



# MANAGEMENT AND SECRETARIAL QUALIFICATIONS AND SKILLS PROGRAMMES



**2018**

Your one stop

towards life-long

learning

**EDUTEL**

*SERVICES COMPANY*



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# 1. Names of Directors, Chief Executive and Senior Management

Directors:           Andries Pelser  
                          Oscar Stephen Bashing  
                          Denise Ann Bonnelle

Chief Executive Officer:   Andries Bernardus Pelser

Senior Management:       Oscar Bashing – Operations Manager  
                                  Tricia van Gass - Quality Manager



## 2. Names and Qualifications of Academic Staff

Adams, CKM - B.ING, ND Electrical Engineering, Facilitator, Assessor

Bhana, A - BA, BA (Hons), HED, HRD

Botha, GS - BA, HOD

Davies, L - BA Degree

Ferreira, DP - THD, FDE: Youth Preparedness, FDE: Giftedness, NHD - Educational Management,

NC: Creativity Management and Coaching, NC: HR, NC: OD-ETDP NQF 5, ND: ETDP NQF 5,

NC: OD-ETDP NQF 6, Facilitator, Assessor, Moderator

Janse van Rensburg, A - HOD, BA, BA (Hons), Conduct Outcomes-based assessment

Kok, A - BA, BA (Hons), HED: Outcomes-based assessment (OD-ETDP) Moderator

Kotze, P - HOD, D. Tech., HED, M. Tech., ACE.

Lubbe, D - ETDP

Luus, F - HOD, B. Tech., National Diploma in Electrical Engineering, Assessor, Moderator,

Facilitate a learning programme, Plan a learning programme

Pelser, C - B.Com degree. B.Com. (Hons), MCom Marketing Management

Prinsloo, C - BA (Hons), HED, ACE, Advance Project Manager, PHD

Sithole, B.E. - B.Ed. Management, Further Diploma in Education

Schoultz, KB - ND: Management, SDF, Assessor, Moderator

Seaman, PM - HOD, FDE, Assessor

Steyn, I - BA, Assessor, Moderator, Member of SACE

Swart, P - BA (Hons), MBA, BA (Prom).

Van der Schyf, A - Assessor and Moderator

Van der Schyf, M - Industry Electronics, NQF 4 Ladies/Gents Hairdressing, Diploma NQF 3 -

Advanced Make-up, National Diploma: OD-ETDP NQF 5, National Certificate: OD-ETDP

NQF 6.

Wepener, M - HED

Westerveld, R - Train the Trainer, Assessor, EMT-B, Bridges of Hope HIV/AIDS Trainer, various

Health and Safety courses

Williams, J - ABET, OD-ETDP L.5, National Diploma: OD-ETDP

## 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.

### What we offer

Edutel offers 6 different SETA Qualifications on NQF levels 04 and 05, 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.

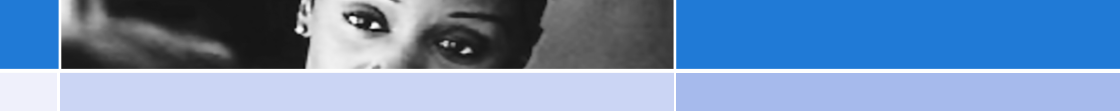
### How to apply for RPL

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 04 – 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.

### Online learning

In some cases online learning sessions will be arranged to support limited contact learners and learners living in remote areas. In order to take part in the online learning you will need access to a computer, internet connection, speakers, etc. If online learning support will be part of your course, you will be notified with registration.

All broadcasts will be put on Edutel's website for later viewing by learners who missed the broadcast.



## 4. Recognition of Prior Learning: The key to your future learning

### WHAT IT IS

Commonly called RPL, Recognition of Prior Learning is a mechanism which provides for acknowledgement of a person's knowledge and skills which might not have been acquired through formal training.

SAQA's definition of RPL states "Recognition of Prior Learning means the comparison of the previous learning and experience of a learner howsoever obtained against the learning outcomes required for a specified qualification, and the acceptance for purposes of qualification of that which meets the requirements." This means that regardless of where, when or how a person achieved the learning, if such learning meets the requirements of a unit standard or a qualification, it could be recognised for credits.

RPL is therefore a form of assessment for persons who have not attended training but still wish to be acknowledged for their current knowledge and skills in a particular area.

### HOW IT WORKS

The SAQA RPL policy states: "there is no fundamental difference in the assessment of previously acquired skills and knowledge and the assessment of skills and knowledge acquired through a current learning programme. The candidate seeking credits for previously acquired skills and knowledge must still comply with all the requirements as stated in unit standards and qualifications. The difference lies in the route to the

assessment.

We've already stated, RPL is an assessment process, and as such, the persons applying for RPL must understand that they will have to undergo some form of assessment to ensure that the required knowledge and skills are still current. Edutel's RPL assessment mainly consists of Questioning and Workplace Observation as methods of gathering the evidence to prove the candidate's competence. This means that the candidate will most probably be observed while he/she is working and his/her line manager will complete a form indicating what the person can do. The person will also have to complete either a knowledge questionnaire, case study questions or an assignment (or a combination of these) in order for the assessor to check that the knowledge or theory needed to use the skills properly is up to date.

With Edutel there is a specific procedure which needs to be followed in order for the RPL assessment process to take place. It looks like this:

1. A prospective candidate, who knows that he/she most probably qualifies for RPL applies to Edutel by completing the relevant Application.
2. Once the file has been reviewed and approved, the potential candidate meets with an RPL Advisor, who explains the skills and knowledge requirements and checks whether the person does, in fact, have these at present. This is called the Screening process.
3. If the person has some major gaps in





knowledge and skills, he/she is advised to attend training to fill these gaps and come back later for RPL.

