 3 credits.   ID 243298: Apply administrative skills and knowledge in a sport organization, Level 4, 11 credits.   ID 243300: Lead a community sport activity, Level 4, 12 credits.   ID 243303: Create, improvise and organize sport activities, Level 4, 6 credits.  Employee Wellness Specialisation (Learning Programme ID 93567):   ID 113907: Explain the impact of personal wellness on work performance, Level 3, 2 credits.   ID 13915: Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace, Level 3, 4 credits.   ID 377162: Explain the need for wellness awareness programmes, Level 4, 4 credits.   ID 10980: Induct a new employee, Level 4, 4 credits.   ID 246667: Demonstrate an understanding of Occupational Health, Safety and Environmental Legislations, Level 3, 4 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 242860: Apply the Batho Pele principles to own work role and context, Level 3, 4 credits.   ID 377160: Explain the fundamentals of the concepts of 'wellness', Level 4, 8 credits.  Employee Relation Specialisation (Learning Programme ID 93568):   ID 10170: Demonstrate understanding of employment relations in an organisation, Level 3, 3 credits.   ID 264374: Capture payroll data, Level 3, 6 credits.   ID 264371: Demonstrate an understanding of the purpose of the payslip and its components, Level 3, 6 credits.   ID 264377: Identify and demonstrate understanding of different types of employment contracts and how this impacts payroll administration, Level 3, 8 credits.   ID 10980: Induct a new employee, Level 4, 4 credits.   ID 10978: Recruit and select candidates to fill defined positions, Level 4, 10 credits.   ID 11907: Draft an employment contract, Level 5, 3 credits.   ID 114278: Demonstrate and apply an understanding of the Labour Relations Act (Act 66 of 1995), Level 5, 12 credits.   ID 114274: Demonstrate and apply an understanding of the Basic Conditions of Employment Act (Act 75 of 1997), Level 5, 8 credits.  Training and Development Practices Specialisation (Learning Programme ID 93569):   ID 117877: Perform one-to-one training on the job, Level 3, 4 credits.   ID 116927: Apply the principles of employment equity to organisational transformation, Level 5, 10 credits.   ID 123393: Carry out course administration, Level 3, 3 credits.   ID 15227: Conduct skills development administration in an organisation, Level 4, 4 credits.   ID 242819: Motivate and Build a Team, Level 4, 10 credits.   ID 242817: Solve problems, make decisions and implement solutions, Level 4, 8 credits.   ID 117865: Assist and support learners to manage their learning experiences, Level 4, 5 credits.   ID 263976: Demonstrate understanding of the outcomes-based education and training approach within the context of a National Qualifications Framework, Level 5, 5 credits.   ID 12544: Facilitate the preparation and presentation of evidence for assessment, Level 4, 4 credits. |

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| **EXIT LEVEL OUTCOMES** |

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| 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. |

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| **ASSOCIATED ASSESSMENT CRITERIA** |

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| Integrated assessment  Because assessment practices must be open, transparent, fair, valid, and reliable and ensure that no learner is disadvantaged in any way whatsoever, an integrated assessment approach is incorporated into the Qualification.  Learning, teaching and assessment are inextricably lined. Whenever possible, the assessment of knowledge, skills, attitudes and values shown in the unit standards should be integrated.  Assessment of the communication, language, literacy and numeracy should be conducted in conjunction with other aspects and should use authentic Administration contexts wherever possible.  A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working. Where it is not possible to assess the learner in the workplace or on-the-job, simulations, case studies, role-plays and other similar techniques should be used to provide a context appropriate to the assessment.  The term `Integrated Assessment` implies that theoretical and practical components should be assessed together. During integrated assessments the assessor should make use of formative and summative assessment methods and assess combinations of practical, applied, foundational and reflective competencies.  Assessors and moderators should make use of a range of formative and summative assessment methods. Assessors should assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience.  Assessment should ensure that all specific outcomes, embedded knowledge and critical cross-field outcomes are evaluated. The assessment of the critical cross-field outcomes should be integrated with the assessment of specific outcomes and embedded knowledge. |

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| **INTERNATIONAL COMPARABILITY** |

