

No. 1256

2 November 2004

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Administration

Registered by NSB 03, Business, Commerce and Management Studies, publishes the following qualification and unit standards for public comment.

This notice contains the titles, fields, subfields, NQF levels, credits, and purpose of the qualification and unit standards. The qualification and unit standards can be accessed via the **SAQA** web-site at www.saqqa.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the **SAQA offices**, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach **SAQA** at the address below and **no** later than **28 November 2004**. All correspondence should be marked Standards Setting – **SGB for** Administration and addressed to

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate: Office Management

SAQA QUAL ID	QUALIFICATION TITLE	
49097	Further Education and Training Certificate: Office Management	
SGB NAME	SGB Administration	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
BUS-4-National Certificate	National Certificate	Office Administration
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
150	Level 4	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

This Qualification is for any individual who is or wishes to be involved in the Office Management function within the business sector. It is also the building block to advance the learner into the National Certificate: Management: NQF Level 5, or any future related Office Administration, Management, or Corporate Governance qualifications at NQF Level 5 that may be generated at a future date.

The Core Component of the Qualification offers the learner knowledge and skills relating to managing the customers of a business, managing resources, business ethics, team management and motivation, processing documents and presentations via technology and risk management in the related work context. The Qualification through its Elective Component enables the learner to specialize in areas of Office Management such as Information Technology, basic financial principles, personnel administration, communications, resource and systems management, public relations and generic management.

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 Office Management within the business and commerce sector. The Qualification ensures progression of learning, enabling the learner to meet standards of service excellence required within the Office Management field of learning, through building day-to-day Office Management skills as well as operational competencies required within the business/commercial and public sector, both in larger enterprises and small, medium and micro enterprises. It will provide the broad knowledge, skills and values needed in the Office Management field for the public sector and will facilitate access to, and mobility and progression within, education and training.

Qualifying learners could follow a career in:

- > Financial Services
- > SMME Management
- > Generic Supervision and Management
- > Administration

Rationale:

The FETC: Office Management is designed to meet the needs of those learners both employed or unemployed, who are already involved or wish to become involved in the field of Office Management. It would provide entry into business services or provide recognition of acquired competencies for learners already active in the field. The qualification seeks to equip learners in a support role to management, as well as in the competencies required to administrate an office effectively in a variety of working contexts.

The qualification consolidates some generic components, including existing unit standards in marketing, human resources, project management, customer services, generic management and administration. The

standards have been consolidated to cater for the specialized area of office management and all the duties involved therein, ranging from managing resources to managing personnel.

The FETC: Office Management is a specialised Qualification which offers administrative and management knowledge and skills to learners who:

- > Have attained the National Certificate in Business Administration: Level 3 or any related administrative or management qualification at Level 3
- > Were previously disadvantaged or who were unable to complete their schooling and were therefore denied access to Further Education and Training
- > Have worked in Administration, Office Administration, Office Supervision or Management support function
- > Wish to extend their range of skills and knowledge of Office Management so that they can become knowledge workers
- > Are contracted in a learnership agreement
- > Have recently taken up a position in Office Management
- > Have not yet acquired the skills and competencies required for learning in Office Management or Administration at NQF level 5.

The FETC: Office Management should produce knowledgeable, multi-skilled workers who are able to contribute to improved productivity and efficiency within an office environment in a variety of business sectors. It should provide the means for current workers to receive recognition of prior learning, to upgrade their skills and achieve a nationally recognised qualification. It should also assist new entrants to the business sector.

It will ensure that the quality of education and training in Office Management is enhanced and of a world-class standard.

The FETC: Office Management allows the learner to work towards a nationally recognised qualification. The qualification will allow both those in formal education and those already employed in organisations in the Office Management and Administration field in any business sector access to a Qualification that can be used as a benchmark to gauge their competence against local and international standards.

The FETC: Office Management builds on the knowledge and skills already obtained in the Level 3 Certificate in Business Administration.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

Learners accessing this Qualification should be competent in:

- > Communication at NQF level 3
- > Mathematical Literacy at NQF level 3
- > Computer Literacy at NQF Level 3

Recognition of Prior Learning:

The structure of this Unit Standard based Qualification makes the Recognition of Prior Learning possible. Learner and Assessor will jointly decide on methods to determine prior learning and competence in the knowledge, skills, values and attitudes implicit in the Qualification and the associated Unit Standards. Recognition of Prior Learning will be done by means of an Integrated Assessment as mentioned in the previous paragraph.

