

**CAPACITY BUILDING TRAINING FOR CATCHMENT MENTORS (CHAMPIONS)**

**ADMINISTRATIVE SKILLS MODULE 6**

**SECTION 1: SAQA COMPLIANCE**

**Integrated Water Resources Management  
Strategies, Guidelines and Pilot Implementation in Three Water Management  
Areas, South Africa**

**Department of Water Affairs and Forestry  
South Africa**

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**FPCD**

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## ADMINISTRATIVE SKILLS - MODULE 6

### 1. PLAN AND CONDUCT COMMUNITY MEETINGS

**Note:** Please refer to Chapters 1,2 3 and 4 in the Learners guide on Administrative Skills

#### 1.1 SAQA COMPLIANCE: PLAN AND CONDUCT COMMUNITY MEETINGS

This learning material forms part of the Capacity Building Training for Catchment mentors

|                                     |   |
|-------------------------------------|---|
| <b>MODULE NAME</b>                  | Administrative skills   |
| <b>UNIT STANDARD TITLE</b>          | Plan and Conduct Community Meetings   |
| <b>NQF LEVEL</b>                    | 4   |
| <b>CREDITS</b>                      | 4   |
| <b>TYPE OF GUIDE</b>                | LEARNER GUIDE   |
| <b>ENTRY LEVEL REQUIREMENTS</b>     | Literacy NQF level 2<br>The roles and responsibilities of a community committee NQF level 2   |
| <b>TIME ALLOCATION (per module)</b> | 40 hours  |
| <b>PURPOSE</b>                      | The qualifying learner achieving this unit standard in combination with context expertise standard(s) will be able to plan meetings, draw up agendas, conduct meetings and prepare minutes. This competence will enable the learner to conduct meetings in accordance with an agenda taking into consideration the needs of the community. This will contribute towards effective communication with community members and accurate records of decisions taken at community meetings. |
| <b>LEARNING STRATEGY</b>            | Off the job in groups, group work, individual work  |
| <b>DELIVERY METHODS</b>             | Facilitation, group work, discussion, presentation, simulation  |
| <b>PRESCRIBED RESOURCES</b>         | Learners Guide, Assessment Guide, case studies  |

|   |   |
|---|---|
| <b>EQUIPMENT/TRAINING AIDS</b>                          | Overhead projector, flipcharts, flowcharts, posters, newspaper, scissors, illustrations, pictures, checklists, marker, transparencies   |
| <b>LEARNING ENVIRONMENT</b>                             | Classroom   |
| <b>EVALUATION METHODS</b>                               | <ul style="list-style-type: none"> <li>❖ Individual assessment</li> <li>❖ Peer assessment</li> <li>❖ Group assessment</li> <li>❖ Facilitator assessment</li> <li>❖ Role play</li> </ul> |
| <b>SPECIFIC OUTCOMES ATTACHED TO THIS UNIT STANDARD</b> |   |
| Specific Outcome 1                                      | Explain the need for a meeting  |
| Specific Outcome 2                                      | Plan the meeting  |
| Specific Outcome 3                                      | Conduct the meeting   |
| Specific Outcome 4                                      | Record the minutes of the community meeting and communicate decisions taken   |

## 1.2 LEARNING OUTCOMES

At the end of this unit you should be able to:

- ❖ Explain the need for a meeting
- ❖ Identify relevant participants
- ❖ Explain ways to ensure community participation in the meeting
- ❖ Explain the procedure for calling a meeting in a community context
- ❖ Compile an agenda in accordance with the purpose of the meeting
- ❖ Inform the relevant people of the meeting and the purpose of the meeting
- ❖ Explain considerations when planning a meeting with community members
- ❖ Confirm a date, time and venue for the meeting with relevant stakeholders
- ❖ Confirm the objectives and agenda at the beginning of the community meeting
- ❖ Cover the topics of the agenda
- ❖ Encourage participation of community members during the meeting
- ❖ Reach agreement on decisions
- ❖ Identify problems and explain contingency plans
- ❖ Record the minutes during the meeting

- ❖ Accurately reflect the minutes of the meeting and decisions taken
- ❖ Communicate the minutes to relevant people
- ❖ Keep a copy of the minutes in accordance with procedure
- ❖ Communicate decisions taken during the meeting to the relevant people

### 1.3 RECOGNITION OF PRIOR LEARNING

In order to be assessed against this unit standard the learner should demonstrate competence in the stated learning outcomes. Any learner who feels that they already have all or some of the skills, knowledge, attitudes and values covered by this module should apply for Recognition of Prior Learning and supply appropriate information.