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| Benchmarking was done by comparison to Unit Standards/Outcomes of learning against the Standards for Administration in:   Australia   New Zealand   England   Scotland  A direct comparison of the title, specific outcomes, assessment criteria and embedded knowledge was undertaken with those of each country and the best practice points were highlighted and incorporated into each Unit Standard. However the points incorporated were written in a South African context.  The qualification that best equates with this Qualification is the New Zealand, Certificate 3 in Business (Administration) Code BSA 30197. |

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| **ARTICULATION OPTIONS** |

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| This Qualification articulates horizontally with the following Qualifications:   The National Certificate in Tourism: Reception: Level 4   The National Certificate in Hospitality Reception: Level 4   The National Certificate in Management: Level 4   The National Certificate in Project Management: Level 4   The National Certificate in Public Relations: Level 4.  Vertical articulation is possible with the following Qualifications:   National Diploma in Accommodation Services: Level 5   National Diploma in Service Management: Level 5   National Certificate in Business Administration: Level 5   National Certificate in Public Administration: Level 5. |

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| **MODERATION OPTIONS** |

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|  Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with the Services Education, Training, Quality, Assurance (ETQA) Body, or with an ETQA that has a Memorandum of Understanding with the Services ETQA.   Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the Services Education, Training, Quality, Assurance (ETQA) Body, or with an ETQA that has a Memorandum of Understanding with the Services ETQA.   Assessment and moderation of assessment will be overseen by the Services Education, Training, Quality, Assurance (ETQA) Body, or by an ETQA that has a Memorandum of Understanding with the Services ETQA, according to the ETQA`s policies and guidelines for assessment and moderation.   Moderation must include both internal and external moderation of assessments at exit points of the Qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual Unit Standards as well as the integrated competence described in the Qualification.  Anyone wishing to be assessed against this Qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA. |

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| **CRITERIA FOR THE REGISTRATION OF ASSESSORS** |

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| For an applicant to register as an assessor, the applicant needs:   A minimum of 2 (two) years` practical, relevant occupational experience in Administration   To be declared competent in all the outcomes of the National Assessor Unit Standards as stipulated by South African Qualifications Authority (SAQA)   To be in possession of a Qualification in Administration at NQF Level 5 or higher. |

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| **REREGISTRATION HISTORY** |

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| As per the SAQA Board decision/s at that time, this qualification was Reregistered in 2012; 2015. |