4. If the person meets requirements, then the process is put in motion.
5. The successful candidate will be given thorough preparation for the assessment which lies ahead and all concerns which the person might have are ironed out.
6. Then the evidence collection phase starts. At this point the Evidence Facilitator in the workplace (who might be the line manager) is trained on how to assist the candidate to collect the required evidence.
7. The evidence is collected over a period of time (which was agreed upon during assessment preparation) and this is all submitted to Edutel for formal assessment.
8. The assessment is done by a registered assessor, who makes a judgement as to whether the evidence submitted by the candidate covers all the requirements of the unit standard or qualification.
9. If it does, the candidate is declared Competent and, in due course, can celebrate his/her achievement.
10. If the evidence does not meet requirements, the candidate is given advice and support on what extra evidence is required and how to go about collecting this. Steps 7 to 9 then apply.

Do not think that the RPL process is easy or quick. The candidate must focus on what evidence is needed and cannot merely produce a few pieces of paper and think that he/she is Competent. It takes time and thought on the part of all concerned to

successfully complete an RPL process. But the results are wonderful!

### WHAT IT COSTS

Just as the process is not a speedy one, so the costs are not excessively cheap. However, it is definitely less expensive than attending a formal workshop and then undergoing the assessment. It's not only the actual costing which needs to be taken in consideration. The hidden costs of being out of the workplace for formal training and therefore not being productive also have to be kept in mind.

### IS IT WORTH IT?

Definitely! Imagine: perhaps a full qualification which acknowledges your knowledge and skills without you having been in a classroom or undergoing coaching.....



## 5. Foundational Learning Programme

### What is Foundational Learning Competence (FLC)?

Foundational Learning Competence is a part qualification consisting of two learning areas: Communications and Mathematical Literacy. It describes the minimum competence needed in these two key areas, required by people to function optimally in the world of work. The FLC describes the minimum competence required of learners to deal successfully with occupational learning at NQF Levels 2-4.

The school-leaving qualification, the National Senior Certificate, is registered at NQF Level 4. Hence the Foundational Learning Competence addresses the needs of learners in the occupational qualifications that are registered on the NQF at Levels 2, 3 and 4, i.e. below Grade 12.

The Foundational Learning Competence is a compulsory part of all new qualifications developed under the auspices of the Quality Council for Trades and Occupations (QCTO) at NQF levels 3 and 4. This does not mean that developers of qualifications at NQF Level 2 cannot include Foundational Learning as a requirement. It has replaced the 'fundamentals' in Mathematics and Communications, required previously in all qualifications at NQF Levels 1 to 4.


This is a part qualification registered at NQF Level 2. It has a credit value of 40, 20 for Foundational Learning Competence in Communications and 20 for Foundational Learning Competence in Mathematical Literacy.

### What is the rationale for requiring learners to complete Foundational Learning Competence?

The skills developed in the two learning areas, Communications and Mathematical Literacy, have been identified as foundational for learners wanting to progress in their occupation and skills development.

There is ample research that shows that language proficiency is closely aligned to success in learning in other areas. Historical educational backlogs which resulted from an unfair education dispensation have resulted in many adult learners having a gap in their understanding of and ability to apply language and mathematical literacy concepts in the workplace. While learners may be ready for training at the required level in the technical or practical aspects of a qualification, i.e. they are able to 'do', very often their language skills in English (normally the language of teaching and learning) are at a much lower level. This causes many problems in relation to dealing with the theoretical concepts in the learning material and the acquisition of new skills and knowledge in occupational training. Similarly occupational training does require an understanding of numbers and knowledge and how to work with numbers especially in key areas of measurement and quantity.

In 2007 the process for the development of the Foundational Learning Competence (FLC) was implemented by the Department of Labour. The FLC has replaced the fundamental unit standards in Mathematics



and Communications that were required in all SAQA qualifications at NQF Levels 1-4. This decision was taken essentially because the fundamental unit standards were not done for a variety of reasons and had become a blockage in the system. A key reason for this was because learners were required to study mathematics or language skills that were unnecessary for their specific occupational needs. Hence there are many South Africans who have been denied qualifications in occupations and trades at NQF levels 2, 3 and 4 because they are unable to achieve the compulsory fundamental requirements at all four levels of the FET band for mathematical literacy and language.

The FLC is more focussed and directed to the minimum competence required in each area in order to function optimally in the world of work. It hence supports the objectives of the NQF that the fundamental unit standards were intended to achieve in terms of redress, access to meaningful learning, the achievement of qualifications and providing a basis for lifelong learning.

Once a learner has completed the FLC, s/he does not have to do it again, even if the learner moves onto a qualification registered at a higher level, up to and including NQF Level 4.


The Foundational Learning Competence is designed to address occupational needs and hence has no direct equivalent in the traditional schooling sector.

### What is Foundational Learning Competence in Communications?

The Foundational Learning Competence in Communications describes the knowledge of language and the thinking processes required to communicate effectively in the workplace.

FLC Communications provides the basis in the language of instruction to enable a learner to deal effectively with occupational training, and communication in the workplace. The purpose of this component is to enable individuals to deal confidently and successfully with the language of learning and teaching (LOLT) of formal occupational training, in relation to oral skills, reading and writing. It is the language of most external assessments such as trade tests. People who attend a FLC learning programme are given practice in speaking, listening, reading and writing meaningfully and effectively in the language of instruction. Once they have achieved their part qualification in Communications they will be able, more easily, to progress further in their chosen occupational pathways and workplace contexts.

