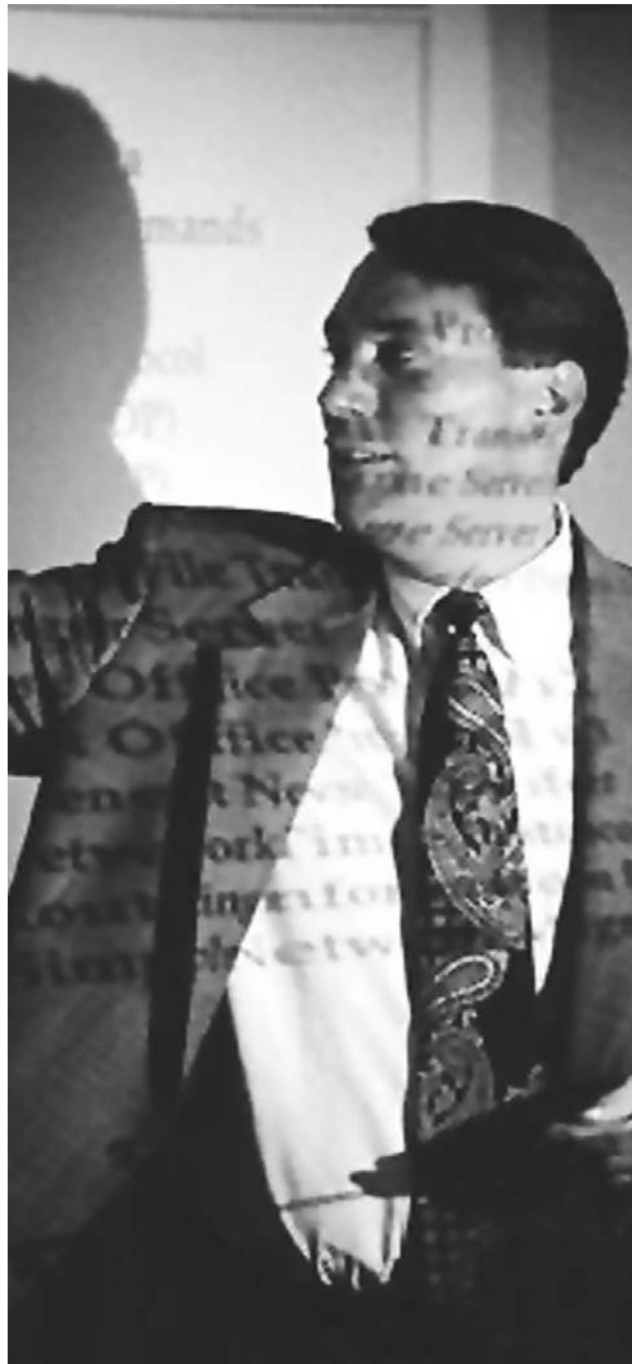


**E D U T E L**

MANAGEMENT AND SECRETARIAL  
QUALIFICATIONS AND SKILLS PROGRAMMES



Your one stop

towards life-long

learning

**E D U T E L**

SERVICES



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# 1. Declaration

I, the undersigned hereby declare that:

- Edutel Services (Pty) Ltd is registered with the Department of Education and is accredited/has applied for accreditation, to offer the programmes reflected in this brochure.
- Edutel Services (Pty) Ltd will not exceed the enrolment that the facilities and equipment can reasonably accommodate.
- Edutel Services (Pty) Ltd has sufficient space, equipment and instructional material to provide education and training to meet the standards to set and achieve the objectives of each programme.
- Edutel Services (Pty) Ltd will maintain full records of each student's admission, academic progress and assessment of learning in respect of each programme.
- All the sites listed in this application are administered and controlled by Edutel Services (Pty) Ltd.
- Edutel Services (Pty) Ltd has the necessary academic and support staff with appropriate qualifications and experience to achieve the objectives of each programme.
- Officials from authorised institutions will be allowed unconditionally to conduct site visits for purposes of verification and ensuring compliance with the conditions of registration.

AB Pelsler  
CEO

## Names of Directors, Chief Executive and Senior Management

Directors:           Andries Pelsler  
                          Oscar Stephen Bashing  
                          Denise Ann Bonnell

Chief Executive Officer:   Andries Bernardus Pelsler

Senior Management:       Johan Willemse – General Manager  
                                  Oscar Bashing – Assistant General Manager  
                                  Delphine Ferreira – Head: ETD Practices



## 2. Names and Qualifications of Academic Staff

Bentley, M – NHD Personnel Management, Advanced Diploma in ETD

Bhana, A – BA, BA (Hons), HED, HRD

Bossenger, C – BA

Botha, M – BA, HOD, BA (Hons)

Ferreira, D – B.Tech, FDE, OD-ETDP

Fick, R – BA, B.Soc.Sc., Postgraduate Diploma in Industrial Relations

Gibson, A – BA, M.Phil (Business Ethics), M.Th.

Grantham, T – BA, Diploma Education, Train the Trainer

Guilfoyle, R – ETDP, HR Manager, Business Management, Labour Relations Diploma

Lala, P – BA Law, LLB, Postgraduate Diploma in Accounting Management

Lubbe, D – ETDP

Mamutse, T – CIS, MBA

Mostert, D – BA

Ncoyo, N – B.Com HR, ND Public Management and Administration

Sebalao, B – BA (Hons)

Steyn, T – BA (Hons) Industrial Sociology, B.Tech Education (Post School)

Thomson, A – BA

Viljoen, C – BA, M.Phil (Political Management), Train the Trainer

Wagner, R – Postgraduate Diploma in HRD, Master Certificate Training and Development

Willemse, J – B.Com (Hons), MBL

Zwane, D – BA.Soc.SC., Diploma in Social Development, MBA

Westerveld, R – Train the Trainer, Assessor, EMT-B, Bridges of Hope HIV/AIDS Trainer, various Health and Safety courses

## 3. General Information

### Our Mission

Our mission is to add value to our customers' business by being their most preferred training provider, offering them quality-assured training interventions that lead to achieving national qualifications or credits, effectively address skills gaps and are value-adding, and achieving all this through exceptional customer satisfaction and long-term relationships.

### Meet EDUTEL

Edutel is a group of companies specialising in the fields of education, training, skills development and services.

- Edutel Services (Pty) Ltd is fully accredited with the Services SETA – Decision 1290.
- All our programmes are approved by the Services SETA ETQA.
- We are also a member of APPETD.
- We are provisionally registered with the Department of Education.

### What we offer

Edutel offers 6 different SETA Qualifications on NQF levels 4 and 5, and various skills programmes.

### Course material

Edutel makes use of its own developers and approved course material, assessment guides and instruments and sets a new standard when it comes to courseware development. We will continuously improve on our services.

### Mode of delivery

Contact and/or distance or mixed mode.

### Assessment and Moderation

All Edutel's Assessors and Moderators are accredited with the ETDP SETA and registered with the Services SETA or SABPP ETQA. Edutel also renders a service as far as instructional learning assessment and workplace assessment are concerned.

### Where do we operate?

Edutel offers its qualifications and skills programmes in all major centres throughout South Africa, namely Pretoria, Johannesburg, Cape Town, Durban or wherever the need arises. We also render services internationally. Please enquire with us for the venue nearest to you. Courses can also be done via distance learning.

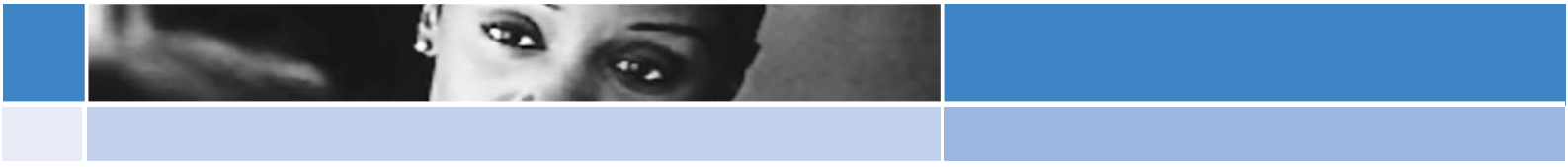
### What if I can do certain activities already?