This Recognition of Prior Learning may allow for:

- > Accelerated access to further learning at this or higher levels on the NQF
- > Gaining of credits towards a Unit Standard in this Qualification
- > Obtaining this Qualification in whole or in part.

All assessment techniques and tools that are available for use to assess learners who have accessed this qualification can be used for RPL purposes. Learner and assessor should jointly decide on how RPL will be done and in what ways competence in the outcomes of the qualification and/or the unit standards will be demonstrated.

All recognition of Prior Learning is subject to quality assurance by the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.

QUALIFICATION RULES

The Certificate is made up of a planned combination of learning outcomes that have a defined purpose and will provide qualifying learners with applied competence and a basis for further training.

The qualification is made up of Unit Standards that are classified as Fundamental, Core and Elective. A minimum of 150 credits is required to complete the qualification.

In this qualification the credits are allocated as follows:

- > Fundamental: 56 credits (37%)
- > Core: **88** credits (59%)
- > Electives: 6 credits (4%)
- Total: 150 credits (100%)

The following indicates the spread of Unit Standards across NQF Levels:

Fundamental:

- > Level 3: 20 credits
- > Level **4**: 36 credits
- Total: 56 credits

Core:

- > Level 3: 19 credits
- > Level **4**: 69 credits
- Total: **88** credits

Elective:

- > Level 3: 60 credits
- > Level **4**: 48 credits
- > Level 5: 4 credits
- Total: 112 credits (minimum 6 credits)

Total credits: 256 (minimum 150)

Motivation for number of credits assigned to fundamental, core and elective:

Fundamental Component:

Unit Standards to the value of twenty credits in Communication in a First Language and twenty credits in Communication in a Second Language have been included. The inclusion of the Unit Standards in Communication in a Second Language is to enhance the ability of South Africans to communicate with each other in our multi-lingual country.

The Unit Standards for Communication in the Second South African Language are to be chosen from the following official languages: English, Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, Afrikaans, isiNdebele, isiXhosa, isiZulu and sign language. The Second Language implies a language other than the language of instruction of, or the language taken as the First Language for this Qualification. The selection of the Second Official Language should be based on the language(s) of the people to whom the Learner is most likely to deliver a service.

Sixteen credits in Mathematical Literacy have also been included in the Fundamental Component.

These Fundamental Unit Standards will add value to learners both socially and economically in terms of their ability to operate as literate and numerate workers in a global economy. Their inclusion means that the Qualification conforms to the requirements for a FETC so granting the learning access to qualifications in the Higher Education band, subject to the entrance requirements applied by Providers to specific qualifications.

All the Unit Standards are compulsory.

Core Component:

Eighty-eight credits have been allocated to Unit Standards in the Core Component of this Qualification. This is to ensure that the Qualification has a strong Office Management focus. The Unit Standards classified as Core describe Office Management knowledge and skills that are generic to various Office Management contexts where Administrative and Management functions of one kind or another are executed. They provide an opportunity to develop knowledge of Office Management through research, formal learning and workplace practice and/or simulated situations. The Unit Standards encourage application of knowledge and skills in real situations. The Core Unit Standards provide the basic knowledge and skills that all workers need to know about Office Management.

All Unit standards are compulsory.

Elective Component:

There are Unit Standards totalling One-hundred and twelve credits in this Component. These Unit Standards are grouped into broad specialist Office Management focus areas to enable learners to gain specialist knowledge and skills, which are particularly relevant, or of interest to the learner. Learners are required to select Electives that add up to at least 6 credits. While learners may choose any of the Electives to make up the 6 credits, it is preferable that the learner chooses the complete set of Standards listed in each sub-section even if this should mean that the minimum number of credits is exceeded. The learner may also select other Unit Standards at the level of the Qualification, not listed in this Qualification, but which would enhance the learner's work performance or employability, or which are of particular interest to the learner, with the approval of the relevant ETQA.