The FLC is not ABET. Communications in ABET and NQF Level 1 focus on using reading for learning rather than learning how to read. So while the function of reading programmes up to and including NQF Level 1 focused on being able to identify the vocabulary and the language structures in context, so as to be able to understand and comprehend what was being said, the focus in Foundational Learning Competence is to read for



information. Gathering information is not only about extracting relevant information from a text but also to infer meaning, to use the information gathered to make deductions, to develop the logic of an argument, to organise thinking and to extract the key messages from an extended piece of writing.

The content of the FLC Communications learning programme covers the following:

- Writing
- Speaking and listening
- Visual literacy
- Language structure and usage
- Study skills
- Workplace terminology.

### What is Foundational Learning Competence in Mathematical Literacy?

The Foundational Learning Competence in Mathematical Literacy is the minimum, generic mathematical literacy that will provide learners with an adequate foundation to cope with the mathematical demands of occupational training and to engage meaningfully in real-life situations involving mathematics.

Foundational Mathematical Literacy will also serve as the foundation for further development of an individual in mathematical literacy contexts and mathematical concepts that may be specific to an occupation or trade.

Individuals who have met all the requirements of Foundational Mathematical

Literacy are able to solve problems in real contexts by responding to information about mathematical ideas that are presented in a variety of ways. Individuals will solve problems by defining the problem, analysing and making sense of the information provided, planning on how to solve the problem, executing their plan, interpreting and evaluating the results, and justifying the method and solution. Using their mathematical literacy and understanding of numbers, they will make sense of the workplace and the world in which they live.

The content of the FLC: Mathematical Literacy curriculum covers the following:

- Number and quantity
- Finance
- Data and chance
- Measurement
- Space and shape
- Patterns and relationships.

In solving problems, individuals will apply skills such as identifying or locating relevant information, ordering, sorting, comparing, counting, estimating, computing, measuring, modelling, interpreting and communicating.

### What level of competence should be in place before a learner enters a Foundational Learning Competence learning programme?

A learner who is competent at ABET Level 3 in the learning area should be able to manage the FLC learning programme.

The Foundational Learning Competence assumes that learners entering a foundational

learning programme have a minimum competence level in the relevant learning area at ABET Level 3 or its equivalent. This is not a formal certification requirement, as there are no certification requirements for entry to the external assessment process.

### What is the external assessment for Foundational Learning Competence?

Each learning area has an external assessment. The final assessment in each learning area consists of 60 questions in a multiple-choice format. Each external assessment is 2,5 hours in length.

The two subject areas of Foundational Learning Competence in Communications and Foundational Learning Competence in Mathematical Literacy are assessed separately. Each subject has an external assessment conducted at IEB recognised assessment centres nationally. Edutel is registered as an assessment centre for IEB.

The purpose of these assessments is to check whether learners are proficient enough in the foundational skills and knowledge of each learning area in order to engage effectively in formal occupational training.

The assessment model that has been adopted is intended to support occupational skills development, and is therefore based on practical needs which require that the tests:

- are available regularly and in the long term, electronically, on demand;
- have a quick turn-around time for delivery of results;

- are relatively inexpensive and easy to administer.

To meet these requirements the assessments are in a multiple-choice, machine-scored format.

The key feature of such a model is the on-going building of a bank of trailed assessment items that can be used in various permutations.

The questions are based on the curricula of the Foundational Learning Competence in the relevant learning area. They are proficiency assessments, aiming to test the state of readiness to embark on learning rather than assessment of completed learning.

The items have different levels of complexity. The test specifications indicate how many questions at each level of complexity must be included in the test. The following area the ratings of achievement:

80%-100%	Competent Outstanding (CO)
70%-79%	Competent Commendable (CC)
50%-69%	Competent Adequate (CA)
40%-49%	Not Competent Threshold (NCT)
Less than 40%	Not Yet Competent (NYC)

Exemplar papers are available from the IEB website ([www.ieb.co.za](http://www.ieb.co.za)).



## 6. 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:

### Option 1

- 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 04 (6 credits)
- 120376 Conduct project documentation management to support project processes, NQF 04 (6 credits)
- 120381 Implement project administration processes according to requirements, NQF 04 (5 credits)
- 120382 Plan, organise and support project meetings and workshops, NQF 04 (4 credits)
- 120387 Monitor, evaluate and communicate simple project schedules, NQF 04 (4 credits).

### Option 2

- 120373 Contribute to project initiation, scope definition and scope change control, NQF 04 (9 credits)
- 120384 Develop a simple schedule to

facilitate effective project execution, NQF 04 (8 credits)

- 120379 Work as a project team member, NQF 04 (8 credits)

### Accreditation status

The programme is approved by the Services SETA EQQA.

### 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.



## 7. 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.

### 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. Further Education and Training Certificate:

NEW VENTURE CREATION (ID 66249) NQF 04 Min 149 credits

### Purpose of this qualification:

The purpose of the Qualification is to develop the appropriate skills and knowledge required by a person for the establishment and development of a small to medium business venture, and address the economic, administrative and behavioural (psycho-social) barriers that contribute to success in starting and sustaining the venture.

This qualification is intended for persons who wish to start, operate, manage and grow a new small to medium business venture.

Learners attempting this qualification will be equipped with a variety of technical, business managerial and personal skills and strategies to help them succeed in the creation and sustenance of a business. The successful learner will develop a sound foundation for the application of these skills and knowledge to explore a diverse range of entrepreneurial opportunities.

Recipients of this qualification will be able to:

- Demonstrate an ability to identify and create a new venture.
- Demonstrate knowledge of interpersonal skills required in a business environment.
- Demonstrate an understanding of basic economics within a market economy.
- Manage a new venture by applying business principles and techniques.
- Demonstrate an understanding of the role of leadership and management.