### 1.4 PORTFOLIO OF EVIDENCE

This programme is outcomes based and uses continuous assessment strategies. One of the strategies is for the learner to develop a portfolio of evidence. This means that all learners must keep a portfolio for this course. It will demonstrate their competencies during the course and the application of these competencies. The portfolio should contain:

- ❖ Learner detail form
- ❖ Application for Assessment
- ❖ Candidate's Guidelines
- ❖ Assignment on theoretical knowledge; e.g.:
  - The LGWSETA Sector skills plan
  - The Bill of Rights
  - Equity
  - Alternative ways of providing information to learners
- ❖ Assessment documents and guides; e.g.:
  - Master Assessment plan
  - Preparation of Candidate for assessment
  - Assessment evidence
  - Feedback
  - Appeal form
  - Review form

### 1.5 CRITICAL CROSS-FIELD OUTCOMES

The following critical cross-field outcomes have been included in the learning material. (✓ The ones that have been covered in the module)

| <b>CRITICAL CROSS-FIELD OUTCOMES</b>   |   |
|--|---|
| Identify and solve problems:   | ✓ |
| Work effectively with others in teams  | ✓ |
| Organise and manage oneself and one's activities responsibly and effectively   | ✓ |
| Collect, analyse, organise and critically evaluate information   | ✓ |
| Communicate effectively using visual, mathematical and/or language skills  | ✓ |
| Use science and technology effectively and critically  | ✓ |
| Understand the world as a set of inter-related parts of a system   | ✓ |
| Contribute to the full development of self by engaging with texts that stimulate awareness and development of life skills and the learning process | ✓ |

## 1.6 TIME FRAME

8 hours

## 2. MANAGE A DIARY FOR SELF AN OTHERS

**Note:** Please refer to Chapter 5 in the Learners guide on Administrative Skills

### 2.1 SAQA FRAMEWORK: MANAGE A DIARY FOR SELF AN OTHERS

|                                     |  |
|-------------------------------------|--|
| <b>MODULE NAME</b>                  | Administrative skills  |
| <b>UNIT STANDARD TITLE</b>          | Manage a diary for self and others   |
| <b>NQF LEVEL</b>                    | 2  |
| <b>CREDITS</b>                      | 4  |
| <b>TYPE OF GUIDE</b>                | LEARNER GUIDE  |
| <b>ENTRY LEVEL REQUIREMENTS</b>     | Numeracy and Literacy NQF level 1  |
| <b>TIME ALLOCATION (per module)</b> | 40 hours   |
| <b>PURPOSE</b>                      | Learners will be learning towards obtaining a national qualification at level 2 or are working in an administrative environment, including SMME's (Small, Medium and Micro Enterprises) where the acquisition of competence against this standard will add value to the learner's job, or chances of finding employment. Learners will be well positioned to extend their learning and practice into other areas in the business environment, or to strive towards professional standards and improved performance |
| <b>LEARNING STRATEGY</b>            | Off the job in groups, group work, individual work   |
| <b>DELIVERY METHODS</b>             | Facilitation, group work, simulation, presentation   |
| <b>PRESCRIBED RESOURCES</b>         | Learners guide, assessment guide and case studies  |
| <b>EQUIPMENT/TRAINING AIDS</b>      | Overhead projector, flipcharts, flow charts, Poster, newspaper, scissors, illustrations, pictures, checklists, marker, transparencies  |
| <b>LEARNING ENVIRONMENT</b>         | Classroom  |

|   |   |
|---|---|
| <b>EVALUATION METHODS</b>                               | <ul style="list-style-type: none"> <li>❖ Individual assessment</li> <li>❖ Peer assessment</li> <li>❖ Group assessment</li> <li>❖ Facilitator assessment</li> <li>❖ Role play</li> </ul> |
| <b>SPECIFIC OUTCOMES ATTACHED TO THIS UNIT STANDARD</b> |   |
| Specific Outcome 1                                      | Demonstrate the ability to manage a diary   |
| Specific Outcome 2                                      | Schedule appointments   |
| Specific Outcome 3                                      | Communicate relevant diary information  |

## 2.2 LEARNING OUTCOMES

At the end of this unit you should be able to:

- ❖ Explain the importance and need for accurate diary information
- ❖ Complete a diary in a neatly and legibly manner
- ❖ Demonstrate evidence that the diary is referred to daily
- ❖ Prioritise appointments according to requirements
- ❖ Correctly enter appointments and prioritise it according to requirements
- ❖ Action cancelled or postponed appointments according to requirements
- ❖ Update a diary on an ongoing basis
- ❖ Explain the importance of communicating accurate and relevant diary information
- ❖ Communicate diary information to all stakeholders within agreed time frames
- ❖ Confirm appointments with all stakeholders within agreed time frames
- ❖ Communicate alterations to the diary to all stakeholders within agreed time frames

## 2.3 RECOGNITION OF PRIOR LEARNING

In order to be assessed against this unit standard the learner should demonstrate competence in the stated learning outcomes. Any learner who feels that they already have all or some of the skills, knowledge, attitudes and values covered by this module should apply for Recognition of Prior Learning and supply appropriate information.

## 2.4 PORTFOLIO OF EVIDENCE

This programme is outcomes based and uses continuous assessment strategies. One of the strategies is for the learner to develop a portfolio of evidence.

This means that all learners must keep a portfolio for this course. It will demonstrate their competencies during the course and the application of these competencies. The portfolio should contain:

- ❖ Learner detail form
- ❖ Application for Assessment
- ❖ Candidate's Guidelines
- ❖ Assignment on theoretical knowledge; e.g.:
  - The LGWSETA Sector skills plan
  - The Bill of Rights
  - Equity
  - Alternative ways of providing information to learners
- ❖ Assessment documents and guides; e.g.:
  - Master Assessment plan
  - Preparation of Candidate for assessment
  - Assessment evidence
  - Feedback
  - Appeal form
  - Review form

## 2.5 CRITICAL CROSS-FIELD OUTCOMES

The following critical cross-field outcomes have been included in the learning material. (✓ The ones that have been covered in the module)

| <b>CRITICAL CROSS-FIELD OUTCOMES</b>   |   |
|--|---|
| Identify and solve problems:   | ✓ |
| Work effectively with others in teams  | ✓ |
| Organise and manage oneself and one's activities responsibly and effectively   | ✓ |
| Collect, analyse, organise and critically evaluate information   | ✓ |
| Communicate effectively using visual, mathematical and/or language skills  | ✓ |
| Use science and technology effectively and critically  | ✓ |
| Understand the world as a set of inter-related parts of a system   | ✓ |
| Contribute to the full development of self by engaging with texts that stimulate awareness and development of life skills and the learning process | ✓ |

## **2.6 TIME FRAME**

4 hours

**3. DEVELOP ADMINISTRATIVE PROCEDURES IN A SELECTED ORGANISATION**

Note: Please refer to 6 in the Learners guide on Administrative Skills

**3.1 SAQA FRAMEWORK: DEVELOP ADMINISTRATIVE PROCEDURES IN A SELECTED ORGANISATION**

|                                     |   |
|-------------------------------------|---|
| <b>MODULE NAME</b>                  | Administrative skills   |
| <b>UNIT STANDARD TITLE</b>          | Develop administrative procedure in a selected organisation   |
| <b>NQF LEVEL</b>                    | 4   |
| <b>CREDITS</b>                      | 2   |
| <b>TYPE OF GUIDE</b>                | LEARNER GUIDE   |
| <b>ENTRY LEVEL REQUIREMENTS</b>     | Communication NQF level 3<br>Mathematical Literacy NQF level 3<br>Computer Literacy NQF level 3   |
| <b>TIME ALLOCATION (per module)</b> | 20 Hours  |
| <b>PURPOSE</b>                      | This unit standard is designed to meet the needs of those learners both employed and unemployed, who are already involved or wish to become involved or wish to become involved in the field of Administration within the context of Catchment Management. Administration is an essential field of learning as Administration competencies apply to all Water Institutions, including Catchment Forums and Catchment Management Agencies. This means that there is an on-going need for skilled people to carry out these functions both in the commercial and non-commercial sectors. The skill is also applicable to all industries and non-commercial ventures |
| <b>LEARNING STRATEGY</b>            | Off the job in groups, group work, individual work  |
| <b>DELIVERY METHODS</b>             | Facilitation, group work, simulation, presentation  |
| <b>PRESCRIBED RESOURCES</b>         | Learners guide, Assessment guide and case studies   |

|   |   |
|---|---|
| <b>EQUIPMENT/TRAINING AIDS</b>                          | Overhead projector, flipcharts, flow charts, Poster, newspaper, scissors, illustrations, pictures, checklists, marker, transparencies   |
| <b>LEARNING ENVIRONMENT</b>                             | Classroom   |
| <b>EVALUATION METHODS</b>                               | <ul style="list-style-type: none"> <li>❖ Individual assessment</li> <li>❖ Peer assessment</li> <li>❖ Group assessment</li> <li>❖ Facilitator assessment</li> <li>❖ Role play</li> </ul> |
| <b>SPECIFIC OUTCOMES ATTACHED TO THIS UNIT STANDARD</b> |   |
| Specific Outcome 1                                      | Demonstrate an understanding of the administrative systems required in a selected business environment  |
| Specific Outcome 2                                      | Develop and update administrative systems in a specific business environment  |
| Specific Outcome 3                                      | Develop systems to keep administrative information at the required level of confidentiality   |
| Specific Outcome 4                                      | Develop policies and procedures on administrative systems and write them into a manual  |

### 3.2 LEARNING OUTCOMES

At the end of this unit you should be able to:

- ❖ Develop administrative systems together with other employees to:
  - Control and keep all information required by the organisation up to date
  - Ensure confidentiality of information
  - Control the availability of resource information
  - Develop administrative procedures relating to the systems and to write them into a manual for use by other employees
- ❖ Improve organisational effectiveness, by being able to:
  - Manage all administration records him/herself
  - Assist other in the organisation to do so
- ❖ Be an effective employee in the administrative section of an organisation by being able to:

- Plan and organise own work
- Establish and maintain sound working relationships
- Comply with the organisation's ethics code of conduct
- Maintain files and records as required
- Set personal goals and develop and manage him/herself in a business context
- ❖ Identify and solve work related problems together with others in the section so as to:
  - Improve the working climate in the administrative department
  - Aid the effectiveness of the organisation
- ❖ Apply efficient time management processes, procedures and techniques to:
  - Improve his/her productivity
  - Assist others in the administrative section to do likewise
- ❖ Be an effective member of a team and be able to:
  - Cooperate with others to carry out joint tasks
  - Apply sophisticated teamwork skills
  - Utilise diversity to its fullest capacity

### **3.3 RECOGNITION OF PRIOR LEARNING**

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### **3.4 PORTFOLIO OF EVIDENCE**

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### 3.5 CRITICAL CROSS-FIELD OUTCOMES

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| <b>CRITICAL CROSS-FIELD OUTCOMES</b>   |   |
|--|---|
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| Work effectively with others in teams  | ✓ |
| Organise and manage oneself and one's activities responsibly and effectively   | ✓ |
| Collect, analyse, organise and critically evaluate information   | ✓ |
| Communicate effectively using visual, mathematical and/or language skills  | ✓ |
| Use science and technology effectively and critically  | ✓ |
| Understand the world as a set of inter-related parts of a system   | ✓ |
| Contribute to the full development of self by engaging with texts that stimulate awareness and development of life skills and the learning process | ✓ |

### 3.6 TIME FRAME

4 Hours