You will be able to apply for RPL assessment against certain unit standards. This means that evidence of your experience and previous studies could be used for an assessment process in order to declare you competent. This process is called Recognition of Prior Learning.

### How to apply for RPL

Pre-entry phase

- The learner applies for assessment for recognition of learning.
- The learner is given the necessary information.
- A preliminary screening process takes place where the viability of an RPL



assessment is determined.

#### Advice phase

- The evidence facilitator assists the candidate with the gathering of evidence and presentation of the Portfolio of Evidence.
- The function of the evidence facilitator is clearly defined as one of support and advice through the accumulation of evidence.
- The evidence facilitator only facilitates the process of evidence gathering: the candidate has the responsibility of undertaking this task.

#### Assessment phase

- The candidate compiles and submits a portfolio.
- The registered assessor assesses the portfolio.
- The assessor and the evidence facilitator will not be the same person.
  - a. Competent – Assessor records results and submits candidate's evidence for moderation.
  - b. Not yet competent – Assessor requests more evidence or sets further assessment activities.

#### Moderation phase

- The moderator moderates the assessment process.
- The moderator makes recommendations where necessary.
- The declaration of competence is confirmed.

#### Certification phase

- The candidate is issued with a certificate of competence.

- The necessary data is uploaded to the NLRD.

#### Learnerships

Duration: [Learnership at NQF 4 – 12 months](#)

Fees: [See Insert](#)

#### When can I register?

As soon as you are ready.

#### Do I have to buy extra books?

No, all material will be provided.

#### Do I have to be working before I register?

You must preferably be working in the relevant industry in order to gain the practical experience. Should you not be working in the industry and you only want to gain the knowledge component, you may register, but you will only receive a certificate to indicate that you have completed the knowledge component of the skills programme or qualification. You will only earn the credits linked to a unit standard/qualification once you have also been declared competent on the workplace assessment (Portfolio of Evidence).

#### Competency-based Education

The courses listed are all competence-based. This means that learners must not only be declared competent on the knowledge component, but also the practical component of each unit standard.

Learners first do the knowledge component and add the practical later.

#### Language Policy

Our language of tuition is English.

### Cancellation Policy

Cancellations of course fees will not be accepted once you are accepted and registered as a learner. Consideration will only be given to exceptional cases. You may cancel your studies, but you will remain liable to pay your course fees.

### Learners' Financial Aid

Learners can arrange to pay their course fees by bank debit order, cash monthly, cash in advance, credit card or, in some cases, by salary stop order (Eduloan). Learners can apply for study loans at various financial institutions. Services SETA may also make grants available from time to time. Contact Services SETA at 0861 101 148 for more information.

### Student Support Services

Learners will be supported by our call centre at (011) 760-4251 should they need any assistance. Learners can also make an appointment with their facilitator/assessor should they so choose.

### Employment opportunities

Should you be presently unemployed you may apply to Edutel to have your details placed on our employment database for employers to consider.



## 4. Become a Project Manager

This learning intervention consists of several unit standards, all of which will provide the learner with a fundamental set of basic project management skills. You will learn how to lead a team of people in the context of a small project involving few resources. Furthermore, you will be able to apply quality assurance mechanisms throughout the process.

Duration of skills programmes: The workshop is approximately 3 days, depending on the number of unit standards and notional hours.

### During the three days we will cover:

- 120375 Participate in the estimation and preparation of cost budget or a project or sub project and monitor and control actual cost against budget, NQF 4 (6 credits)
- 120376 Conduct project documentation management to support project processes, NQF 4 (6 credits)
- 120381 Implement project administration processes according to requirements, NQF 4 (5 credits)
- 120382 Plan, organise and support project meetings and workshops, NQF 4 (4 credits)
- 120387 Monitor, evaluate and communicate simple project schedules, NQF 4 (4 credits).

### Accreditation status

The programme is approved by the Services SETA ETQA.

### Rules relating to assessment, academic credit, progression and qualification

Learners will be assessed by completing a knowledge questionnaire and compiling Portfolios of Evidence. Once you have been declared competent and your assessment outcome has been verified by the Services SETA you will earn the credits linked to unit standards making up your skills programme/qualification. These credits will be registered on the National Learners' Records Database and will always remain to your credit. Should you want to continue with your studies, you will be able to apply for RPL/credits for what you have already achieved if it forms part of that qualification's curriculum. This skills programme/qualification will serve as an entry requirement for follow-up skills programmes/qualifications specialising in the same field at a higher level.

## 5. Start your own business

Do you want to start your own business and ensure that it is successful from the outset? Knowing how to evaluate a new business idea, structure an effective business plan and making it work, requires knowledge, skills and perseverance. Edutel's learning programmes are designed to give you assistance with starting a new venture so that these issues do not become problems. The various skills programmes are outcomes-based and aligned to SAQA-registered unit standards.

We offer the following skills programmes:

- Develop your own entrepreneurial profile
- Mobilise resources for a new venture
- Start up a small business
- Scope venture opportunities
- Market a new venture
- Finance a small business
- Develop, implement and monitor a quality policy for a new venture

### Accreditation status

The programme is approved by the Services SETA ETQA.

### Rules relating to assessment, academic credit, progression and qualification

Learners will be assessed by completing a knowledge questionnaire and compiling Portfolios of Evidence. Once you have been declared competent and your assessment outcome has been verified by the Services SETA you will earn the credits linked to unit standards making up your skills programme/qualification. These credits will be registered on the National Learners'

Records Database and will always remain to your credit. Should you want to continue with your studies, you will be able to apply for RPL/credits for what you have already achieved if it forms part of that qualification's curriculum. This skills programme/qualification will serve as an entry requirement for follow-up skills programmes/qualifications specialising in the same field at a higher level.



## 6. National Certificate:

NEW VENTURE CREATION (ID 23953) NQF 4 Min 162 credits

In order to qualify for the Certificate: New Venture Creation, learners will need to demonstrate competence in the following:

- Acquisition of an Entrepreneurial Profile. The ability to use their understanding of the characteristics of successful entrepreneurs to develop these characteristics within themselves, while having an appreciation of the importance of an innovation orientation to business success; and the knowledge of specific techniques for releasing creativity in the development of a viable business opportunity.
- Acquisition of research skills relevant to Venture Creation, viz exploratory market research, competitors analysis, industry analysis, consumer research.
- Effective and efficient communication within the total business environment.
- Awareness of and accounting for relevant legal and legislative requirements.
- Ability to mobilise resources to start a new venture.
- Ability to manage and use resources and information effectively and efficiently.
- Ability to structure and appropriately manage the market access component of their venture.
- Ability to initiate and sustain quality leadership within the new venture.
- Ability to identify, manage, review and improve business processes.
- Ability to release the full potential of self and others.

Learning assumed to be in place:

English literacy and numeracy at NQF Level 3 or equivalent.

Exit-level Outcomes:

- The ability to build basic personal and interpersonal skills which will serve as a foundation for all further business learning.
- The ability to use their understanding of the characteristics of successful entrepreneurs to develop these characteristics within themselves.
- The ability to apply sound basic business concepts to establish their own viable business ventures.
- The ability to apply a range of business skills in sustaining their business ventures.
- The ability to use the resources at their disposal for business growth by aligning both internal and external environments in response to market conditions.