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| **NOTES** |

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| **UNIT STANDARDS:** |

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|  | **ID** | **UNIT STANDARD TITLE** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **CREDITS** |
| Core | [110021](https://allqs.saqa.org.za/showUnitStandard.php?id=110021) | Achieve personal effectiveness in business environment | Level 4 | NQF Level 04 | 6 |
| Core | [13943](https://allqs.saqa.org.za/showUnitStandard.php?id=13943) | Analyse new developments reported in the media that could impact on a business sector or industry | Level 4 | NQF Level 04 | 10 |
| Core | [13941](https://allqs.saqa.org.za/showUnitStandard.php?id=13941) | Apply the budget function in a business unit | Level 4 | NQF Level 04 | 5 |
| Core | [10022](https://allqs.saqa.org.za/showUnitStandard.php?id=10022) | Comply with organisational ethics | Level 4 | NQF Level 04 | 4 |
| Core | [14552](https://allqs.saqa.org.za/showUnitStandard.php?id=14552) | Contract service providers | Level 4 | NQF Level 04 | 3 |
| Core | [13945](https://allqs.saqa.org.za/showUnitStandard.php?id=13945) | Describe and apply the management of stock and fixed assets in a business unit | Level 4 | NQF Level 04 | 2 |
| Core | [110026](https://allqs.saqa.org.za/showUnitStandard.php?id=110026) | Describe and assist in the control of fraud in an office environment | Level 4 | NQF Level 04 | 4 |
| Core | [110003](https://allqs.saqa.org.za/showUnitStandard.php?id=110003) | Develop administrative procedures in a selected organisation | Level 4 | NQF Level 04 | 8 |
| Core | [7791](https://allqs.saqa.org.za/showUnitStandard.php?id=7791) | Display cultural awareness in dealing with customers and colleagues | Level 4 | NQF Level 04 | 4 |
| Core | [110009](https://allqs.saqa.org.za/showUnitStandard.php?id=110009) | Manage administration records | Level 4 | NQF Level 04 | 4 |
| Core | [109999](https://allqs.saqa.org.za/showUnitStandard.php?id=109999) | Manage service providers in a selected organisation | Level 4 | NQF Level 04 | 5 |
| Core | [110023](https://allqs.saqa.org.za/showUnitStandard.php?id=110023) | Present information in report format | Level 4 | NQF Level 04 | 6 |
| Core | [10135](https://allqs.saqa.org.za/showUnitStandard.php?id=10135) | Work as a project team member | Level 4 | NQF Level 04 | 8 |
| Core | [15234](https://allqs.saqa.org.za/showUnitStandard.php?id=15234) | Apply efficient time management to the work of a department/division/section | Level 5 | Level TBA: Pre-2009 was L5 | 4 |
| Fundamental | [8968](https://allqs.saqa.org.za/showUnitStandard.php?id=8968) | Accommodate audience and context needs in oral communication | Level 3 | NQF Level 03 | 5 |
| Fundamental | [8972](https://allqs.saqa.org.za/showUnitStandard.php?id=8972) | Interpret a variety of literary texts | Level 3 | NQF Level 03 | 5 |
| Fundamental | [8969](https://allqs.saqa.org.za/showUnitStandard.php?id=8969) | Interpret and use information from texts | Level 3 | NQF Level 03 | 5 |
| Fundamental | [8970](https://allqs.saqa.org.za/showUnitStandard.php?id=8970) | Write texts for a range of communicative contexts | Level 3 | NQF Level 03 | 5 |
| Fundamental | [9015](https://allqs.saqa.org.za/showUnitStandard.php?id=9015) | Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems | Level 4 | NQF Level 04 | 6 |
| Fundamental | [8974](https://allqs.saqa.org.za/showUnitStandard.php?id=8974) | Engage in sustained oral communication and evaluate spoken texts | Level 4 | NQF Level 04 | 5 |
| Fundamental | [12417](https://allqs.saqa.org.za/showUnitStandard.php?id=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 | Level 4 | NQF Level 04 | 4 |
| Fundamental | [8975](https://allqs.saqa.org.za/showUnitStandard.php?id=8975) | Read analyse and respond to a variety of texts | Level 4 | NQF Level 04 | 5 |
| Fundamental | [7468](https://allqs.saqa.org.za/showUnitStandard.php?id=7468) | Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues | Level 4 | NQF Level 04 | 6 |
| Fundamental | [12153](https://allqs.saqa.org.za/showUnitStandard.php?id=12153) | Use the writing process to compose texts required in the business environment | Level 4 | NQF Level 04 | 5 |
| Fundamental | [8976](https://allqs.saqa.org.za/showUnitStandard.php?id=8976) | Write for a wide range of contexts | Level 4 | NQF Level 04 | 5 |
| Elective | [117111](https://allqs.saqa.org.za/showUnitStandard.php?id=117111) | Apply knowledge of basic accounting principles to financial services | Level 3 | NQF Level 03 | 4 |
| Elective | [13912](https://allqs.saqa.org.za/showUnitStandard.php?id=13912) | Apply knowledge of self and team in order to develop a plan to enhance team performance | Level 3 | NQF Level 03 | 5 |
| Elective | [242860](https://allqs.saqa.org.za/showUnitStandard.php?id=242860) | Apply the Batho Pele principles to own work role and context | Level 3 | NQF Level 03 | 4 |
| Elective | [264374](https://allqs.saqa.org.za/showUnitStandard.php?id=264374) | Capture payroll data | Level 3 | NQF Level 03 | 6 |
| Elective | [123393](https://allqs.saqa.org.za/showUnitStandard.php?id=123393) | Carry out course administration | Level 3 | NQF Level 03 | 3 |
| Elective | [13929](https://allqs.saqa.org.za/showUnitStandard.php?id=13929) | Co-ordinate meetings, minor events and travel arrangements | Level 3 | NQF Level 03 | 3 |
| Elective | [246667](https://allqs.saqa.org.za/showUnitStandard.php?id=246667) | Demonstrate an understanding of Occupational Health, Safety and Environmental Legislations | Level 3 | NQF Level 03 | 4 |
| Elective | [264371](https://allqs.saqa.org.za/showUnitStandard.php?id=264371) | Demonstrate an understanding of the purpose of the payslip and its components | Level 3 | NQF Level 03 | 6 |
| Elective | [13915](https://allqs.saqa.org.za/showUnitStandard.php?id=13915) | Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace | Level 3 | NQF Level 03 | 4 |
| Elective | [10170](https://allqs.saqa.org.za/showUnitStandard.php?id=10170) | Demonstrate understanding of employment relations in an organisation | Level 3 | NQF Level 03 | 3 |
| Elective | [244572](https://allqs.saqa.org.za/showUnitStandard.php?id=244572) | Describe how to manage workplace relationships | Level 3 | NQF Level 03 | 2 |
| Elective | [113907](https://allqs.saqa.org.za/showUnitStandard.php?id=113907) | Explain the impact of personal wellness on work performance | Level 3 | NQF Level 03 | 2 |
| Elective | [264377](https://allqs.saqa.org.za/showUnitStandard.php?id=264377) | Identify and demonstrate understanding of different types of employment contracts and how this impacts payroll administration | Level 3 | NQF Level 03 | 8 |
| Elective | [13928](https://allqs.saqa.org.za/showUnitStandard.php?id=13928) | Monitor and control reception area | Level 3 | NQF Level 03 | 4 |
| Elective | [13936](https://allqs.saqa.org.za/showUnitStandard.php?id=13936) | Outline the legal environment of a selected industry | Level 3 | NQF Level 03 | 2 |
| Elective | [117877](https://allqs.saqa.org.za/showUnitStandard.php?id=117877) | Perform one-to-one training on the job | Level 3 | NQF Level 03 | 4 |
| Elective | [7790](https://allqs.saqa.org.za/showUnitStandard.php?id=7790) | Process incoming and outgoing telephone calls | Level 3 | NQF Level 03 | 3 |