The following Elective unit standard are grouped into specialized areas:

Personnel Administration:

- > Demonstrate knowledge and understanding of the role, functions and duties of trustees of retirement funds
- > Demonstrate ability to use and interpret texts that apply to the role and responsibilities of trustees of retirement funds
- > Demonstrate knowledge and understanding of the role and responsibilities of trustees of medical schemes

Personnel Management:

- > Apply knowledge of self and team in order to develop a plan to enhance team performance
- > Induct a new member into a team
- > Monitor team members and measure effectiveness of performance

Risk Management:

- > Apply technical knowledge and skill in order to manage risk in occupational health and occupational hygiene
- > Apply technical knowledge and skill in order to manage risk in general and products liability

Public Relations and Marketing:

- > Co-ordinate meetings, minor events and travel arrangements
- > Identify internal and external stakeholders

Resource Management:

- > Plan, monitor and control an information system in a business environment
- > Monitor and control the maintenance of office equipment
- > Manage time and the work process in a business environment
- > Formulate and implement an action plan to improve productivity within an organizational unit

Strategic Management:

- > Demonstrate an understanding of a selected business environment
- > Investigate and explain the structure of a selected workplace or organization
- > Demonstrate a basic understanding of the role of a business strategy in managing a small business or business unit
- > Produce business plan for a new business venture
- > Identify and interpret Best Practice Guidelines and plan for and implement Best Practice within the team, department and division

Financial Administration:

- > Prepare and process documents for financial and banking processes

Record keeping:

> Identify and keep the types of records that re the responsibility of a junior manager

Communications:

> Plan and prepare meeting communications

> Conduct a formal meeting

EXIT LEVEL OUTCOMES

On achieving this Qualification, the learner will:

Exit Level Outcome 1: Represent stakeholders in consultations.

Exit Level Outcome 2: Support different departments within the organisation.

Exit Level Outcome 3: Comply with organisational ethics.

Exit Level Outcome 4: Operate within a team environment.

Exit Level Outcome 5: Identify strengths and areas for improvement in own learning through self-reflection and reflection on support for business services.

Exit Level Outcome 6: Contribute to the monitoring of Health and Safety at the workplace for good management and welfare of the work context.

Exit Level Outcome 7: Liaise with a range of customers and identify and solve customer complaints and problems.

Exit Level Outcome 8: Fulfil the duties of an informed manager/administrator in a business.

Exit Level Outcome 9: Gather, analyse and present information.

Exit Level Outcome 10: Operate within clearly defined contexts within the legislation with limited scope for decision-making and responsibility.

Exit Level Outcome 11: Manage risk in a business unit.

Exit Level Outcome 12: Communicate effectively with stakeholders.

Exit Level Outcome 13: Apply ethical principles to a business context and make decisions based on a corporate code of ethics.

Exit Level Outcome 14: Understand the management function and the role of junior managers/supervisors in an organisation.

Exit Level Outcome 15: Conduct follow-up procedures with customers to evaluate and maintain customer satisfaction levels and relationships.

Exit Level Outcome 16: Process documents for business.

ASSOCIATED ASSESSMENT CRITERIA

1.1 The roles of different stakeholders are understood and explained in line with projects in which the stakeholders are involved

1.2 Different groups/department liaisons are ensured in order to enhance relationships between stakeholders

1.3 Stakeholders are equally represented in consultations and discussions according to organisational policies and procedures

2.1 Departments within areas of speciality are supported according to project requirements

2.2 Support is offered to other team members in order to effectively complete tasks

2.3 Information is shared with other departments in order to reduce potential conflict and ensure that all stakeholders are fully aware of project progress