Duration of qualification:

1 year

## Curriculum

FUNDAMENTAL 56 Credits	CORE 93 Credits	ELECTIVE Choose 13 Credits
<ul style="list-style-type: none"> <li>• 8968 Accommodate audience and context needs in oral communication, NQF 3 (5 credits)</li> <li>• 8969 Interpret and use information from texts, NQF 3 (5 credits)</li> <li>• 8973 Use language and communication in occupational learning programmes, NQF 3 (5 credits)</li> <li>• 8970 Write texts for a range of communicative contexts, NQF 3 (5 credits)</li> <li>• 9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems, NQF 4 (6 credits)</li> <li>• 8974 Engage in sustained oral communication and evaluate spoken texts, NQF 4 (5 credits)</li> <li>• 8975 Read, analyse and respond to a variety of texts, NQF 4 (5 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• 114600 Apply innovative thinking to the development of a small business, NQF 4 (4 credits)</li> <li>• 114594 Apply the principles of costing and pricing to a business venture, NQF 4 (6 credits)</li> <li>• 114598 Demonstrate an understanding of an entrepreneurial profile, NQF 4 (5 credits)</li> <li>• 114595 Demonstrate an understanding of the function of the market mechanisms in a new venture, NQF 4 (5 credits)</li> <li>• 13940 Demonstrate knowledge and application of ethical conduct in a business environment, NQF 4 (4 credits)</li> <li>• 114587 Determine and manage the human resource needs of a new venture, NQF 4 (4 credits)</li> <li>• 114583 Develop, implement and evaluate a marketing strategy for a new venture, NQF 4 (8 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• 14552 Contract services providers, NQF 4 (3 credits)</li> <li>• 13952 Demonstrate basic understanding of the Primary labour legislation that impacts on a business unit, NQF 4 (8 credits)</li> <li>• 13945 Describe and apply the management of stock and fixed assets in a business unit, NQF 4 (2 credits)</li> <li>• 110003 Develop administrative procedures in a selected organisation, NQF 4 (8 credits)</li> <li>• 7791 Display cultural awareness in dealing with customers and colleagues, NQF 4 (4 credits)</li> <li>• 8561 Function in a team, NQF 4 (4 credits)</li> <li>• 10388 Interpret basic financial statements, NQF 4 (3 credits)</li> </ul>



FUNDAMENTAL 56 Credits	CORE 93 Credits	ELECTIVE Choose 13 Credits
<ul style="list-style-type: none"><li>• 9016 Represent, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts, NQF 4 (4 credits)</li><li>• 7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues, NQF 4 (6 credits)</li><li>• 12153 Use the writing process to compose texts required in the business environment, NQF 4 (5 credits)</li><li>• 8976 Write for a wide range of contexts, NQF 4 (5 credits)</li></ul>	<ul style="list-style-type: none"><li>• 114588 Develop, implement and monitor a quality policy for a new venture, NQF 4 (4 credits)</li><li>• 114584 Finance a new venture, NQF 4 (5 credits)</li><li>• 114591 Implement an action plan for business operations, NQF 4 (4 credits)</li><li>• 114586 Manage finances of a new venture, NQF 4 (5 credits)</li><li>• 114589 Manage time productively, NQF 4 (4 credits)</li><li>• 114590 Mobilise resources for a new venture, NQF 4 (4 credits)</li><li>• 114618 Monitor productivity in a business venture, NQF 4 (5 credits)</li><li>• 114607 Negotiate in a new venture, NQF 4 (4 credits)</li><li>• 114585 Plan strategically to improve business performance, NQF 4 (4 credits)</li><li>• 114592 Produce business plans for a new venture, NQF 4 (8 credits)</li></ul>	<ul style="list-style-type: none"><li>• 109999 Manage service providers in a selected organisation, NQF 4 (5 credits)</li><li>• 13947 Motivate a team, NQF 4 (6 credits)</li><li>• 114597 Practice effective team work in a venture, NQF 4 (4 credits)</li></ul>

FUNDAMENTAL 56 Credits	CORE 93 Credits	ELECTIVE Choose 13 Credits
	<ul style="list-style-type: none"> <li>• 114596 Research the viability of new venture ideas/opportunities, NQF 4 (5 credits)</li> <li>• 114593 Tender to secure business for a new venture, NQF 4 (5 credits)</li> </ul>	

NOTE: All fundamental and core unit standards are compulsory. Learners must choose unit standards totalling a minimum of 13 credits for the elective component.



## 7. Further Education and Training Certificate: Management

### MANAGEMENT (ID 23656) NQF 4, Min. 140 Credits

As a qualification that covers management-related learning, it provides a framework for learners to develop competencies that will give them insight into managing people. It introduces a fundamental understanding of the key terms, rules, concepts and principles of management that will enable learners to be informed managers in business and industry.

The National Certificate in Management, Level 4 is intended for personnel employed in junior management positions or who aspire to such positions. The focus is on basic information gathering, analysis, evaluation, presentation and the ability to apply knowledge of the sub-field to solve common problems within, given a familiar context.

#### Qualifying learners are capable of:

- carrying out basic research, information-gathering and analysis;
- analysing current affairs and their influence on a specific industry or sector;
- managing risk in their business unit;
- applying legislation that regulates labour and safety issues;
- motivating a team;
- negotiating in a work situation;
- understanding the role of a business strategy in managing a business;
- applying the budget functions to a business unit;
- understanding the management function of a business and the role and

place of a junior manager in an organisation;

- aligning a business unit's performance to business goals;
- applying ethical conduct in a business environment;
- interpreting financial statements;
- understanding the effect of HIV/AIDS on their own workplaces and the wider business context.

The unit standards included in the qualification are intended as building blocks for the further development of skills that will make the learner a more fulfilled, informed, efficient and cost-effective manager. This should result, in turn, in more effective and efficient service to the customer and should make the organisation more competitive in the global market.

#### Learning assumed to be in place:

It is assumed that learners accessing this qualification are competent in communication, mathematics literacy and computer literacy at NQF Level 3.

#### Mode of delivery:

Contact, distance or mixed mode.

#### Duration of qualification:

1 year

#### Accreditation status:

The programme is approved by the Services SETA ETQA.

### Rules relating to assessment, academic credit, progression and qualification

Learners will be assessed by completing a knowledge questionnaire and compiling Portfolios of Evidence. Once you have been declared competent and your assessment outcome has been verified by the Services SETA you will earn the credits linked to unit standards making up your skills programme/qualification. These credits will

be registered on the National Learners' Records Database and will always remain to your credit. Should you want to continue with your studies, you will be able to apply for RPL/credits for what you have already achieved if it forms part of that qualification's curriculum. This skills programme/qualification will serve as an entry requirement for follow-up skills programmes/qualifications specialising in the same field at a higher level.

