

**Credit Accumulation Transfer Application**

**In order to be considered for CAT the applicant must have obtained 33% or more for the subject / module / unit standard in order for credit transfer to be approved. Should the applicant fall short of this pre-requisite s/he will be required to complete the fundamental/s for which s/he has applied.**

**The applicant is required to submit to the assessor or training provider with this application:**

* A certified copy of his / her Matric / NSC / School Leaving / NQF L4 Equivalent certificate
* A certified copy of his / her ID document (including proof of marriage or divorce if the name on the ID Document and the name on the Certificate are not the same).

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| Full Name of Applicant |  |
| ID Number: |  |
| Telephone: |  |
| Email: |  |
| Signature of Applicant: |  |
| Qualification for which credit accumulation transfer is requested: | Further Education and Training Certificate: Generic Management NQF Level 4 |

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| Second Language Unit Standards | | | | |
| YES? | ID | LEVEL | CREDITS | TITLE |
|  | 119472 | 3 | 5 | Accommodate audience and context needs in oral / signed communication |
|  | 119457 | 3 | 5 | Interpret and use information from texts |
|  | 119467 | 3 | 5 | Use language and communication in occupational learning programmes |
|  | 119462 | 3 | 5 | Write / present/ sign for a wide range of contexts |
| Mathematics /Numeracy Unit Standards | | | | |
| YES? | ID | LEVEL | CREDITS | TITLE |
|  | 9015 | 4 | 6 | Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems |
|  | 9016 | 4 | 4 | Represent, analyse and calculate shape and motion in 2- and 3- dimensional space in different contexts |
|  | 7468 | 4 | 6 | Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues |
| Literacy / Communication Unit Standards | | | | |
| YES? | ID | LEVEL | CREDITS | TITLE |
|  | 12153 | 4 | 5 | Use the writing process to compose texts required in the business environment |
|  | 119462 | 4 | 5 | Engage in sustained oral / signed communication and evaluate spoken / signed texts |
|  | 119469 | 4 | 5 | Read / view, analyse and respond to a variety of texts |
|  | 119459 | 4 | 5 | Write / present / sign for a wide range of contexts |

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| Attachments:  (Please indicate which documents are attached – the concession does NOT apply if the correct documents are not attached) | YES/NO |
| Certified copy of Matric / NSC / School Leaving / NQF L4 Equivalent Certificate |  |
| Certified copy of the Applicant’s ID Document |  |
| A certified copy of the Applicant’s Marriage or divorce Certificate (if applicable) |  |

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| **Signed declaration by the Administrator or Assessor:**  I have examined the certified School Leaving or Matriculation Certificate and ID document and verified the identity of the above applicant and recommend that s/he be granted the indicated credits on the basis of concession against a School Leaving or Matriculation Certificate to complete the above stated qualification and / or Learnership | | | |
| Assessor / Administrator Name & Surname: |  | ID Number / Registration Number: |  |
| Signature: |  | Date: |  |

# Assessment Strategy

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| **ENTRY LEVEL REQUIREMENT (AS SPECIFIED ON UNIT STANDARD – EMBEDDED KNOWLEDGE)** | * Communication at NQF Level 3. * Mathematical Literacy at NQF Level 3 * Computer Literacy at NQF Level 3. |

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| **CONTEXT OF ASSESSMENT:** | **THE PURPOSE OF THE ASSESSMENT** |
| Assessment of competence is a process of making judgments about an individual’s competence through matching evidence collected to the appropriate national standards. The evidence in your portfolio must reflect the outcomes and assessment criteria of the unit standards of the learning programme for which you are being assessed. |
| **ASSESSMENT APPROACH** |
| 🗹**Pre-Assessment (Baseline assessment)**  (Baseline assessment is used to decide where to start a learning intervention and to identify **gaps** in learning where support may be needed) |
| 🗹**Formative assessment**  (Refers to assessment that takes place **during** the process of learning and teaching. This assessment gives valuable information about the knowledge, skills and attitudes/values of the candidate.) |
| 🗹**Summative assessment**  (Is assessment for making a judgment about achievement and to determine if the candidate can obtain the **credits** for the unit standard. This is carried out when a learner is ready to be assessed at the **end** of a programme of learning. ) |
| 🗹**Integrated assessment**  (**Combination** of formative and Summative assessment) |
|  | * **Re-assessment**   Should it happen that a candidate is deemed not yet competent upon a summative assessment, that candidate will be allowed to be re-assessed. The candidate can, however, only be allowed two reassessments.  When learners have to undergo re-assessment, the following conditions will apply:   * + Specific feedback will be given so that candidates can concentrate on only those areas in which they were assessed as not yet competent.   + Re-assessment will take place in the same situation or context and under the same conditions as the original assessment.   + Only the specific outcomes that were not achieved will be re-assessed.   + Candidates who are repeatedly unsuccessful will be given guidance on other possible and more suitable learning avenues. |