3.1 Administrative principles are understood and defined within an ethical framework

- 3.2 Administration concepts are identified and integrated into respective job functions
- 3.3 The organisation's administration culture is complied with and considered in various work contexts
- 4.1 Team objectives are clearly understood and defined
- 4.2 Team standards are interpreted and applied according to organisation protocol
- 4.3 Other team members are consulted with effectively in order to enhance teamwork
- 4.4 Roles of team members are identified according to strengths and requirements of projects
- 5.1 Personal learning is constantly improved upon in order to enhance job function
- 5.2 Own strengths and areas for improvement in the organisation are identified and an action plan for improvement is implemented within given timeframes
- 5.3 Criticism relating to strengths and areas of improvement is considered and integrated into learning plan
- 6.1 A contribution is made to information distribution regarding HIV/AIDS in the workplace
- 6.2 Appropriate benchmarks are used to establish and document a safe and healthy work environment
- 7.1 Clients are regularly liaised with on an ongoing basis in order to continuously enhance client relations
- 7.2 Clients' problems are identified and acted upon according to organisational protocol
- 7.3 Clients' problems are satisfactorily resolved according to agreements
- 8.1 Knowledge of business operations are demonstrated and integrated into respective work context
- 8.2 Roles and duties of managers are carried out efficiently and according to functional requirements
- 9.1 Relevant information is gathered in order to provide feedback and solutions to problems
- 9.2 Information is accurately analysed and interpreted and integrated into a solution according to project brief and specifications
- 9.3 Information is successfully presented in accordance with presentation protocol and consideration of target audience
- 10.1 Legislated requirements are applied in a business unit
- 10.2 The legal environment of the industry is identified and interpreted and applied within work context
- 10.3 Decision-making is aligned to the legislation and company policy
- 11.1 Risk is managed proactively and according to organisational risk management procedures
- 11.2 Risk areas in the business unit are carefully identified and potential problems and opportunities surrounding risk is considered within specific functional areas
- 11.3 Ways for managing risk in a business unit are initiated and monitored according to organizational risk management procedures
- 11.4 New risk management methods are successfully implemented and evaluated according to organisational risk management policy and procedures
- 12.1 Effective methods of communication are identified and integrated into business practices
- 12.2 Outcomes of communications are achieved according to pre-set agreements
- 12.3 Communication protocol and procedure is adhered to in order to effectively achieve mutual understanding in all types of communications
- 13.1 Business ethics are continuously taken into consideration in all work contexts
- 13.2 Business ethical principles are applied to a business context according to organisation protocol
- 13.3 Decisions based on corporate code of conduct and ethics are carefully considered and integrated into various work problem-solving contexts
- 13.4 Options in decision-making processes are carefully selected and analysed according to the problem presented and organisational policy and procedures
- 14.1 A knowledge and understanding of the management function of an organization is demonstrated and applied within respective work context
- 14.2 A knowledge and understanding of roles of junior managers in an organization are demonstrated in a specific functional area
- 14.3 The functions, roles and responsibilities of junior managers are clearly understood and applied according to specific job requirements
- 15.1 Clients are liaised with on an ongoing basis in order to sustain relationships
- 15.2 Follow-up meetings with clients are initiated in order to evaluate client satisfaction levels
- 15.3 Service levels are continuously evaluated and improved upon in order to enhance customer relations

16.1 The appropriate mechanism for processing documents is selected and utilized according to organisational policy and procedure

16.2 Accuracy of documents is ensured on an ongoing basis

16.3 Records are kept up to date on an ongoing basis for ease of reference by all respective parties

Integrated Assessment:

Because assessment practices must be open, transparent, fair, valid, and reliable and ensure that no learner is disadvantaged in any way whatsoever, an integrated assessment approach is incorporated into the Qualification.

Learning, teaching and assessment are inextricably linked. Whenever possible, the assessment of knowledge, skills, attitudes and values shown in the unit standards should be integrated.

Assessment of the communication, language, literacy and numeracy should be conducted in conjunction with other aspects and should use authentic Office Management contexts wherever possible.

A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working. Where it is not possible to assess the learner in the workplace or on-the-job, simulations, case studies, role-plays and other similar techniques should be used to provide a context appropriate to the assessment.

The term 'Integrated Assessment' implies that theoretical and practical components should be assessed together. During integrated assessments the assessor should make use of formative and summative assessment methods and assess combinations of practical, applied, foundational and reflective competencies.

Assessors and moderators should make use of a range of formative and summative assessment methods. Assessors should assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience.

Assessment should ensure that all specific outcomes, embedded knowledge and critical cross-field outcomes are evaluated. The assessment of the critical cross-field outcomes should be integrated with the assessment of specific outcomes and embedded knowledge.