### Curriculum

FUNDAMENTAL 56 Credits	CORE 67 Credits	ELECTIVE Choose 17 Credits
<ul style="list-style-type: none"> <li>• 8968 Accommodate audience and context needs in oral communication, NQF 3 (5 credits)</li> <li>• 8972 Interpret a variety of literary texts, NQF 3 (5 credits)</li> <li>• 8969 Interpret and use information from texts, NQF 3 (5 credits)</li> <li>• 8970 Write texts for a range of communicative contexts, NQF 3 (5 credits)</li> <li>• 9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems, NQF 4 (6 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• 13949 Apply technical knowledge and skill to align business unit performance to business goals, NQF 4 (5 credits)</li> <li>• 13941 Apply the budget function in a business unit, NQF 4 (5 credits)</li> <li>• 8555 Contribute to information distribution regarding HIV/AIDS in the workplace, NQF 4 (4 credits)</li> <li>• 13942 Demonstrate a basic understanding of the role of a business strategy in managing a small business or a business unit, NQF 4 (5 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• 13912 Apply knowledge of self and team in order to develop a plan to enhance team performance, NQF 3 (5 credits)</li> <li>• 13914 Conduct a formal meeting, NQF 3 (3 credits)</li> <li>• 12548 Demonstrate ability to use and interpret texts that apply to the role and responsibilities of trustees of Retirement Funds, NQF 3 (4 credits)</li> <li>• 12550 Demonstrate knowledge and understanding of the role, functions and responsibilities of Trustees of Medical Schemes, NQF 3 (4 credits)</li> </ul>



<b>FUNDAMENTAL</b> 56 Credits	<b>CORE</b> 67 Credits	<b>ELECTIVE</b> Choose 17 Credits
<ul style="list-style-type: none"> <li>• 8974 Engage in sustained oral communication and evaluate spoken texts, NQF 4 (5 credits)</li> <li>• 12417 Measure, estimate and calculate physical quantities and explore, critique and prove geometrical relationships in 2- and 3-dimensional space in the life and workplace of an adult with increasing responsibilities, NQF 4 (4 credits)</li> <li>• 8975 Read, analyse and respond to a variety of texts, NQF 4 (5 credits)</li> <li>• 7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues, NQF 4 (6 credits)</li> <li>• 12153 Use the writing process to compose texts required in the business environment, NQF 4 (5 credits)</li> <li>• 8976 Write for a wide range of contexts, NQF 4 (5 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• 13952 Demonstrate basic understanding of the Primary labour legislation that impacts on a business unit, NQF 4 (8 credits)</li> <li>• 13940 Demonstrate knowledge and application of ethical conduct in a business environment, NQF 4 (4 credits)</li> <li>• 14667 Describe and apply the management functions in an organisation, NQF 4 (10 credits)</li> <li>• 13945 Describe and apply the management of stock and fixed assets in a business unit, NQF 4 (2 credits)</li> <li>• 13944 Describe the relationship of junior management to the general management function, NQF 4 (5 credits)</li> <li>• 10388 Interpret basic financial statements, NQF 4 (3 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• 12547 Demonstrate knowledge and understanding of the role, functions and duties of trustees of Retirement Funds, NQF 3 (4 credits)</li> <li>• 13916 Identify and keep the records that a team manager is responsible for keeping, NQF 3 (4 credits)</li> <li>• 13917 Indicate the role of a team leader ensuring that a team meets an organisation's standards, NQF 3 (6 credits)</li> <li>• 13911 Induct a new member into a team, NQF 3 (3 credits)</li> <li>• 13919 Investigate and explain the structure of a selected workplace or organisation, NQF 3 (10 credits)</li> <li>• 13918 Manage time and the work process in a business environment, NQF 3 (4 credits)</li> <li>• 7567 Produce and use spreadsheets for business, NQF 3 (5 credits)</li> </ul>

FUNDAMENTAL 56 Credits	CORE 67 Credits	ELECTIVE Choose 17 Credits
	<ul style="list-style-type: none"> <li>• 13954 Manage risk in own work/business environment, NQF 4 (5 credits)</li> <li>• 13947 Motivate a team, NQF 4 (6 credits)</li> <li>• 13948 Negotiate an agreement or deal in an authentic work situation, NQF 4 (5 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• 7575 Produce presentation documents for business, NQF 3 (5 credits)</li> <li>• 7570 Produce word processing documents for business, NQF 3 (5 credits)</li> <li>• 13943 Analyse new developments reported in the media that could impact on a business sector or industry, NQF 4 (10 credits)</li> <li>• 13950 Apply technical knowledge and skill in order to manage risk in occupational health and occupational hygiene, NQF 4 (8 credits)</li> <li>• 13953 Apply the principles of situational leadership to a business unit, NQF 4 (5 credits)</li> <li>• 10377 Demonstrate knowledge and insight into the Compensation for Occupational Injury and Disease Act 130 of 1993 (COIDA), NQF 4 (2 credits)</li> <li>• 10378 Demonstrate knowledge and understanding of the</li> </ul>



FUNDAMENTAL 56 Credits	CORE 67 Credits	ELECTIVE Choose 17 Credits
		<p>statutory cover afforded under the Compensation for Occupational Injuries and Diseases Act, 130 of 1993, as amended (COIDA), NQF 4 (3 credits)</p> <ul style="list-style-type: none"><li>• 10385 Develop a business plan for a small business, NQF 4 (5 credits)</li><li>• 10386 Investigate the possibilities of establishing and running a small business enterprise (SMME), NQF 4 (3 credits)</li></ul>

NOTE: All fundamental and core unit standards are compulsory. Learners must choose unit standards totalling a minimum of 17 credits for the elective component.

## Refine our Business Customer Relations

The National Qualification in Customer Management, Level 4 is designed to meet the needs of those learners who enter the field of Customer Management. The whole marketing field per se is a key business function necessary for the success of any organisation, both strategically and operationally.

**We offer the following skills programmes:**

- Marketing Skills
- Customer Relations Skills
- Business Skills
- Management Skills

Note: Any unit standard that forms part of the qualification can also be done on its own as a skills programme.

**Accreditation status:**

The programme is approved by the Services SETA ETQA.

**Rules relating to assessment, academic credit, progression and qualification:**

Learners will be assessed by completing a knowledge questionnaire and compiling Portfolios of Evidence. Once you have been declared competent and your assessment outcome has been verified by the Services SETA you will earn the credits linked to unit standards making up your skills programme/qualification. These credits will be registered on the National Learners' Records Database and will always remain to your credit. Should you want to continue with your studies, you will be able to apply for RPL/credits for what you have already achieved if it forms part of that qualification's curriculum. This skills programme/qualification will serve as an entry requirement for follow-up skills programmes/qualifications specialising in the same field at a higher level.



## 8. National Certificate:

CUSTOMER MANAGEMENT (ID 20907), NQF 4 Min. 134 credits

### Purpose of Qualification:

Any individuals who are or wish to be involved in Customer Management will access this qualification. It also serves as the entry qualification into Marketing Research Qualifications in the higher band of learning.

### Learning assumed to be in place:

Learners accessing this qualification will have demonstrated competence in communicating verbally and in writing, and in computer literacy at NQF Level 3 or equivalent.

### Exit-level Outcomes:

- Work with other members of a marketing team to meet performance standards and objectives.
- Identify, assess, utilise and account for marketing expertise and resources in order to meet marketing objectives and report on results.
- Identify prospective customers and their needs and present the correct features, advantages and benefits to enable customers to make informed buying decisions.
- Demonstrate an understanding of product positioning, product life cycles, market segmentation, marketing mix and the competitive environment for product and services.
- Demonstrate an understanding for, and comply with legislation, rules, activities and transactions.
- Identify and evaluate brand product and service promotional opportunities

and co-ordinate and evaluate promotional activities and results.

- Comply with organisational ethics by applying marketing principles, concepts and culture through the identification of all stakeholders and their relationships.
- Liaise with a range of customers, identifying and solving customers complaints and problems.
- Identify, monitor and review marketing information and gather and process data for research and information purposes.
- Take orders from customers to ensure customer needs are fulfilled and remain satisfied.
- Conduct follow-up procedures with customers to evaluate and maintain customer satisfaction levels and relationships.

### Mode of delivery:

Contact, distance or mixed mode.

### Duration of qualification:

1 year

FUNDAMENTAL 40 Credits	CORE 70 Credits	ELECTIVE 24 Credits
<ul style="list-style-type: none"> <li>• 14947 Describe data communication, NQF 3 (4 credits)</li> <li>• 9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems, NQF 4 (6 credits)</li> <li>• 8974 Engage in sustained oral communication and evaluate spoken texts, NQF 4 (5 credits)</li> <li>• 12417 Measure, estimate and calculate physical quantities and explore, critique and prove geometrical relationships in 2- and 3-dimensional space in the life and workplace of an adult with increasing responsibilities, NQF 4 (4 credits)</li> <li>• 8975 Read, analyse and respond to a variety of texts, NQF 4 (5 credits)</li> <li>• 7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues, NQF 4 (6 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• 10017 Comply with legal requirements and understand implications, NQF 4 (4 credits)</li> <li>• 10022 Comply with organisational ethics, NQF 4 (4 credits)</li> <li>• 10018 Deal with brand, product and service promotions, NQF 4 (4 credits)</li> <li>• 10016 Demonstrate an understanding of product positioning, NQF 4 (4 credits)</li> <li>• 10020 Demonstrate an understanding of the competitive environment, NQF 4 (4 credits)</li> <li>• 10019 Demonstrate an understanding of the target market, NQF 4 (4 credits)</li> <li>• 10014 Describe features, advantages and benefits of a range of products, NQF 4 (6 credits)</li> <li>• 10025 Handle a range of customer complaints, NQF 4 (4 credits)</li> <li>• 10013 Identify and utilise marketing resources to meet objectives, NQF 4 (4 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• 10038 Conduct follow-up with customers to evaluate satisfaction levels, NQF 4 (14 credits)</li> <li>• 10037 Take orders from customers to fulfil a need for goods and/or services, NQF 4 (10 credits)</li> </ul>



FUNDAMENTAL 40 Credits	CORE 70 Credits	ELECTIVE 24 Credits
<ul style="list-style-type: none"><li>• 12153 Use the writing process to compose texts required in the business environment, NQF 4 (5 credits)</li><li>• 8976 Write for a wide range of contexts, NQF 4 (5 credits)</li></ul>	<ul style="list-style-type: none"><li>• 10015 Identify customers of the business, NQF 4 (4 credits)</li><li>• 10026 Identify expertise and resources, NQF 4 (3 credits)</li><li>• 10023 Identify internal and external stakeholders, NQF 4 (4 credits)</li><li>• 10021 Instil in myself a personal marketing culture, NQF 4 (4 credits)</li><li>• 10024 Liaise with a range of customers of a business, NQF 4 (4 credits)</li><li>• 10012 Meet marketing performance standards, NQF 4 (4 credits)</li><li>• 10027 Monitor marketing information flow and collect process marketing data, NQF 4 (4 credits)</li><li>• 10011 Work as a member of a marketing team, NQF 4 (5 credits)</li></ul>	

## Refine your Business Administration activities

The administration function of any business unit is the core of the business. The management of records and projects is the lifeblood of the organisation and the specialised administrative measures, such as financial literacy, contractual marketing and business communication, are equally important. This qualification will give you what you need to run a business effectively.

**We offer the following skills programmes:**

- Effective Business Administration
- Communication in the Business Sector
- Administration Procedures
- Financial Administration
- Working with Service Providers
- Project Management

Note: any unit standard that forms part of the qualification can also be done on its own as a skills programme.

Accreditation status:

The programme is approved by the Services SETA ETQA.

**Rules relating to assessment, academic credit, progression and qualification:**

Learners will be assessed by completing a knowledge questionnaire and compiling Portfolios of Evidence. Once you have been declared competent and your assessment outcome has been verified by the Services SETA you will earn the credits linked to unit standards making up your skills programme/qualification. These credits will be registered on the National Learners' Records Database and will always remain to your credit. Should you want to continue with your studies, you will be able to apply for RPL/credits for what you have already achieved if it forms part of that qualification's curriculum. This skills programme/qualification will serve as an entry requirement for follow-up skills programmes/qualifications specialising in the same field at a higher level.



## 9. National Certificate:

### BUSINESS ADMINISTRATION SERVICES (ID 35928), NQF 4 Min. 140

#### Purpose of Qualification:

This qualification is for any individual who is or wishes to be involved in the administration function within any industry, or non-commercial venture/organisation. It is also the building block to advance learners 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 specialise 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 co-ordination

#### Exit-level Outcomes:

- Have knowledge of the procedures for stock and fixed asset control.
- Develop administrative systems, together with other employees, to improve organisational effectiveness.
- Present information that is routinely

- and regularly required, as well as specific information that is requested from time-to-time.
- Manage service providers.
  - Be an effective employee in the administrative section of an organisation.
  - Be aware of how fraud can be present in an office environment and assist in the control thereof.
  - Display cultural awareness in dealing with customers and colleagues and utilise 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.

- Apply efficient time management processes, procedures and techniques.
- Be an effective member of a team.
- Become a knowledge worker.

#### Learning assumed to be in place:

Learners accessing this qualification should be competent in communication, mathematical literacy and computer literacy at NQF Level 3.

#### Mode of delivery:

Contact, distance or mixed mode.

#### Duration of qualification:

1 year

## Curriculum

FUNDAMENTAL 56 Credits	CORE 73 Credits	ELECTIVE Choose 11 Credits
<ul style="list-style-type: none"> <li>• 8968 Accommodate audience and context needs in oral communication, NQF 3 (5 credits)</li> <li>• 8972 Interpret a variety of literary texts, NQF 3 (5 credits)</li> <li>• 8969 Interpret and use information from texts, NQF 3 (5 credits)</li> <li>• 8970 Write texts for a range of communicative contexts, NQF 3 (5 credits)</li> <li>• 9015 Apply knowledge of statistics and probability to critically interrogate</li> </ul>	<ul style="list-style-type: none"> <li>• 110021 Achieve personal effectiveness in business environment, NQF 4 (6 credits)</li> <li>• 13943 Analyse new developments reported in the media that could impact on a business sector or industry, NQF 4 (10 credits)</li> <li>• 13941 Apply the budget function in a business unit, NQF 4 (5 credits)</li> <li>• 10022 Comply with organisational ethics, NQF 4 (4 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• 10324 Describe features, advantages and benefits of a range of products or services, NQF 4 (6 credits)</li> <li>• 14319 Explore strategies to retain or expand existing business in the insurance/investment industry, NQF 4 (3 credits)</li> <li>• 10331 Identify and analyse customer and market related trends impacting on Contact Centres, NQF 4 (10 credits)</li> </ul>



<b>FUNDAMENTAL</b> 56 Credits	<b>CORE</b> 73 Credits	<b>ELECTIVE</b> Choose 11 Credits
<p>and effectively communicate findings on life related problems, NQF 4 (6 credits)</p> <ul style="list-style-type: none"> <li>• 8974 Engage in sustained oral communication and evaluate spoken texts, NQF 4 (5 credits)</li> <li>• 12417 Measure, estimate and calculate physical quantities and explore, critique and prove geometrical relationships in 2- and 3-dimensional space in the life and workplace of an adult with increasing responsibilities, NQF 4 (4 credits)</li> <li>• 8975 Read, analyse and respond to a variety of texts, NQF 4 (5 credits)</li> <li>• 7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues, NQF 4 (6 credits)</li> <li>• 12153 Use the writing process to compose texts required in the business environment, NQF 4 (5 credits)</li> <li>• 8976 Write for a wide range of contexts, NQF 4 (5 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• 14552 Contract service providers, NQF 4 (3 credits)</li> <li>• 13945 Describe and apply the management of stock and fixed assets in a business unit, NQF 4 (2 credits)</li> <li>• 110026 Describe and assist in the control of fraud in an office environment, NQF 4 (4 credits)</li> <li>• 110003 Develop administrative procedures in a selected organisation, NQF 4 (8 credits)</li> <li>• 7791 Display cultural awareness in dealing with customers and colleagues, NQF 4 (4 credits)</li> <li>• 110009 Manage administration records, NQF 4 (4 credits)</li> <li>• 109999 Manage service providers in a selected organisation, NQF 4 (5 credits)</li> <li>• 110023 Present information in report format, NQF 4 (6 credits)</li> <li>• 10135 Work as a project team member, NQF 4 (8 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• 10026 Identify expertise and resources, NQF 4 (3 credits)</li> <li>• 10023 Identify internal and external stakeholders, NQF 4 (4 credits)</li> <li>• 10139 Implement project administration processes according to requirements, NQF 4 (5 credits)</li> <li>• 10388 Interpret basic financial statements, NQF 4 (3 credits)</li> <li>• 7869 Maintain a preventative maintenance programme, NQF 4 (3 credits)</li> <li>• 13443 Manage service providers in a micro-lending institution, NQF 4 (5 credits)</li> <li>• 7836 Monitor customer satisfaction, NQF 4 (3 credits)</li> <li>• 10983 Participate in the implementation and utilisation of equity related processes, NQF 4 (5 credits)</li> <li>• 9244 Plan and conduct meetings, NQF 4 (4 credits)</li> </ul>

FUNDAMENTAL 56 Credits	CORE 73 Credits	ELECTIVE Choose 11 Credits
	<ul style="list-style-type: none"> <li>15234 Apply efficient time management to the work of a department/division/section, NQF 5 (4 credits)</li> </ul>	<ul style="list-style-type: none"> <li>7825 Process financial transactions, NQF 4 (16 credits)</li> <li>10978 Recruit and select candidates to fill defined positions, NQF 4 (10 credits)</li> <li>8607 Support event co-ordination, NQF 4 (20 credits)</li> <li>10171 Manage the capture, storage and retrieval of human resources information using an information system, NQF 5 (3 credits)</li> <li>10149 Support the project environment and activities to deliver project objectives, NQF 5 (14 credits)</li> </ul>

NOTE: All fundamental and core unit standards are compulsory. Learners must choose unit standards totalling a minimum of 11 credits for the elective component.



## 10. Further Education and Training Certificate:

### HUMAN RESOURCES MANAGEMENT AND PRACTICES SUPPORT

(ID 49691), NQF 4, 140 credits

On completion of the Certificate you will be able to apply for registration with SABPP.

#### Purpose of Qualification:

This qualification will be useful to people who support and participate in human resources management and practices.

People credited with this qualification are able to

- Collect, collate and distribute information related to people management in line with a given plan;
- Provide advice on or refer to the appropriate person in response to queries on organisational procedures related to people management;
- Demonstrate basic understanding of people dynamics and impact in the workplace;
- Demonstrate basic understanding of the functioning of business and the role and contribution of individuals within organisations;
- Support the implementation of processes and systems related to human resources management and practices in all of the following role clusters:
  - o Strategic planning for human resources management and practices, people and work;
  - o Acquisition, development and utilisation of people;
  - o Establishment and improvement of labour and employee relations;

- o Compensation and administration related to human resources management and practices.

#### Learning assumed to be in place:

Communication, Mathematical Literacy and Computer Literacy at NQF Level 3

#### Exit-level Outcomes:

- Perform administrative duties related to human resources management and practices.
- Support the implementation of procedures and systems related to human resources management and practices in all of the following role clusters:
  - o strategic planning for human resources management and practices;
  - o acquisition, development and utilisation of people;
  - o establishment and improvement of labour and employee relations;
  - o compensation and administration related to human resources management and practices.
- Collect, collate and distribute information related to human resources management and practices in the context of a predetermined plan.
- Provide advice on or refer to the appropriate person in response to queries on organisational procedures related to human resources management and practices.

- Demonstrate a basic understanding of people dynamics and impact in the workplace.
- Demonstrate a basic understanding of the functioning of business and the role and contribution of individuals within organisations.
- Identify strengths and areas for improvement in own learning through self-reflection and reflection on support for organisational human resources management and practices.

#### Duration of qualification:

You will be required to accumulate 140 credits. The length of the course is two years during which time you will cover all the exit-level outcomes.

#### Accreditation status:

The programme is approved by the SABPP ETQA.

#### Rules relating to assessment, academic credit, progression and qualification:

Learners will be assessed by completing a knowledge questionnaire and compiling Portfolios of Evidence. Once you have been declared competent and your assessment outcome has been verified by the Services SETA you will earn the credits linked to unit standards making up your skills programme/qualification. These credits will be registered on the National Learners' Records Database and will always remain to your credit. Should you want to continue with your studies, you will be able to apply for RPL/credits for what you have already achieved if it forms part of that qualification's curriculum. This skills programme/qualification will serve as an entry requirement for follow-up skills programmes/qualifications specialising in the same field at a higher level.

#### Curriculum

FUNDAMENTAL 56 Credits	CORE 60 Credits	ELECTIVE 27 Credits
<ul style="list-style-type: none"> <li>• 8968 Accommodate audience and context needs in oral communication, NQF 3 (5 credits)</li> <li>• 8969 Interpret and use information from texts, NQF 3 (5 credits)</li> <li>• 8973 Use language and communication in occupational learning programmes, NQF 3 (5 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• 9973 Apply basic business concepts, NQF 3 (8 credits)</li> <li>• 114941 Apply knowledge of HIV/AIDS to a specific business sector and a workplace, NQF 3 (4 credits)</li> <li>• 10170 Demonstrate understanding of employment relations in an organisation, NQF 3 (3 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• 117865 Assist and support learners to manage their learning experiences, NQF 4 (5 credits)</li> <li>• 117870 Conduct targeted training and development using given methodologies, NQF 4 (10 credits)</li> <li>• 12544 Facilitate the preparation and</li> </ul>



FUNDAMENTAL 56 Credits	CORE 60 Credits	ELECTIVE 27 Credits
<ul style="list-style-type: none"> <li>• 8970 Write texts for a range of communicative contexts, NQF 3 (5 credits)</li> <li>• 9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems, NQF 4 (6 credits)</li> <li>• 8974 Engage in sustained oral communication and evaluate spoken texts, NQF 4 (5 credits)</li> <li>• 8975 Read analyse and respond to a variety of texts, NQF 4 (5 credits)</li> <li>• 9016 Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts, NQF 4 (4 credits)</li> <li>• 8979 Use language and communication in occupational learning programmes, NQF 4 (5 credits)</li> <li>• 7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues, NQF 4 (6 credits)</li> <li>• 8976 Write for a wide range of contexts, NQF 4 (5 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• 117877 Perform one-to-one training on the job, NQF 3 (4 credits)</li> <li>• 12135 Represent stakeholders in consultations and discussions on matters that arise at shop floor level, NQF 3 (3 credits)</li> <li>• 14551 Analyse the skills development legislation and apply it in the workplace, NQF 4 (4 credits)</li> <li>• 117495 Assess legal contracts for business, NQF 4 (8 credits)</li> <li>• 10980 Induct a new employee, NQF 4 (6 credits)</li> <li>• 10983 Participate in the implementation and utilisation of equity related processes, NQF 4 (5 credits)</li> <li>• 10978 Recruit and select candidates to fill defined positions, NQF 4 (10 credits)</li> <li>• 12153 Use the writing process to compose texts required in the business environment, NQF 4 (5 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• presentation of evidence for assessment, NQF 4 (4 credits)</li> <li>• 11473 Manage individual and team performance, NQF 4 (8 credits)</li> </ul>

## 11. National Diploma:

### HUMAN RESOURCES MANAGEMENT AND PRACTICES (ID 49692), NQF 5, 249 credits

On completion of the Certificate you will be able to apply for registration with SABPP.

#### Purpose of Qualification:

This diploma will be useful to people who operationalise some aspects of the core processes and practices at a basic level across the four role clusters in human resources management and practices:

- Strategic planning for human resources management and practices.
- Acquisition, development and utilisation of people.
- Establishment and improvement of labour and employee relations.
- Compensation and administration related to human resources management and practices.

Holders of the qualification will be able to operationalise some aspects of the core human resources management processes at a basic level and integrate them into an organisation's business processes.

Holding the qualification will enable holders to enter learning programmes for a generalist degree in Human Resources Management and Practices.

Holding this qualification could serve as a requirement for professional registration at associate level.

#### Learning assumed to be in place:

Communication and mathematical competence at one level below that required for the fundamental components of the qualification.

#### Exit-level Outcomes:

- Coordinate and contribute to the management of some aspects of all four role clusters related to human resources management and practices.
- Adhere to legislative requirements and organisational policies and procedures when coordinating and contributing to the management of some of the core processes related to human resources management and practices.
- Promote best human resources management practices in an organisation.
- Contribute to the monitoring of Health and Safety at the workplace.
- Identify strengths and areas for improvement in own learning through self-reflection and reflection on organisational human resources management and practices.

#### Duration of qualification:

You will be required to accumulate 249 credits. The length of the course is two years during which time you will cover all the exit-level outcomes.

### Accreditation status:

The programme is approved by the SABPP ETQA.

### Rules relating to assessment, academic credit, progression and qualification:

Learners will be assessed by completing a knowledge questionnaire and compiling Portfolios of Evidence. Once you have been declared competent and your assessment outcome has been verified by the Services SETA you will earn the credits linked to unit standards making up your

skills programme/qualification. These credits will be registered on the National Learners' Records Database and will always remain to your credit. Should you want to continue with your studies, you will be able to apply for RPL/credits for what you have already achieved if it forms part of that qualification's curriculum. This skills programme/qualification will serve as an entry requirement for follow-up skills programmes/qualifications specialising in the same field at a higher level.

## Curriculum

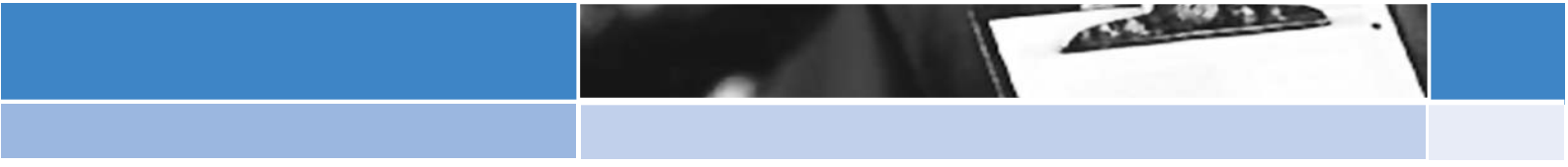
FUNDAMENTAL 27 Credits	CORE 174 Credits	ELECTIVE 64 Credits
<ul style="list-style-type: none"><li>• 110528 Compile and control a budget for a range of office supply requirements, NQF 5 (4 credits)</li><li>• 10044 Implement a generic communication strategy, NQF 5 (10 credits)</li><li>• 12433 Use communication techniques effectively, NQF 5 (8 credits)</li><li>• 115791 Use language and communication strategies for vocational and occupational learning, NQF 5 (5 credits)</li></ul>	<ul style="list-style-type: none"><li>• 116927 Apply the principles of employment equity to organisational transformation, NQF 5 (10 credits)</li><li>• 115753 Conduct outcomes-based assessment, NQF 5 (15 credits)</li><li>• 15232 Coordinate planned skills development interventions in an organisation, NQF 5 (6 credits)</li><li>• 114274 Demonstrate and apply an understanding of the Basic Conditions of Employment Act (Act 75 of 1997), NQF 5 (8 credits)</li></ul>	<ul style="list-style-type: none"><li>• 15228 Advise on the establishment and implementation of a quality management system for skills development practices in an organisation, NQF 5 (10 credits)</li><li>• 110494 Apply a range of research methodologies to support the design and implementation of (a) local economic development project(s) in own work context, NQF 5 (8 credits)</li><li>• 114924 Demonstrate understanding of the outcomes-based education and training</li></ul>



FUNDAMENTAL 27 Credits	CORE 174 Credits	ELECTIVE 64 Credits
	<ul style="list-style-type: none"> <li>• 114273 Demonstrate and apply an understanding of the Labour Relations Act with respect to Collective Agreements and Bargaining Councils, NQF 5 (6 credits)</li> <li>• 114882 Develop holistic productivity improvement strategies and plans, NQF 5 (10 credits)</li> <li>• 115830 Develop own ability to provide a business advisory service for SMMEs, NQF 5 (10 credits)</li> <li>• 11907 Draft an employment contract, NQF 5 (3 credits)</li> <li>• 117871 Facilitate learning using a variety of given methodologies, NQF 5 (10 credits)</li> <li>• 15215 Identify and interpret Best Practice guidelines, and plan for and implement Best Practice within the team, department or division, NQF 5 (4 credits)</li> <li>• 15229 Implement codes of conduct in the team, department or division, NQF 5 (3 credits)</li> <li>• 11286 Institute disciplinary action, NQF 5 (8 credits)</li> </ul>	<p>approach within the context of a National Qualifications Framework, NQF 5 (5 credits)</p> <ul style="list-style-type: none"> <li>• 15217 Develop an organisational training and development plan, NQF 5 (6 credits)</li> <li>• 11911 Manage individual careers, NQF 5 (5 credits)</li> <li>• 114925 Manage learner information using an information management system, NQF 5 (4 credits)</li> <li>• 11906 Manage the design, development and review of a human resource information system, NQF 5 (3 credits)</li> <li>• 114885 Prepare and communicate a productivity improvement plan for a functional unit, NQF 5 (6 credits)</li> <li>• 15222 Promote a learning culture in an organisation, NQF 5 (3 credits)</li> <li>• 114879 Promote a productivity improvement strategy, NQF 5 (10 credits)</li> </ul>



FUNDAMENTAL 27 Credits	CORE 174 Credits	ELECTIVE 64 Credits
	<ul style="list-style-type: none"><li>• 7882 Manage Payroll Records, NQF 5 (6 credits)</li><li>• 10171 Manage the capture, storage and retrieval of human resources information using an information system, NQF 5 (3 credits)</li><li>• 7848 Manage the induction of new staff, NQF 5 (5 credits)</li><li>• 114886 Measure and assess the factors that influence labour productivity and establish the relative impact of each factor, NQF 5 (8 credits)</li><li>• 11909 Monitor and advise on substantive conditions of employment and related rights and obligations in an organisation, NQF 5 (5 credits)</li><li>• 15230 Monitor team members and measure effectiveness of performance, NQF 5 (4 credits)</li><li>• 15214 Recognise areas in need of change, make recommendations and implement change in the team, department or division, NQF 5 (3 credits)</li></ul>	<ul style="list-style-type: none"><li>• 15221 Provide information and advice regarding skills development and related issues, NQF 5 (4 credits)</li></ul>



FUNDAMENTAL 27 Credits	CORE 174 Credits	ELECTIVE 64 Credits
	<ul style="list-style-type: none"><li>• 12140 Recruit and select candidates to fill defined positions, NQF 5 (9 credits)</li><li>• 15220 Set, monitor and measure the achievement of goals and objectives for a team, department or division within an organisation, NQF 5 (4 credits)</li><li>• 10148 Supervise a project team of a business project to deliver project objectives, NQF 5 (14 credits)</li><li>• 10985 Conduct a disciplinary hearing, NQF 6 (5 credits)</li><li>• 12138 Conduct an organisational needs analysis, NQF 6 (10 credits)</li><li>• 12139 Facilitate the resolution of employee grievances, NQF 6 (5 credits)</li></ul>	



## 12. Code of Conduct

*“Edutel is an organisation that realises that when serving its customers through its employees, product and services, it will be confronted with instances where value-based decisions have to be made and judgements required as to what is an ethical business practice or ethically acceptable action. For this reason the management of Edutel wishes to commit the organisation and all its resources to ethically and morally defensible behaviour in all its operations and in all interactions with its constituents at all times.”*

A.B. Pelsler  
Chief Executive Officer

### Vision Statement

The company wants to establish itself internationally and in South Africa as a leader in skills development in ways that subscribe to National Skills Initiatives, address the training needs of clients, redress skills imbalances and are mutually beneficial to the company and its clients.