| Elective | [10140](https://allqs.saqa.org.za/showUnitStandard.php?id=10140) | Apply a range of project management tools | Level 4 | NQF Level 04 | 8 |
| Elective | [243298](https://allqs.saqa.org.za/showUnitStandard.php?id=243298) | Apply administrative skills and knowledge in a sport organisation | Level 4 | NQF Level 04 | 11 |
| Elective | [12154](https://allqs.saqa.org.za/showUnitStandard.php?id=12154) | Apply comprehension skills to engage oral texts in a business environment | Level 4 | NQF Level 04 | 5 |
| Elective | [12155](https://allqs.saqa.org.za/showUnitStandard.php?id=12155) | Apply comprehension skills to engage written texts in a business environment | Level 4 | NQF Level 04 | 5 |
| Elective | [243296](https://allqs.saqa.org.za/showUnitStandard.php?id=243296) | Apply values and ethics to a sport organisation | Level 4 | NQF Level 04 | 3 |
| Elective | [117865](https://allqs.saqa.org.za/showUnitStandard.php?id=117865) | Assist and support learners to manage their learning experiences | Level 4 | NQF Level 04 | 5 |
| Elective | [15227](https://allqs.saqa.org.za/showUnitStandard.php?id=15227) | Conduct skills development administration in an organisation | Level 4 | NQF Level 04 | 4 |
| Elective | [243303](https://allqs.saqa.org.za/showUnitStandard.php?id=243303) | Create, improvise and organize sport activities | Level 4 | NQF Level 04 | 6 |
| Elective | [242668](https://allqs.saqa.org.za/showUnitStandard.php?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 | NQF Level 04 | 4 |
| Elective | [10324](https://allqs.saqa.org.za/showUnitStandard.php?id=10324) | Describe features, advantages and benefits of a range of products or services | Level 4 | NQF Level 04 | 6 |
| Elective | [377160](https://allqs.saqa.org.za/showUnitStandard.php?id=377160) | Explain the fundamentals of the concepts of 'wellness' | Level 4 | Level TBA: Pre-2009 was L4 | 8 |
| Elective | [377162](https://allqs.saqa.org.za/showUnitStandard.php?id=377162) | Explain the need for wellness awareness programmes | Level 4 | Level TBA: Pre-2009 was L4 | 4 |
| Elective | [14319](https://allqs.saqa.org.za/showUnitStandard.php?id=14319) | Explore strategies to retain or expand existing business in the insurance/investment industry | Level 4 | NQF Level 04 | 3 |
| Elective | [12544](https://allqs.saqa.org.za/showUnitStandard.php?id=12544) | Facilitate the preparation and presentation of evidence for assessment | Level 4 | NQF Level 04 | 4 |
| Elective | [10331](https://allqs.saqa.org.za/showUnitStandard.php?id=10331) | Identify and analyse customer and market related trends impacting on Contact Centres | Level 4 | NQF Level 04 | 10 |
| Elective | [10026](https://allqs.saqa.org.za/showUnitStandard.php?id=10026) | Identify expertise and resources | Level 4 | NQF Level 04 | 3 |
| Elective | [10023](https://allqs.saqa.org.za/showUnitStandard.php?id=10023) | Identify internal and external stakeholders | Level 4 | NQF Level 04 | 4 |
| Elective | [10139](https://allqs.saqa.org.za/showUnitStandard.php?id=10139) | Implement project administration processes according to requirements | Level 4 | NQF Level 04 | 5 |
| Elective | [10980](https://allqs.saqa.org.za/showUnitStandard.php?id=10980) | Induct a new employee | Level 4 | NQF Level 04 | 6 |
| Elective | [117156](https://allqs.saqa.org.za/showUnitStandard.php?id=117156) | Interpret basic financial statements | Level 4 | NQF Level 04 | 4 |
| Elective | [10388](https://allqs.saqa.org.za/showUnitStandard.php?id=10388) | Interpret basic financial statements | Level 4 | NQF Level 04 | 3 |
| Elective | [243300](https://allqs.saqa.org.za/showUnitStandard.php?id=243300) | Lead a community sport activity | Level 4 | NQF Level 04 | 12 |
| Elective | [7869](https://allqs.saqa.org.za/showUnitStandard.php?id=7869) | Maintain a preventative maintainance programme | Level 4 | NQF Level 04 | 3 |
| Elective | [242840](https://allqs.saqa.org.za/showUnitStandard.php?id=242840) | Make oral presentations | Level 4 | NQF Level 04 | 2 |
| Elective | [242810](https://allqs.saqa.org.za/showUnitStandard.php?id=242810) | Manage Expenditure against a budget | Level 4 | NQF Level 04 | 6 |
| Elective | [13443](https://allqs.saqa.org.za/showUnitStandard.php?id=13443) | Manage service providers in a micro-lending institution | Level 4 | NQF Level 04 | 5 |
| Elective | [7836](https://allqs.saqa.org.za/showUnitStandard.php?id=7836) | Monitor customer satisfaction | Level 4 | NQF Level 04 | 3 |
| Elective | [242819](https://allqs.saqa.org.za/showUnitStandard.php?id=242819) | Motivate and Build a Team | Level 4 | NQF Level 04 | 10 |
| Elective | [10983](https://allqs.saqa.org.za/showUnitStandard.php?id=10983) | Participate in the implementation and utilisation of equity related processes | Level 4 | NQF Level 04 | 5 |
| Elective | [114738](https://allqs.saqa.org.za/showUnitStandard.php?id=114738) | Perform financial planning and control functions for a small business | Level 4 | NQF Level 04 | 6 |
| Elective | [9244](https://allqs.saqa.org.za/showUnitStandard.php?id=9244) | Plan and conduct meetings | Level 4 | NQF Level 04 | 4 |
| Elective | [7825](https://allqs.saqa.org.za/showUnitStandard.php?id=7825) | Process financial transactions | Level 4 | NQF Level 04 | 16 |
| Elective | [243293](https://allqs.saqa.org.za/showUnitStandard.php?id=243293) | Promote sport activity in a community | Level 4 | NQF Level 04 | 4 |
| Elective | [10978](https://allqs.saqa.org.za/showUnitStandard.php?id=10978) | Recruit and select candidates to fill defined positions | Level 4 | NQF Level 04 | 10 |
| Elective | [242817](https://allqs.saqa.org.za/showUnitStandard.php?id=242817) | Solve problems, make decisions and implement solutions | Level 4 | NQF Level 04 | 8 |
| Elective | [8607](https://allqs.saqa.org.za/showUnitStandard.php?id=8607) | Support event co-ordination | Level 4 | NQF Level 04 | 20 |
| Elective | [116927](https://allqs.saqa.org.za/showUnitStandard.php?id=116927) | Apply the principles of employment equity to organisational transformation | Level 5 | Level TBA: Pre-2009 was L5 | 10 |
| Elective | [114274](https://allqs.saqa.org.za/showUnitStandard.php?id=114274) | Demonstrate and apply an understanding of the Basic Conditions of Employment Act (Act 75 of 1997) | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Elective | [114278](https://allqs.saqa.org.za/showUnitStandard.php?id=114278) | Demonstrate and apply an understanding of the Labour Relations Act (Act 66 of 1995) | Level 5 | Level TBA: Pre-2009 was L5 | 12 |
| Elective | [263976](https://allqs.saqa.org.za/showUnitStandard.php?id=263976) | Demonstrate understanding of the outcomes-based education and training approach within the context of a National Qualifications Framework | Level 5 | Level TBA: Pre-2009 was L5 | 5 |
| Elective | [11907](https://allqs.saqa.org.za/showUnitStandard.php?id=11907) | Draft an employment contract | Level 5 | Level TBA: Pre-2009 was L5 | 3 |
| Elective | [10171](https://allqs.saqa.org.za/showUnitStandard.php?id=10171) | Manage the capture, storage and retrieval of human resources information using an information system | Level 5 | Level TBA: Pre-2009 was L5 | 3 |
| Elective | [10149](https://allqs.saqa.org.za/showUnitStandard.php?id=10149) | Support the project environment and activities to deliver project objectives | Level 5 | Level TBA: Pre-2009 was L5 | 14 |

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| **LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION:** |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **LP ID** | **Learning Programme Title** | **Originator** | **Pre-2009 NQF Level** | **NQF Level** | **Min Credits** | **Learning Prog End Date** | **Quality Assurance Functionary** | **NQF Sub-Framework** |
| 75263 | Further Education and Training Certificate: Administration | Damelin Correspondence College | Level 4 | NQF Level 04 | 140 |  | QCTO | OQSF |
| 67353 | Further Education and Training Certificate: Administration | Intec College | Level 4 | NQF Level 04 | 140 |  | QCTO | OQSF |
| 35928 | Further Education and Training Certificate: Business Administration Services | Generic Provider - Field 03 | Level 4 | NQF Level 04 | 140 |  | SERVICES | OQSF |
| 93568 | Further Education and Training Certificate: Business Administration Services: Employee Relation | Generic Provider - Field 03 | Level 4 | NQF Level 04 | 140 |  | SABPP | OQSF |
| 93567 | Further Education and Training Certificate: Business Administration Services: Employee Wellness | Generic Provider - Field 03 | Level 4 | NQF Level 04 | 140 |  | SABPP | OQSF |
| 80767 | Further Education and Training Certificate: Business Administration Services: Sport Administration | Generic Provider - Field 03 | Level 4 | NQF Level 04 | 140 |  | CATHSSETA | OQSF |
| 93569 | Further Education and Training Certificate: Business Administration Services: Training and Development Practices | Generic Provider - Field 03 | Level 4 | NQF Level 04 | 140 |  | SABPP | OQSF |
| 59909 | Further Education and Training Certificate: Secretarial Studies | Boston City Campus (Pty) Ltd formerly Boston City Campus and Business College (Pty) Ltd | Level 4 | NQF Level 04 | 140 |  | SERVICES | OQSF |
| **PROVIDERS CURRENTLY ACCREDITED TO OFFER THESE LEARNING PROGRAMMES:** | | | | | | | | | | |