INTERNATIONAL COMPARABILITY

Qualifications and standards in the following countries were consulted to obtain a sense of the international comparability of the qualification and its unit standards:

- > Australia
- > New Zealand
- > NVQ Qualifications for Britain
- > Scotland
- > Canada

The following conclusions have been drawn from the comparison:

- > The administration unit standards are comparable to those in the Administration qualifications in Australia
- > The qualification correlates best with the following New Zealand qualifications:
 - > National Certificate in Frontline Management
 - > National Certificate in Business Administration Services

In examining the unit standards that form part of the abovementioned qualifications, our qualification broadly concurs with the content areas they focus on. It is evident that like their qualification, we too have satisfactorily catered for learning areas including:

- > Legal awareness
- > Administration of health and safety procedures
- > Document management and processing
- > Financial Administration
- > The use of Information Technology to process documents and information
- > The organising and managing of meetings

The qualification varies in that there is a stronger financial administration focus, with standards in the New Zealand qualification that cater more for accounting practices. We would not wish to add in all these unit

standards to our qualification because then the learner could rather do a more dedicated financial qualification, and the electives in our qualification allow for articulation into such qualifications.

Apart from this variance, the rest of the qualification is very similar to our qualification, and hence internationally comparable.

> The British qualifications relate more to Business Administration as opposed to Office Management. The SGB for Administration also took cognizance of these qualifications when they put together the unit standards for Administration that are included in this qualification.

ARTICULATION OPTIONS

This Qualification articulates horizontally with the following Qualifications:

- > National Certificate in Business Administration: Level 4
- > National Certificate in Management: Level 4
- > National Certificate in Marketing Management: Level 4
- > National Certificate in Call Centre Management: Level 4
- > National Certificate in Project Management: Level 4
- > National Certificate in Human Resources Management: Level 4
- > National Certificate in Financial Services: Level 4

Vertical articulation is possible with the following Qualifications:

- > National Certificate in Management: Level 5
- > National Certificate in Marketing Management: Level 5
- > National Certificate in Call Centre Management: Level 5
- > National Certificate in Project Management: Level 5
- > National Certificate in Human Resources Management: Level 5
- > National Certificate in Financial Services: Level 5

The qualification complies with the requirements of an FETC and so should grant the learner access to further learning in the higher education band subject to the individual admission requirements relating to a specific qualification and those laid down by the provider institution.

MODERATION OPTIONS

> Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with the relevant Education, Training, Quality, Assurance (ETQA) Body, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

> Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant Education, Training, Quality, Assurance (ETQA) Body, or with an ETQA that has a Memorandum of Understanding with the Services ETQA.

> Assessment and moderation of assessment will be overseen by the relevant Education, Training, Quality, Assurance (ETQA) Body, or by an ETQA that has a Memorandum of Understanding with the Services ETQA, according to the ETQA's policies and guidelines for assessment and moderation.

> Moderation must include both internal and external moderation of assessments at exit points of the Qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual Unit Standards as well as the integrated competence described in the Qualification.

Anyone wishing to be assessed against this Qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

For an applicant to register as an assessor, the applicant needs:

- > A minimum of 2 (two) years' practical, relevant occupational experience in Administration;
- > To be declared competent in all the outcomes of the National Assessor Unit Standards as stipulated by South African Qualifications Authority (SAQA);

> To be in possession of a Qualification in Administration and/or Management at NQF Level 5 or higher.

NOTES

N/A

UNIT STANDARDS

(Note: A blank space after this line means that the qualification is not based on Unit Standards.)