### Learning assumed to be in place:

Communication and Mathematical Literacy at NQF Level 03.

### Exit-level Outcomes:

- Demonstrate an ability to identify and create a new venture.
- Demonstrate knowledge of interpersonal skills required in a business environment.
- Demonstrate an understanding of basic economics within a market economy.
- Manage a new venture by applying business principles and techniques.
- Demonstrate an understanding of the role of leadership and management.

### 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 82 Credits	ELECTIVE Choose 11 Credits
<ul style="list-style-type: none"> <li>• 119472 Accommodate audience and context needs in oral/signed communication, NQF 03 (5 credits)</li> <li>• 119457 Interpret and use information from texts, NQF 03 (5 credits)</li> <li>• 119467 Use language and communication in occupational learning programmes, NQF 03 (5 credits)</li> <li>• 119465 Write/present/sign texts for a range of communicative contexts, NQF 03 (5 credits)</li> <li>• 9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems, NQF 04 (6 credits)</li> <li>• 119462 Engage in sustained oral/signed communication and</li> </ul>	<ul style="list-style-type: none"> <li>• 114600 Apply innovative thinking to the development of a small business, NQF 04 (4 credits)</li> <li>• 263455 Apply the principles of costing and pricing to a business venture, NQF 04 (6 credits)</li> <li>• 263356 Demonstrate an understanding of an entrepreneurial profile, NQF 04 (5 credits)</li> <li>• 263514 Demonstrate an understanding of the function of the market mechanisms in a new venture, NQF 04 (5 credits)</li> <li>• 120389 Explain and apply the concept, principles and theories of motivation in a leadership context, NQF 04 (6 credits)</li> <li>• 114584 Finance a new venture, NQF 04 (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 04 (8 credits)</li> <li>• 13945 Describe and apply the management of stock and fixed assets in a business unit, NQF 04 (2 credits)</li> <li>• 242655 Demonstrate knowledge and application of ethical conduct in a business environment, NQF 04 (4 credits)</li> </ul>




FUNDAMENTAL 56 Credits	CORE 82 Credits	ELECTIVE Choose 11 Credits
<p>evaluate spoken/signed texts, NQF 04 (5 credits)</p> <ul style="list-style-type: none"><li>• 119469 Read/view, analyse and respond to a variety of texts, NQF 04 (5 credits)</li><li>• 9016 Represent, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts, NQF 04 (4 credits)</li><li>• 119471 Use language and communication in occupational learning programmes, NQF 04 (5 credits)</li><li>• 7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues, NQF 04 (6 credits)</li><li>• 119459 Write/present/ sign for a wide range of contexts, NQF 04 (5 credits)</li></ul>	<ul style="list-style-type: none"><li>• 263534 Implement an action plan for a new venture, NQF 04 (4 credits)</li><li>• 263474 Manage finances of a new venture, NQF 04 (6 credits)</li><li>• 114805 Manage general administration, NQF 04 (4 credits)</li><li>• 13948 Negotiate an agreement or deal in an authentic work situation, NQF 04 (5 credits)</li><li>• 263434 Plan and manage production/operations in a new venture, NQF 04 (6 credits)</li><li>• 263456 Plan strategically to improve new venture performance, NQF 04 (4 credits)</li><li>• 114592 Produce business plans for a new venture, NQF 04 (8 credits)</li><li>• 114596 Research the viability of new venture ideas/opportunities, NQF 04 (5 credits)</li></ul>	



FUNDAMENTAL 56 Credits	CORE 82 Credits	ELECTIVE Choose 11 Credits
	<ul style="list-style-type: none"><li data-bbox="389 272 680 424">• 116394 Implement and manage human resource and labour relations policies and acts, NQF 05 (9 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.



## 9. Further Education and Training Certificate: Generic Management

MANAGEMENT (ID 57712) NQF 04, Min. 150 Credits

This qualification is intended for junior managers of small organisations, junior managers of business units in medium and large organisations, or those aspiring to these positions. Junior managers include team leaders, supervisors, foremen and section heads.

The focus of this qualification has been designed to enable learners to be competent in a range of knowledge, skills, attitudes and values including:

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

The learners who achieve this qualification will be able to demonstrate competencies in management relating to Planning, Organising, Leading, Controlling and Ethics. Overall, this qualification will ensure that learners are capable of:

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

### Learning assumed to be in place:

Communication, Mathematical Literacy and Computer Literacy at NQF Level 03.

### 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 72 Credits	ELECTIVE Choose 22 Credits
<ul style="list-style-type: none"> <li>• 119472 Accommodate audience and context needs in oral/signed communication, NQF 03 (5 credits)</li> <li>• 119457 Interpret and use information from texts, NQF 03 (5 credits)</li> <li>• 119467 Use language and communication in occupational learning programmes, NQF 03 (5 credits)</li> <li>• 119465 Write/present/sign texts for a range of communicative contexts, NQF 03 (5 credits)</li> <li>• 9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate</li> </ul>	<ul style="list-style-type: none"> <li>• 242824 Apply leadership concepts in a work context, NQF 04 (12 credits)</li> <li>• 242815 Apply the organisation's code of conduct in a work environment, NQF 04 (5 credits)</li> <li>• 242816 Conduct a structured meeting, NQF 04 (5 credits)</li> <li>• 242822 Employ a systematic approach to achieving objectives, NQF 04 (10 credits)</li> <li>• 242821 Identify responsibilities of a team leader in ensuring that organisational standards are met, NQF 04 (6 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• 242812 Induct a member into a team, NQF 03 (4 credits)</li> <li>• 242820 Maintain records for a team, NQF 03 (4 credits)</li> <li>• 242813 Explain the contribution made by own area of responsibility to the overall organisational strategy, NQF 04 (5 credits)</li> <li>• 242818 Describe the relationship of junior management to other roles, NQF 04 (5 credits)</li> <li>• 11473 Manage individual and team performance, NQF 04 (8 credits)</li> </ul>



FUNDAMENTAL 56 Credits	CORE 72 Credits	ELECTIVE Choose 22 Credits
<p>findings on life related problems, NQF 04 (6 credits)</p> <ul style="list-style-type: none"> <li>• 119462 Engage in sustained oral/signed communication and evaluate spoken/signed texts, NQF 04 (5 credits)</li> <li>• 119469 Read/view, analyse and respond to a variety of texts, NQF 04 (5 credits)</li> <li>• 9016 Represent analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts, NQF 04 (4 credits)</li> <li>• 7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues, NQF 04 (6 credits)</li> <li>• 12153 Use the writing process to compose texts required in the business environment, NQF 04 (5 credits)</li> <li>• 119459 Write/present/ sign for a wide range of contexts, NQF 04 (5 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• 242810 Manage Expenditure against a budget, NQF 04 (6 credits)</li> <li>• 242829 Monitor the level of service to a range of customers, NQF 04 (5 credits)</li> <li>• 242819 Motivate and Build a Team, NQF 04 (10 credits)</li> <li>• 242811 Prioritise time and work for self and team, NQF 04 (5 credits)</li> <li>• 242817 Solve problems, make decisions and implement solutions, NQF 04 (8 credits)</li> </ul>	

NOTE: All fundamental and core unit standards are compulsory. Learners must choose unit standards totalling a minimum of 22 credits for the elective component.



## Marketing

The FET Certificate in Marketing, Level 04 is designed to meet the needs of those learners who enter the field of Marketing. The whole marketing field per se is a key business function necessary for the success of any organisation, both strategically and operationally.

### 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.



## 10. Further Education and Training Certificate:

MARKETING (ID 67464), NQF 04 Min. 139 credits

### Purpose of Qualification:

The FETC: Marketing is designed for people already in marketing or aspire to a similar career. The Qualification allows the learner to work towards a nationally recognized professional Qualification. It aims to develop individuals who wish to be qualified in one of the five sub-disciplines of Marketing: Direct Marketing, Marketing Communication, Customer Management, Marketing Management, Marketing Research. The Qualification has building blocks from which a deeper and fuller appreciation of marketing can be developed and will help learners to achieving personal, learning and career goals.

People involved or wishing to work in Marketing will access this Qualification. It will also serve as an entry Qualification into the higher levels of Marketing Qualifications.

### Learning assumed to be in place:

It is assumed that the learners are competent in Communication, Mathematical Literacy and Computer Literacy at NQF Level 03.

### Exit-level Outcomes:

- Work and comply with organisational ethics, concepts and cultures.
- Meet marketing objectives with available resources.
- Position and promote products to meet customer needs.
- Maintain internal and external customer satisfaction levels.
- Apply aspects of marketing.

### 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 65 Credits	ELECTIVE 18 Credits
<ul style="list-style-type: none"> <li>• 119472 Accommodate audience and context needs in oral/signed communication, NQF 03 (5 credits)</li> <li>• 119457 Interpret and use information from texts, NQF 03 (5 credits)</li> <li>• 119467 Use language and communication in occupational learning programmes, NQF 03 (5 credits)</li> <li>• 119465 Write/present/sign texts for a range of communicative contexts, NQF 03 (5 credits)</li> <li>• 9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems, NQF 04 (6 credits)</li> <li>• 119462 Engage in sustained oral/signed communication and evaluate spoken/signed texts, NQF 04 (5 credits)</li> <li>• 119469 Read/view, analyse and respond to a variety of texts, NQF 04 (5 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• 252201 Apply marketing team work strategies, NQF 04 (4 credits)</li> <li>• 252216 Comply with legal requirements and organisational and professional codes of conduct, NQF 04 (4 credits)</li> <li>• 252217 Comply with organisational ethics, NQF 04 (4 credits)</li> <li>• 252202 Deal with brand, product and service promotions, NQF 04 (4 credits)</li> <li>• 252206 Demonstrate an understanding of product positioning, NQF 04 (4 credits)</li> <li>• 252211 Demonstrate an understanding of the competitive environment and product positioning, NQF 04 (6 credits)</li> <li>• 252203 Demonstrate an understanding of the target market, NQF 04 (4 credits)</li> <li>• 252210 Handle a range of customer complaints, NQF 04 (4 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• 252214 Conduct follow-up with customers to evaluate satisfaction levels, NQF 04 (6 credits)</li> <li>• 252196 Describe features, advantages and benefits of products and services, NQF 04 (4 credits)</li> <li>• 242819 Motivate and Build a Team, NQF 04 (10 credits)</li> <li>• 118028 Supervise customer service standards, NQF 04 (8 credits)</li> <li>• 12153 Use the writing process to compose texts required in the business environment, NQF 04 (5 credits)</li> </ul>



FUNDAMENTAL 56 Credits	CORE 65 Credits	ELECTIVE 18 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 04 (4 credits)</li><li>• 119471 Use language and communication in occupational learning programmes, NQF 04 (5 credits)</li><li>• 7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues, NQF 04 (6 credits)</li><li>• 119459 Write/present/sign for a wide range of contexts, NQF 04 (5 credits)</li></ul>	<ul style="list-style-type: none"><li>• 252197 Identify and use marketing resources to meet objectives, NQF 04 (4 credits)</li><li>• 252195 Identify expertise and resources, NQF 04 (3 credits)</li><li>• 252191 Identify internal and external stakeholders, NQF 04 (4 credits)</li><li>• 252193 Identify potential and existing customers of the business, NQF 04 (4 credits)</li><li>• 252209 Instil in oneself a personal marketing culture, NQF 04 (4 credits)</li><li>• 252218 Liaise with a range of customers of a business, NQF 04 (4 credits)</li><li>• 252194 Meet marketing performance standards, NQF 04 (4 credits)</li><li>• 252204 Monitor marketing information flow and collect and process marketing data, NQF 04 (4 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.

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.

### 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



## 11. Further Education and Training Certificate:

BUSINESS ADMINISTRATION SERVICES (ID 61595), NQF 04 Min. 140 credits

### 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 05.

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 03.

#### 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 73 Credits	ELECTIVE Choose 11 Credits
<ul style="list-style-type: none"> <li>• 8968 Accommodate audience and context needs in oral communication, NQF 03 (5 credits)</li> <li>• 8972 Interpret a variety of literary texts, NQF 03 (5 credits)</li> <li>• 8969 Interpret and use information from texts, NQF 03 (5 credits)</li> <li>• 8970 Write texts for a range of communicative contexts, NQF 03 (5 credits)</li> <li>• 9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems, NQF 04 (6 credits)</li> <li>• 8974 Engage in sustained oral communication and evaluate spoken texts, NQF 04 (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 04 (4 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• 110021 Achieve personal effectiveness in business environment, NQF 04 (6 credits)</li> <li>• 13943 Analyse new developments reported in the media that could impact on a business sector or industry, NQF 04 (10 credits)</li> <li>• 13941 Apply the budget function in a business unit, NQF 04 (5 credits)</li> <li>• 10022 Comply with organisational ethics, NQF 04 (4 credits)</li> <li>• 14552 Contract service providers, NQF 04 (3 credits)</li> <li>• 13945 Describe and apply the management of stock and fixed assets in a business unit, NQF 04 (2 credits)</li> <li>• 110026 Describe and assist in the control of fraud in an office environment, NQF 04 (4 credits)</li> <li>• 110003 Develop administrative procedures in a selected organisation, NQF 04 (8 credits)</li> <li>• 7791 Display cultural awareness in dealing with customers and colleagues, NQF 04 (4 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• 13929 Co-ordinate meetings, minor events and travel arrangements, NQF 03 (3 credits)</li> <li>• 13928 Monitor and control reception area, NQF 03 (4 credits)</li> <li>• 7790 Process incoming and outgoing telephone calls, NQF 03 (3 credits)</li> <li>• 12155 Apply comprehension skills to engage written texts in a business environment, NQF 04 (5 credits)</li> <li>• 10026 Identify expertise and resources, NQF 04 (3 credits)</li> <li>• 10023 Identify internal and external stakeholders, NQF 04 (4 credits)</li> <li>• 10139 Implement project administration processes according to requirements, NQF 04 (5 credits)</li> <li>• 10388 Interpret basic financial statements, NQF 04 (3 credits)</li> <li>• 10983 Participate in the implementation and utilisation of equity related processes, NQF 04 (5 credits)</li> </ul>

FUNDAMENTAL 56 Credits	CORE 73 Credits	ELECTIVE Choose 11 Credits
<ul style="list-style-type: none"> <li>• 8975 Read, analyse and respond to a variety of texts, NQF 04 (5 credits)</li> <li>• 7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues, NQF 04 (6 credits)</li> <li>• 12153 Use the writing process to compose texts required in the business environment, NQF 04 (5 credits)</li> <li>• 8976 Write for a wide range of contexts, NQF 04 (5 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• 110009 Manage administration records, NQF 04 (4 credits)</li> <li>• 109999 Manage service providers in a selected organisation, NQF 04 (5 credits)</li> <li>• 110023 Present information in report format, NQF 04 (6 credits)</li> <li>• 10135 Work as a project team member, NQF 04 (8 credits)</li> <li>• 15234 Apply efficient time management to the work of a department/division/section, NQF 05 (4 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• 9244 Plan and conduct meetings, NQF 04 (4 credits)</li> <li>• 10171 Manage the capture, storage and retrieval of human resources information using an information system, NQF 05 (3 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.



## 12. Further Education and Training Certificate:

### HUMAN RESOURCES MANAGEMENT AND PRACTICES SUPPORT (ID 67463), NQF 04, 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 03

#### 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 24 Credits
<ul style="list-style-type: none"> <li>• 8968 Accommodate audience and context needs in oral communication, NQF 03 (5 credits)</li> <li>• 8969 Interpret and use information from texts, NQF 03 (5 credits)</li> <li>• 8973 Use language and communication in occupational learning programmes, NQF 03 (5 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• 9973 Apply basic business concepts, NQF 03 (8 credits)</li> <li>• 114941 Apply knowledge of HIV/AIDS to a specific business sector and a workplace, NQF 03 (4 credits)</li> <li>• 10170 Demonstrate understanding of employment relations in an organisation, NQF 03 (3 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• 117865 Assist and support learners to manage their learning experiences, NQF 04 (5 credits)</li> <li>• 117870 Conduct targeted training and development using given methodologies, NQF 04 (10 credits)</li> <li>• 12544 Facilitate the preparation and presentation of evidence</li> </ul>