### Mission Statement

Our mission is to add value to our customers' business by being their most preferred training provider, offering them quality assured training interventions that lead to achieving national qualifications or credits, effectively address skills gaps and are value-adding, and achieving all this through exceptional customer satisfaction and long-term relationships.

## Ethics

### Attending instructional learning

It is expected of learners who are scheduled to attend formal instructional learning sessions to ensure that they arrive at the designated venue on time, bringing along all relevant materials and associated equipment to ensure that they are well prepared to attend and benefit from the instructional interventions.

### Roll-out plans and training schedules

Learners must ensure that they have in their possession a copy of their learning schedule (roll-out plans) and that they strictly adhere to the locations, times and dates as set out in these schedules unless otherwise informed in writing by Edutel, or any of its authorised constituents, of changes made to such schedules. Only changes communicated in writing are considered valid, and learners should not adhere to any verbal instructions concerning scheduled changes.

### Participation in instructional learning

Learners are expected to participate in all activities and discussions taking place during instructional learning sessions. Learners should appreciate these opportunities and at all times, utilise such learning opportunities to their advantage.

### Conduct towards co-learners and facilitators

Learners are expected to respect the dignity of their co-learners and facilitators. Their behaviour towards other learners and facilitators should always be civilised, courteous and supportive. Foul language, disrespect and a discriminatory attitude towards any other learner or facilitator will not be tolerated and will be dealt with in the strictest possible manner.

### Dress code

Learners are expected to ensure that their personal appearance and dress code conform to acceptable norms, are not offensive and do not detract from the professional image that is projected by Edutel, co-learners and employer organisations.

### Employer relations

Learners should recognise that, when attending training interventions under instructions from their employers, such attendance is treated under the same employment terms and conditions of work as applied by their employers, at their respective places of work. They remain employees of the employer organisation, irrespective of where instructional learning takes place and, as such, they are held accountable to conduct themselves as their employers expect them to behave when at their places of work.

### Workplace learning and assessments

Learners are expected to apply themselves as diligent, motivated and productive employees while performing their duties in their workplaces. They should understand that their workplaces are extensions of the instructional learning components and that they must utilise every opportunity at the workplace to apply their learning and, in so doing, develop their knowledge, skills and experience. Learners should actively and positively participate in all assessments and ensure that all assessments are conducted in a fair and just manner.

### Assessments and proof of competence

Learners are expected to provide proof of competence through recognised assessment and moderation procedures and instruments. It is expected of learners to fully participate in these activities and to ensure that all evidence submitted as proof of their competence is a true and accurate reflection of their own ability and skills, and that no part of any evidence can be claimed to present the efforts of another person in whatever capacity or association with the learner. Learners are expected to demonstrate extreme honesty and integrity in these matters.



### Use of facilities

Learners are expected to use all physical facilities, including furniture and equipment, with utmost care and respect and to refrain from any wilful acts of vandalism, abuse or negligence.

### Appeals procedure

Learners who are not satisfied with the manner in which their learning efforts have been assessed are required to utilise Edutel's appeals procedure and to refrain from trying to resolve such matters in other ways.

### Communication

Learners are encouraged to communicate with Edutel and its employees using recognised channels of communication established for such purposes. These channels include personal contact, written (facsimile, letter or e-mail) or telephonic communication. Learners are expected to resolve any issues with Edutel directly and not to use intermediaries to address such matters.

## GRIEVANCE POLICY FOR EDUTEL SKILLS DEVELOPMENT

### Purpose

The purpose of this policy is to formulate the values and philosophy of Edutel when dealing with grievances of its learners.

### Objectives

The objectives of this policy is to:

- establish a fair process for learners to air their grievances;
- provide a mechanism for dealing with learner grievances in order to protect learner morale and motivation;
- maintain sound and effective working relationships in the organisation.

### Scope

This policy is applicable to all categories of learners attending training interventions offered by Edutel.

### Policy statements

All learners may lodge grievances without any fear of victimisation or prejudice. All grievances are to be handled with the utmost discretion and with the dignity and privacy of learners in mind.

Grievances shall be settled as speedily and effectively as possible.

This policy deals with individuals' grievances and grievances in small groups.

The Human Resources Manager or his/her delegate acts as advisor to both parties in the

grievance investigation.

The policy does not replace normal communication between learners and Edutel and should therefore be utilised in cases where informal communication has been exhausted or is clearly inappropriate.

Learners have the right to be assisted by a co-learner of their choice at any stage of the procedure.

The grievance must be raised within five working days of the occurrence that gave rise to it, failing which, unless special circumstances exist, the learner will have no resource to the grievance procedure.

### Revision

This policy to be revised after two years from date of acceptance.

### Responsibility

This policy is the responsibility of the Training Quality Assurance Committee of Edutel.

## GRIEVANCE PROCEDURE FOR EDUTEL

### Phase 1

The learner must orally communicate the grievance directly to the Edutel Project Manager responsible for the particular learning programme. The learner must indicate that he/she is lodging a formal grievance.

The Edutel Project Manager must:

- listen in private to the learner's problem
- encourage the learner to speak openly about his/her grievances;
- give the learner the assurance that he/she will not be victimised;
- ask relevant questions to obtain all facts relating to the grievance;
- respect the need for confidentiality;
- endeavour to resolve the problem as soon as possible and furnish the learner with an answer within three working days from the date that the grievance was raised.

### Phase 2

If a learner is not satisfied with the result of the above:

An official grievance form must be completed and handed to the Edutel Project Manager. This must take place within three working days of the Edutel Project Manager informing the learner of the outcome of phase 1.

Upon receipt of the grievance form, the Edutel Project Manager, after consultation with the learner, must communicate the outcome to the learner in writing within three



working days from the purpose of solving the grievance.

If the learner's grievance is not settled to his/her satisfaction, the parties will proceed to the next phase.

### Phase 3

The grievance form is handed to Edutel's Human Resource Manager who, within three days of receiving the form, arranges a grievance investigation, which will involve the following people:

- The learner
- Witnesses (if any)
- Edutel Project Manager
- Human Resource Manager.

During the investigation an effort must be made to settle the grievance and Edutel's Human Resource Manager must comment, in writing, regarding his/her finding within three working days of the grievance investigation having been completed.

If the learner is not satisfied with the findings of the grievance investigation, the parties proceed to Phase 4.

### Phase 4

The learner must make use of any appropriate statutory dispute-settling mechanisms as defined in the Labour Relations Act, unless otherwise agreed upon by the learner and Edutel.

## Assessment requirements

### Knowledge questionnaire

A detailed Portfolio of Evidence, the contents of which indicate your practical, foundational and reflexive competence.

### In other words you prove that:

- you can do it;
- you know why you are doing it that way;
- you are able to apply your actions to other similar situations.

You are given templates which will assist you in building your Portfolio of Evidence.

## Other skills programmes:

- Learnership Programme for First Line Managers (supervisors) NQF 4
- Stress Management
- Time Management
- Goal Setting
- Leadership Development
- Conflict Management
- Public Speaking and Presentation Skills
- Communicating Effectively
- Interpersonal Skills
- Front Office Services
- Customer Services
- Meeting Procedures
- Office Services
- Introduction to Labour Relations
- Labour Relations Management
- Business Survival
- Business Growth
- Finance for non-financial Managers
- Learnership and Coaching
- Managing Performance of Business Interventions
- Logistics Management
- Administration
- Managerial Behaviour and Effectiveness
- Business Principles and Systems
- Interpersonal Trade

and many more

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