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
core	7567 Produce and use spreadsheets for business	Level 3	5	Reregistered
Core	7570 Produce word processing documents for business	Level 3	5	Reregistered
core	7575 Produce presentation documents for business	Level 3	5	Reregistered
core	13915 Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace	Level 3	4	Registered
core	10014 Describe features, advantages and benefits of a range of products	Level 4	6	Registered
Core	10015 Identify customers of the business	Level 4	4	Registered
core	10017 Comply with legal requirements and understand implications	Level 4	4	Registered
core	10022 Comply with organisational ethics	Level 4	4	Registered
Core	10024 Liaise with a range of customers of a business	Level 4	4	Registered
core	10025 Handle a range of customer complaints	Level 4	4	Registered
core	10038 Conduct follow-up with customers to evaluate satisfaction levels	Level 4	14	Registered
Core	10983 Participate in the implementation and utilisation of equity related processes	Level 4	5	Registered
core	13939 Apply technical knowledge and skill in order to manage risk in emergency planning	Level 4	3	Registered
core	13940 Demonstrate knowledge and application of ethical conduct in a business environment	Level 4	4	Registered
core	13946 Describe the management functions of an organisation	Level 4	6	Registered
core	13947 Motivate a team	Level 4	6	Registered
core	13954 Manage risk in own work/business environment	Level 4	5	Registered
Elective	14344 Demonstrate an understanding of a selected business environment	Level 2	10	Registered
Elective	12547 Demonstrate knowledge and understanding of the role, functions and duties of trustees of retirement funds	Level 3	4	Registered
Elective	12548 Demonstrate ability to use and interpret texts that apply to the role and responsibilities of trustees of retirement funds	Level 3	4	Registered
Elective	12550 Demonstrate knowledge and understanding of the role and responsibilities of Trustees of Medical Schemes	Level 3	4	Registered
Elective	13911 Induct a new member into a team	Level 3	3	Registered
Elective	13912 Apply knowledge of self and team in order to develop a plan to enhance team performance	Level 3	5	Registered
Elective	13914 Conduct a formal meeting	Level 3	3	Registered
Elective	13916 Identify and keep records that are the responsibility of a junior manager	Level 3	4	Registered
Elective	13918 Manage time and the work process in a business environment	Level 3	4	Registered
Elective	13919 Investigate and explain the structure of a selected workplace or organisation	Level 3	10	Registered
Elective	13929 Co-ordinate meetings, minor events and travel arrangements	Level 3	3	Registered
Elective	13931 Monitor and control the maintenance of office equipment	Level 3	4	Registered
Elective	13932 Prepare and process documents for financial and banking processes	Level 3	5	Registered
Elective	13933 Plan, monitor and control an information system in a business environment	Level 3	3	Registered
Elective	13934 Plan and prepare meeting communications	Level 3	4	Registered
Elective	10023 Identify internal and external stakeholders	Level 4	4	Registered
Elective	13942 Demonstrate a basic understanding of the role of a business strategy in managing a small business or a business unit	Level 4	5	Registered
Elective	13950 Apply technical knowledge and skill in order to manage risk in occupational health and occupational hygiene	Level 4	8	Registered
Elective	14989 Apply technical knowledge and skill in order to manage risk in general and product liability	Level 4	3	Registered
Elective	114592 Produce business plans for a new venture	Level 4	8	Registered
Elective	114877 Formulate and implement an action plan to improve productivity within an organisational unit	Level 4	8	Registered

Elective	15215 Identify and interpret Best Practice guidelines, and plan for and implement Best Practice within the team, department or division	Level 5	4	Registered
Elective	15230 Monitor team members and measure effectiveness of performance	Level 5	4	Registered
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Registered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Registered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Registered
Fundamental	8972 Interpret a variety of literary texts	Level 3	5	Registered
Fundamental	7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	2	Registered
Fundamental	7483 Solve problems involving sequences and series in real and simulated situations	Level 4	2	Registered
Fundamental	7485 Demonstrate understanding of real and complex number systems	Level 4	3	Registered
Fundamental	8974 Engage in sustained oral communication and evaluate spoken texts	Level 4	5	Registered
Fundamental	8975 Read, analyse and respond to a variety of texts	Level 4	5	Registered
Fundamental	8976 Write for a wide range of contexts	Level 4	5	Registered
Fundamental	9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on the related problems	Level 4	5	Registered
Fundamental	12153 Use the writing process to compose texts required in the business environment	Level 4	5	Registered
Fundamental	12417 Measure, estimate & calculate physical quantities & explore, critique & prove geometrical relationships in 2 and 3 dimensional space in the life and workplace of adult with increasing responsibilities	Level 4	4	Reregistered