FUNDAMENTAL 56 Credits	CORE 60 Credits	ELECTIVE 24 Credits
<ul style="list-style-type: none"><li>• 8970 Write texts for a range of communicative contexts, NQF 03 (5 credits)</li><li>• 9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems, NQF 04 (6 credits)</li><li>• 8974 Engage in sustained oral communication and evaluate spoken texts, NQF 04 (5 credits)</li><li>• 8975 Read analyse and respond to a variety of texts, NQF 04 (5 credits)</li><li>• 9016 Represent analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts, NQF 04 (4 credits)</li><li>• 8979 Use language and communication in occupational learning programmes, NQF 04 (5 credits)</li><li>• 7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues, NQF 04 (6 credits)</li><li>• 8976 Write for a wide range of contexts, NQF 04 (5 credits)</li></ul>	<ul style="list-style-type: none"><li>• 117877 Perform one-to-one training on the job, NQF 03 (4 credits)</li><li>• 12135 Represent stakeholders in consultations and discussions on matters that arise at shop floor level, NQF 03 (3 credits)</li><li>• 14551 Analyse the skills development legislation and apply it in the workplace, NQF 04 (4 credits)</li><li>• 117495 Assess legal contracts for business, NQF 04 (8 credits)</li><li>• 10980 Induct a new employee, NQF 04 (6 credits)</li><li>• 10983 Participate in the implementation and utilisation of equity related processes, NQF 04 (5 credits)</li><li>• 10978 Recruit and select candidates to fill defined positions, NQF 04 (10 credits)</li><li>• 12153 Use the writing process to compose texts required in the business environment, NQF 04 (5 credits)</li></ul>	<p>for assessment, NQF 04 (4 credits)</p> <ul style="list-style-type: none"><li>• 11473 Manage individual and team performance, NQF 04 (8 credits)</li><li>• 13934 Plan and prepare meeting communications, NQF 03 (4 credits)</li><li>• 10038 Conduct follow-up with customers to evaluate satisfaction levels, NQF 04 (14 credits)</li></ul>

## 13. National Diploma:

HUMAN RESOURCES MANAGEMENT AND PRACTICES (ID 61592),  
NQF 05, 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 66 Credits
<ul style="list-style-type: none"><li>• 110528 Compile and control a budget for a range of office supply requirements, NQF 05 (4 credits)</li><li>• 10044 Implement a generic communication strategy, NQF 05 (10 credits)</li><li>• 12433 Use communication techniques effectively, NQF 05 (8 credits)</li><li>• 115791 Use language and communication strategies for vocational and occupational learning, NQF 05 (5 credits)</li></ul>	<ul style="list-style-type: none"><li>• 116927 Apply the principles of employment equity to organisational transformation, NQF 05 (10 credits)</li><li>• 115753 Conduct outcomes-based assessment, NQF 05 (15 credits)</li><li>• 15232 Coordinate planned skills development interventions in an organisation, NQF 05 (6 credits)</li><li>• 114274 Demonstrate and apply an understanding of the Basic Conditions of Employment Act (Act 75 of 1997), NQF 05 (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 05 (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 05 (8 credits)</li><li>• 114924 Demonstrate understanding of the outcomes-based education and training approach within the</li></ul>



FUNDAMENTAL 27 Credits	CORE 174 Credits	ELECTIVE 66 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 05 (6 credits)</li><li>• 114882 Develop holistic productivity improvement strategies and plans, NQF 05 (10 credits)</li><li>• 115830 Develop own ability to provide a business advisory service for SMMEs, NQF 05 (10 credits)</li><li>• 11907 Draft an employment contract, NQF 05 (3 credits)</li><li>• 117871 Facilitate learning using a variety of given methodologies, NQF 05 (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 05 (4 credits)</li><li>• 15229 Implement codes of conduct in the team, department or division, NQF 05 (3 credits)</li></ul>	<p>context of a National Qualifications Framework, NQF 05 (5 credits)</p> <ul style="list-style-type: none"><li>• 15217 Develop an organisational training and development plan, NQF 05 (6 credits)</li><li>• 11911 Manage individual careers, NQF 05 (5 credits)</li><li>• 114925 Manage learner information using an information management system, NQF 05 (4 credits)</li><li>• 11906 Manage the design, development and review of a human resource information system, NQF 05 (3 credits)</li><li>• 114885 Prepare and communicate a productivity improvement plan for a functional unit, NQF 05 (6 credits)</li><li>• 252041 Promote a learning culture in an organisation, NQF 05 (5 credits)</li><li>• 114879 Promote a productivity improvement strategy, NQF 05 (10 credits)</li><li>• 15221 Provide information and advice regarding skills</li></ul>



FUNDAMENTAL 27 Credits	CORE 174 Credits	ELECTIVE 66 Credits
	<ul style="list-style-type: none"><li>• 11286 Institute disciplinary action, NQF 05 (8 credits)</li><li>• 7882 Manage Payroll Records, NQF 05 (6 credits)</li><li>• 10171 Manage the capture, storage and retrieval of human resources information using an information system, NQF 05 (3 credits)</li><li>• 7848 Manage the induction of new staff, NQF 05 (5 credits)</li><li>• 114886 Measure and assess the factors that influence labour productivity and establish the relative impact of each factor, NQF 05 (8 credits)</li><li>• 11909 Monitor and advise on substantive conditions of employment and related rights and obligations in an organisation, NQF 05 (5 credits)</li><li>• 15230 Monitor team members and measure effectiveness of performance, NQF 05 (4 credits)</li><li>• 15214 Recognise areas in need of change, make recommendations and implement change in the team, department or</li></ul>	development and related issues, NQF 05 (4 credits)



FUNDAMENTAL 27 Credits	CORE 174 Credits	ELECTIVE 64 Credits
	<p>division, NQF 05 (3 credits)</p> <ul style="list-style-type: none"><li>• 12140 Recruit and select candidates to fill defined positions, NQF 05 (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 05 (4 credits)</li><li>• 10148 Supervise a project team of a business project to deliver project objectives, NQF 05 (14 credits)</li><li>• 10985 Conduct a disciplinary hearing, NQF 06 (5 credits)</li><li>• 12138 Conduct an organisational needs analysis, NQF 06 (10 credits)</li><li>• 12139 Facilitate the resolution of employee grievances, NQF 06 (5 credits)</li></ul>	



## 14. Course structure: NQF 05

NATIONAL CERTIFICATE: Generic Management: General Management,  
QUALIFICATION ID: 59201 (60269) (162 credits)

A person acquiring this qualification will be able to manage first line managers in an organisational entity. First line managers may include team leaders, supervisors, junior managers, section heads and foremen. The focus of this qualification is to enable learners to develop competence in a range of knowledge, skills, attitudes and values including:

- Initiating, developing, implementing and evaluating operational strategies, projects and action plans, and where appropriate, recommending change within teams and/or the unit so as to improve the effectiveness of the unit.
- Monitoring and measuring performance and applying continuous or innovative improvement interventions in the unit in order to attain its desired outcomes, including customer satisfaction, and thereby contributing towards the achievement of the objectives and vision of the entity.
- Leading a team of first line managers, by capitalising on the talents of team members and promoting synergistic interaction between individuals and teams, to enhance individual, team and unit effectiveness in order to achieve the goals of the entity.
- Building relationships using communication processes both vertically and horizontally within the unit, with superiors and with stakeholders across the value chain to ensure the achievement of intended outcomes.

- Applying the principles of risk, financial and knowledge management and business ethics within internal and external regulatory frameworks in order to ensure the effectiveness and sustainability of the unit.
- Enhancing the development of teams and team members through facilitating the acquisition of skills, coaching, providing career direction, and capitalising on diversity in the unit.

The skills, knowledge and understanding demonstrated within this qualification are essential for the creation of a talent pool of experienced and effective middle managers that represents the demographics of the South African society. This qualification will create a leadership cadre for the South African society throughout multiple industries and sectors both private and public.

### Entrance requirements and/or learning assumed to be in place

Communication and Mathematical Literacy at NQF Level 04.

### 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 W&RSETA 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 49 Credits	CORE 78 Credits	ELECTIVE Choose 35 Credits
<ul style="list-style-type: none"> <li>• 120300 Analyse leadership and related theories in a work context, NQF 05 (8 credits)</li> <li>• 252026 Apply a systems approach to decision making, NQF 05 (6 credits)</li> <li>• 252036 Apply mathematical analysis to economic and financial information, NQF 05 (6 credits)</li> <li>• 252042 Apply the principles of ethics to improve organisational culture, NQF 05 (5 credits)</li> <li>• 252022 Develop, implement and evaluate a project plan, NQF 05 (8 credits)</li> <li>• 252040 Manage the finances of a unit, NQF 05 (8 credits)</li> <li>• 12433 Use communication techniques effectively, NQF 05 (8 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• 252044 Apply the principles of knowledge management, NQF 05 (6 credits)</li> <li>• 252037 Build teams to achieve goals and objectives, NQF 05 (6 credits)</li> <li>• 252020 Create and manage an environment that promotes innovation, NQF 05 (6 credits)</li> <li>• 252032 Develop, implement and evaluate an operational plan, NQF 05 (8 credits)</li> <li>• 252027 Devise and apply strategies to establish and maintain workplace relationships, NQF 05 (6 credits)</li> <li>• 252021 Formulate recommendations for a change process, NQF 05 (8 credits)</li> </ul>	<ul style="list-style-type: none"> <li>• 252041 Promote a learning culture in an organisation, NQF 05 (5 credits)</li> <li>• 12140 Recruit and select candidates to fill defined positions, NQF 05 (9 credits)</li> <li>• 114226 Interpret and manage conflicts in the workplace, NQF 05 (8 credits)</li> <li>• 15230 Monitor team members and measure effectiveness of performance, NQF 05 (4 credits)</li> <li>• 15224 Empower team members through recognising strengths, encouraging participation in decision making and delegating tasks, NQF 05 (4 credits)</li> <li>• 15214 Recognise areas in need of change, make</li> </ul>



FUNDAMENTAL 49 Credits	CORE 78 Credits	ELECTIVE Choose 35 Credits
	<ul style="list-style-type: none"><li>• 252029 Lead people development and talent management, NQF 05 (8 credits)</li><li>• 252043 Manage a diverse work force to add value, NQF 05 (6 credits)</li><li>• 252034 Monitor and evaluate team members against performance standards, NQF 05 (8 credits)</li><li>• 252025 Monitor, assess and manage risk, NQF 05 (8 credits)</li><li>• 252035 Select and coach first line managers, NQF 05 (8 credits)</li></ul>	<p>recommendations and implement change in the team, department or division, NQF 05 (3 credits)</p> <ul style="list-style-type: none"><li>• 15219 Develop and implement a strategy and action plans for a team, department or division, NQF 05 (4 credits)</li></ul>

## 15. 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

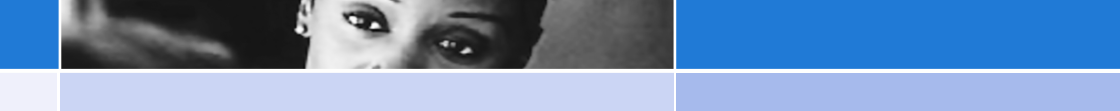
All learners may lodge grievances without any fear of victimisation or prejudice.

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 04
- 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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