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| **CONTEXT OF ASSESSMENT:** | **ASSESSMENT INSTRUMENTS** | |
| **Types of Evidence** | **Assessment Method**  (Tick appropriate box/es and/or specify) |
| **Direct**  (Direct evidence is actual evidence produced by the candidate) | * Direct observation of tasks and activities * Questioning – oral * Questioning – written * Questioning – multiple choice * Questioning – true / false * Questioning – completion/ short answer * Questioning – extended response * Personal interviews * Assignments * Case studies * Logbooks * Portfolios * Projects * Role-plays * Reflective journals * Self-assessment * Work related statistics * Product output * Other: |
| **Indirect**  (Indirect evidence is produced about the candidate from another source) | * Work completed at an earlier stage * Training records * Work related statistics * Testimonials * Performance appraisals * Other: |
| **Supplementary / Historical**  This type of evidence tells the Assessor what the candidate was capable of doing in the past) | * Projects and portfolios * Completed work (products) * Performance appraisals * Training records * Work related statistics * Testimonials * Certificates and qualifications * Customer / client ratings * Curriculum Vitae * Other: |

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| **ASSESSMENT PROCESS** | | |
| **What:** | **How:** | |
| Compile a plan for assessment | * Study the Candidate’s information. * Study the Unit Standard which the Candidate wants to be assessed against. * Have a pre-assessment meeting. * Select the most cost effective assessment instruments for assessment. * Draw up assessment instruments. * Review assessment instruments and validate the instrument against the unit standard. * Develop an assessment plan for the learner. * Agree on an assessment plan with the candidate. * Inform other role-players of assessment (Supervisor, witness etc.). | |
| Prepare the workplace and the candidate | * Identify and prepare the venue to ensure fair assessment practice. * Identify and prepare all the role-players. * Consult with candidate and agree on assessment plan. * Candidate complete “Am I ready for assessment?” form | |
| Conduct Assessment | * Review assessment plan with candidate. * Gather, record and make judgements on all the evidence. * Provide feedback to candidate on every assessment activity. | |
| Make assessment decision | * Make assessment decision after consultation with Assessor panel and/or Internal Moderator and discuss the results with the candidate. * Handle any disputes and identify matter that requires contingency planning. * Provide feedback to the candidate’s direct Manager/Supervisor. * Record and submit final results to the Internal Moderator/SDF and Senior Trainer. | |
| Appeals procedure | The candidate has the right to appeal against assessment decision or practice they regard as unfair.  An Appeals and Disputes procedure is in place and communicated to all assessment candidates in order for them to appeal on the basis of:   * Unfair assessment * Invalid assessment * Unreliable assessment * Unethical practices * Inadequate expertise and experience of the assessor   Appeals have to be lodged in writing (Candidate Appeal Form) & submitted to the Training Provider internal moderator within 48 hours following the assessment in question. The moderator will consider the appeal & make a decision regarding the granting of a re-assessment. The learner will be informed about the appeal-outcome within 3 days of lodging the appeal. Should the learner not be satisfied with the internal appeal outcome, the learner will be advised of the rights to refer the matter to the relevant ETQA. | |
| **Accessibility and safety of environment** | **Step** | **Resources Required** |
| 1. Site inspection conducted 2. Pre-assessment moderation conducted | * Assignments * POE * Assessments |

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| **ASSESSOR’S SIGNATURE** | **DATE** |

## Unit Standard

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| **SOUTH AFRICAN QUALIFICATIONS AUTHORITY** |

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| **REGISTERED QUALIFICATION THAT HAS PASSED THE END DATE:** |

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| **Further Education and Training Certificate: Generic Management** |

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| **SAQA QUAL ID** | **QUALIFICATION TITLE** | | | |
| 57712 | Further Education and Training Certificate: Generic Management | | | |
| **ORIGINATOR** | | | | |
| SGB Generic Management | | | | |
| **PRIMARY OR DELEGATED QUALITY ASSURANCE FUNCTIONARY** | | | **NQF SUB-FRAMEWORK** | |
| The individual Primary or Delegated Quality Assurance Functionary for each Learning Programme recorded against this qualification is shown in the table at the end of this report. | | | SFAP - Sub-framework Assignment Pending | |
| **QUALIFICATION TYPE** | **FIELD** | | **SUBFIELD** | |
| Further Ed and Training Cert | Field 03 - Business, Commerce and Management Studies | | Generic Management | |
| **ABET BAND** | **MINIMUM CREDITS** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **QUAL CLASS** |
| Undefined | 150 | Level 4 | NQF Level 04 | Regular-Unit Stds Based |
| **REGISTRATION STATUS** | | **SAQA DECISION NUMBER** | **REGISTRATION START DATE** | **REGISTRATION END DATE** |
| Passed the End Date - Status was "Reregistered" | | SAQA 06120/18 | 2018-07-01 | 2023-06-30 |
| **LAST DATE FOR ENROLMENT** | | **LAST DATE FOR ACHIEVEMENT** | | |
| 2024-06-30 | | 2027-06-30 | | |

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| *In all of the tables in this document, both the pre-2009 NQF Level and the NQF Level is shown. In the text (purpose statements, qualification rules, etc), any references to NQF Levels are to the pre-2009 levels unless specifically stated otherwise.* |

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| This qualification replaces: |

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| **Qual ID** | **Qualification Title** | **Pre-2009 NQF Level** | **NQF Level** | **Min Credits** | **Replacement Status** |
| 65110 | