



**education**

Department:  
Education  
REPUBLIC OF SOUTH AFRICA

# **NATIONAL CERTIFICATES (VOCATIONAL)**

## **SUBJECT GUIDELINES**

**OFFICE DATA PROCESSING**

**NQF LEVEL 2**

September 2007



## INTRODUCTION

### **A. What is Office Data Processing?**

Office Data Processing is the effective processing and correct display of data in an office environment. Students will learn to collect, analyse and edit data and to manipulate, process and present data in a readable form for society.

### **B. Why is Office Data Processing important in the Office Administration programme?**

Office Data Processing embraces inclusive education by providing opportunities, alternative methods of instruction and flexible assessment for students who experience barriers of learning.

### **C. The link between the Office Data Processing Learning Outcomes and the Critical and Developmental Outcomes**

In Office Data Processing, students develop the skill to plan before commencing any work. Students learn to understand and adapt to the social environment by meaningfully interpreting office practices which they will come across in their future lives. They develop the logical thought processes so that instead of relying on set rules, they are able to apply basic office principles to new and unfamiliar situations. Students also develop a systematic approach to problem solving. Further, students learn to organise their daily activities responsibly and effectively in different contexts as a personal assistant.

### **D. Factors that contribute to achieving the Office Data Processing Learning Outcomes**

Students interested in commerce or the business world will benefit from doing Office Data Processing. Also, students who have specific characteristic such as thoroughness, accuracy and orderliness will enjoy this subject. Students will develop self-discipline, confidence, productivity, accuracy, neatness and personal style necessary for office data processing and will understand proficiency in collecting, accessing, capturing and analysing information. Office data processing can also lead to entrepreneurial skills and opportunities.

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## 1 DURATION AND TUITION TIME

This is a one-year instructional programme comprising 200 teaching and learning hours. The subject may be offered on a part-time basis provided the student meets all the assessment requirements.

Students with special education needs (LSEN) must be catered for in a way that eliminates barriers to learning.

## 2 SUBJECT LEVEL FOCUS

The student will acquire the necessary basic skills and knowledge to use the computer and an appropriate word processing packages to produce business documents that can be posted. Students will also improve their keyboard proficiency.

## 3 ASSESSMENT REQUIREMENTS

### 3.1 Internal assessment (50 percent)

#### 3.1.1 Theoretical component

The theoretical component forms 10 percent of the internal assessment mark in Office Data Processing.

#### 3.1.2 Practical component

The practical component forms 90 percent of the internal assessment mark in Office Data Processing.

Practical components include applications and exercises. All practical components must be indicated in a Portfolio of Evidence (PoE).

The practical component will be done on a computer in a computer classroom.

- **Some examples of practical assessments include, but are not limited to:**

- A. Presentations (lectures, demonstrations, group discussions and activities, practical work, observation, role-play, independent activity, synthesis and evaluation)
- B. Exhibitions by students
- C. Visits undertaken by students based on a structured assignment task
- D. Research
- E. Task performance in a "Structured Environment"

- **Definition of the term "Structured Environment"**

For the purposes of assessment, "Structured Environment" refers to a simulated workplace or workshop environment. A practicum room should be available at each campus for practical assessments.

- **Evidence in practical assessments**

All evidence pertaining to evaluation of practical work must be reflected in the students' Portfolio of Evidence (PoE). The tools and instruments constructed and used to conduct these assessments must be clear from the evidence contained in the Portfolio of Evidence (PoE).

#### 3.1.3 Processing of internal assessment mark for the year

A year mark out of 100 is calculated by adding the marks of the theoretical component (10 percent) and the practical component (90 percent) of the internal continuous assessment (ICASS).

#### 3.1.4 Moderation of internal assessment mark

Internal assessment is subjected to internal and external moderation procedures as set out in the *National Examinations Policy for FET College Programmes*.

### 3.2 External assessment (50 percent)

A National Examination is conducted annually in October or November by means of a paper(s) set and moderated externally. A practical component will also be assessed.

External assessment details and procedures are set out in the *Assessment Guidelines: Office Data Processing (Level 2)*.

## 4 WEIGHTED VALUES OF TOPICS

TOPICS	WEIGHTED VALUE
1. Touch-typing	10%
2. Paragraphs and Numbered Paragraphs	10%
3. Manuscript Signs	10%
4. Business Letters with Envelopes	20%
5. Circular Letters, Letters with Tear-Off Slips and Quotations.	10%
6. Official Correspondence	5%
7. Job Application Documents	10%
8. Meeting Documentation	10%
9. A4 Portrait and Landscape Programmes and Tables	5%
10. Audio Typing	10%
<b>TOTAL</b>	<b>100</b>

## 5 CALCULATION OF FINAL MARK

Internal assessment mark: Student's mark/100 x 50 = a mark out of 50 (a)

Examination mark: Student's mark/100 x 50 = a mark out of 50 (b)

**Final mark: (a) + (b) = a mark out of 100**

All marks are systematically processed and accurately recorded to be available as hard copy evidence for, amongst others, reporting, moderation and verification purposes.

## 6 PASS REQUIREMENTS

The student must obtain at least fifty (50) percent in ICASS and fifty (50) percent in the examination.

## 7 SUBJECT AND LEARNING OUTCOMES

On the completion of Office Data Processing Level 2, the student should have covered the following topics:

- Topic 1: Touch-typing
- Topic 2: Paragraphs and Numbered Paragraphs
- Topic 3: Manuscript Signs
- Topic 4: Business Letters with Envelopes
- Topic 5: Circular Letters, Letters with Tear-Off Slips and Quotations
- Topic 6: Official Correspondence
- Topic 7: Job Application Documents
- Topic 8: Meeting Documentation
- Topic 9: A4 Portrait and Landscape Programmes and Tables
- Topic 10: Audio Typing

### 7.1 Topic 1: Touch-typing (30wpm)

**Subject Outcome:** Demonstrate the skill of touch-typing.

**Learning Outcomes:**

The student should be able to:

- Demonstrate touch-typing effectively by typing different documents.
- Reach a typing speed of 30 words per minute (wpm) by the end of the year.

## 7.2 Topic 2: Paragraphs and Numbered Paragraphs

**Subject Outcome:** Process documents in paragraph and numbered paragraph format.

**Learning Outcomes:**

The student should be able to:

- Demonstrate the use of the alphabetical, numerical and special keys by typing paragraphs in an office environment.
- Explain the various special and compound signs correctly.

## 7.3 Topic 3: Manuscript Signs

**Subject Outcome:** Process documents effectively by executing manuscript signs correctly.

**Learning Outcome:**

The student should be able to:

- Produce business documents that can be posted by executing manuscript signs.

## 7.4 Topic 4: Business Letters with Envelopes

**Subject Outcome:** Produce basic business letters on letterheads with envelopes.

**Learning Outcomes:**

The student should be able to:

- Explain the difference between a business letter and a friendly letter and point out the correct salutation, content heading and conclusion for a business letter.
- Supply and type a business letter correct using manuscript signs.
- Include letterhead information and a business letter for posting
- Prepare an envelope for the business letter.

## 7.5 Topic 5: Circular Letters, Letters with Tear-off Slips and Quotations

**Subject Outcome:** Produce circular letters or minutes on letterheads with official envelopes.

**Learning Outcomes:**

The student should be able to:

- Produce circular letters or minutes on letterheads with official envelopes in an office environment.
- Type circular letters and minutes correctly and accurately from information supplied and prepare the printed documents for posting.

## 7.6 Topic 6: Official Correspondence

**Subject Outcome:** Produce official letters on letterheads.

**Learning Outcomes:**

The student should be able to:

- Produce official letters on letterheads in an office environment.
- List and explain the difference between a business letter and an official letter.
- List, explain and demonstrate the difference between an official circular and circular minutes in an office environment.

## 7.7 Topic 7: Job Application Documents

**Subject Outcome:** Produce job application documents.

**Learning Outcome:**

The student should be able to:

- Process job application documents for the simulated enterprise.

*Range: Job application letters, testimonials, curriculum vitae, letters of application and letters of appointment*

### **7.8 Topic 8: Meeting Documentation**

**Subject Outcome:** Produce meeting documentation.

**Learning Outcomes:**

The student should be able to:

- Produce meeting documentation, e.g. agendas and minutes of meetings, for the simulated enterprise.

### **7.9 Topic 9: A4 Portrait Landscape Programmes and Tables**

**Subject Outcome:** Produce advertisements, menus, programmes and tables.

**Learning Outcome:**

The student should be able to:

- Type and display advertisements, menus, programmes and tables effectively in the office environment.

### **7.10 Topic 10: Audio Typing**

**Subject Outcome:** Produce business documents using audio machines.

**Learning Outcome:**

The student should be able to:

- Produce business documents, such as intermediate business letters, circular minutes, advertisements, notices, agendas and tables using audio machines.

## **8 RESOURCE NEEDS FOR THE TEACHING OF OFFICE DATA PROCESSING – LEVEL 2**

### **8.1 Physical resources**

The following teaching aids should be made available, if possible:

#### **8.1.1 Practicum room**

- A simulated enterprise in which students can gain practical experience within an office environment
- Necessary electronic equipment for an office, for example adding machine, cash registers, calculators and filing cabinets
- Computer and data projector to electronically project data
- 30 computers with the latest word processing program

#### **8.1.2 Media centre**

- Computers and printers for students to complete assignments or case studies and do research
- Access to the Internet
- Trading magazines, daily newspapers and subject-related reference books
- Subject-related DVDs or videos
- List of guest speakers
- List of website addresses for subject-related research
- Legislation or acts for use by lecturers during lessons and students for research purposes
- Research software, for example Encarta
- Stockroom to store video or DVD machines, televisions, etc.
- Security for stockroom

#### **8.1.3 Class room**

- Flash disk for facilitator to store information
- White board or black board
- Desks for students big enough to work on alone as well as in groups
- Chairs

## **8.2 Human resources**

The lecturer should have an applicable three-year diploma or four-year degree in education. The lecturer must also have been declared competent as an assessor and/or moderator and be trained in outcomes-based education. The lecturer must have computer knowledge and typing skills.

## **8.3 Other resources**

- Text books
- Lever arch file for each student to serve as Portfolio of Evidence (PoE)
- Subscription fees for Internet, industry magazines and newspapers
- Computer disk for each student