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| *This information shows the current accreditations (i.e. those not past their accreditation end dates), and is the most complete record available to SAQA as of today. Some Primary or Delegated Quality Assurance Functionaries have a lag in their recording systems for provider accreditation, in turn leading to a lag in notifying SAQA of all the providers that they have accredited to offer qualifications and unit standards, as well as any extensions to accreditation end dates. The relevant Primary or Delegated Quality Assurance Functionary should be notified if a record appears to be missing from here.* |

## Learner’s Rights and Responsibilities

**Your rights as a learner:**

1. You have the right to a fair, open and practical assessment
2. Should you be assessed as “not yet competent” you have the right to be reassessed, according to the company’s assessment policy.
3. If you may be re-assessed, you will be responsible to arrange a new assessment plan with the assessor. If you exceed the number of re-assessments allowed by the policy, your assessor reserves the right to remove you from the program.
4. You have the right to appeal against any judgment given as a result of any assessment. You must have valid reasons for doing this. If you still do not agree with the result of the assessment you can ask that the ETQA perform an external verification on the assessment. If any verifier confirms the original assessment outcome, you the learner will have to pay for the cost of the verification.
5. You have the right to an interpreter if you need someone to perform this role. However if one of the learning assumptions for the standards is that you are competent within the language of assessment you may not have an interpreter.
6. You can ask that an impartial witness attend any assessment. This witness may not take any part in the assessment.
7. You have a right to have your assessment internally moderated.

**Your responsibilities:**

1. You must prepare yourself thoroughly for the assessment
2. You must arrange to be available for the assessment on the date, time and place agreed as set out in the assessment plan
3. Should you be unable to attend the agreed assessment date it is your responsibility to inform both your immediate line manager and the assessor.
4. You are responsible for packaging your evidence as set out in the evidence Guide.

**Confidentiality**

Assessment of outcomes results and reviews will be treated with confidentiality. The information may not be given to other people except for record, assessment and moderation purposes.

|  |  |
| --- | --- |
|  |  |
| **CANDIDATE’S SIGNATURE** | **DATE** |

|  |  |
| --- | --- |
|  |  |
| **ASSESSOR’S SIGNATURE** | **DATE** |

## Appeals Procedure

An appeal is a formal written complaint. The assessor must inform the candidate up front that he/she has a right to appeal against the outcome of an assessment. The purpose of the appeal procedures is to provide a learner with a systematic approach of contesting the assessment decision and resolving the potential dispute. When a learner disagrees with the assessment outcome, he/she must explain the reasons for this to the assessor concerned as soon as possible. If there is a disagreement on the outcome of the assessment process, the learner will initiate a formal appeal process by submitting an Appeal Form.

**When can a Candidate Appeal?**

The Skills Development Act and South African Qualifications Authority Act cover the following two scenarios where appeals can be lodged:

* An appeal against an assessment
* An appeal against an accreditation decision

An appeal can be brought against:

* Unfair assessments
* Invalid assessments
* Unreliable assessments
* The assessor’s judgements, if considered biased
* Inadequate experience and expertise of the assessor if it influenced the assessment
* Unethical practices.

**Who does a candidate appeal to?**

The candidate can appeal an assessment outcome either to the practitioner / assessor or to the Appeals Team or finally the ETQA.

An Appeal Team will be established as a permanent academic structure to deal with appeals and disputes. The Appeal Team is a sub-committee of the Higher Degrees Committee including an external moderator.

The diagram below presents the process, roles and responsibilities of various parties in the appeal process:

## Appeals Application Form

(**O*nly complete if applicable***)

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of learner** |  | | |
| **Date of Application** |  | **Date of Assessment** |  |
| **Name of Assessor** |  | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

***Insert the unit standard information in the table above for which you want to apply for an appeal***

|  |  |
| --- | --- |
| What was the purpose of the assessment? |  |
| Explain how you were assessed |  |
| Mention the reasons why you disagree with the assessment decision |  |
| What do you think could resolve the matter? |  |
| Mention any special need that you may have. |  |

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|  |  |
| **CANDIDATE’S SIGNATURE** | **DATE** |

|  |  |
| --- | --- |
|  |  |
| **ASSESSOR’S SIGNATURE** | **DATE** |

|  |  |
| --- | --- |
|  |  |
| **MODERATOR’S SIGNATURE** | **DATE** |

## Recognition of Prior Learning

The Learning Organisation has adopted the following definition of RPL: “*RPL is a system of assessing and recognizing learners’ knowledge and skills independently of ways they have been acquired, either through a formal or informal learning process.”*

RPL aims to:

* Provide an outcomes-based assessment process for registered unit standards or qualifications for learners without formal education experience and uncompleted qualifications.
* Increase learners’ access to wider education and career development path opportunities.
* Assess knowledge obtained in terms of awarding of credits.
* Assess applied competency.
* Encourage a lifelong learning process for learners.
* Promote needs identification and encourage learners to take greater personal responsibility for learning.
* Promote portability of skills and knowledge.

The key benefits of RPL are presented below:

* Changes focus of learning process from assessing inputs to outcomes i.e. outcomes based.
* Cost effectiveness: reduces cost of education by avoiding duplication of education activities for skills and knowledge that the learner already possesses.
* Promotes human development and lifelong learning.
* Advances self-confidence of learners and encourages them to take responsibility for their own learning and completion of qualifications.
* Socio-economic development benefits for the country because of increased participation in education and training activities.

## 

## Schematic presentation of Recognition of Prior Learning (RPL) process

## Candidate’s confirmation to be assessed

(To be completed by *the candidate*)

I herewith agree to be assessed against the following unit standards of the National Qualifications Framework (NQF) which are 140 credits. I understand the purpose of assessment in the organisation. I further declare to be committed to the process and support all assessment systems. I also understand it is my responsibility to gather evidence as agreed on with my Assessor and to submit it on the agreed date/s.

**Skills Programme 1: Team Management**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Core | 10135 | Work as a project team member | 4 | 8 |
| Core | 15234 | Apply efficient time management to the work of a department/division/section | 5 | 4 |
| **TOTAL CREDIT VALUE** | | |  | **12** |

**Skills Programme 2: Telephone & Reception Skills**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Elective | 13928 | Monitor and control reception area | 3 | 4 |
| Elective | 7790 | Process incoming and outgoing telephone calls | 3 | 3 |
| Core | 7791 | Display cultural awareness in dealing with customers and colleagues | 4 | 4 |
| **TOTAL CREDIT VALUE** | | |  | **11** |

**Skills Programme 3: Administration processes**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Core | [13945](http://regqs.saqa.org.za/showUnitStandard.php?id=13945) | Describe and apply the management of stock and fixed assets in a business unit | 4 | 2 |
| Core | [13941](http://regqs.saqa.org.za/showUnitStandard.php?id=13941) | Apply the budget function in a business unit | 4 | 5 |
| Core | [110003](http://regqs.saqa.org.za/showUnitStandard.php?id=110003) | Develop administrative procedures in a selected organisation | 4 | 8 |
| Core | [110009](http://regqs.saqa.org.za/showUnitStandard.php?id=110009) | Manage administration records | 4 | 4 |
| Elective | [10139](http://regqs.saqa.org.za/showUnitStandard.php?id=10139) | Implement project administration processes according to requirements | 4 | 5 |
| Core | 110023 | Present information in report format | 4 | 6 |
| **TOTAL CREDIT VALUE** | | |  | **30** |

**Skills Programme 4: Work in an office**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Core | 14552 | Contract services providers | 4 | 3 |
| Core | 109999 | Manage service providers in a selected organisation | 4 | 5 |
| Core | 110021 | Achieve personal effectiveness in business environment | 4 | 6 |
| Core | 10022 | Comply with organisational ethics | 4 | 4 |
| Core | 110026 | Describe and assist in the control of fraud in an office environment | 4 | 4 |
| Core | 13943 | Analyse new developments reported in the media that could impact on a business sector or industry | 4 | 10 |
| **TOTAL CREDIT VALUE** | | |  | **32** |

**Skills Programme 5: Communication**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **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 |
| Fundamental | 8974 | Engage in sustained oral communication and evaluate spoken texts | 4 | 5 |
| Fundamental | 8975 | Read analyse and respond to a variety of texts | 4 | 5 |
| 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 |
| **TOTAL CREDIT VALUE** | | |  | **40** |

**Skills Programme 6: Mathematics**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **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 CREDIT VALUE** | | |  | **16** |

## Reason/s for registering for Assessment

(The reason/s why I want to register for assessment is/are)

|  |  |
| --- | --- |
| Formal unit standard credits on the National Qualifications Framework (NQF) |  |
| A formal qualification on the National Qualifications Framework (NQF) |  |
| To apply for a certain position/job |  |
| To up-skill my knowledge and competencies |  |
| Learnership with the prospect of being employed |  |

## “Am I Ready for Assessment?”

(To be completed by *the Candidate*)

|  |  |  |
| --- | --- | --- |
| **CHECKLIST: ASSESSMENT OF PERFORMANCE** | **Yes** | **No** |
| Have I arranged appropriate time with my assessor? |  |  |
| Have I checked with my direct Manager/Supervisor that is okay for my assessor to come and assess me? |  |  |
| Have I notified anyone else who needs to know? (E.g. security, reception, a witness) |  |  |
| Have I got everything I need to carry out the planned activity? |  |  |
| Have I got together any other evidence which supports unit standard which I am being assessed against? |  |  |
| Am I clear which aspects of the unit standard I am being assessed upon? |  |  |
| Have I checked that nothing will get in the way of being able to perform this activity? |  |  |
| Have I practiced what I am planned to be assessed on to make sure I am as competent as I can be? |  |  |
| I understand the appeals procedure |  |  |
| I understand the assessment process |  |  |

|  |  |
| --- | --- |
|  |  |
| **CANDIDATE’S SIGNATURE** | **DATE** |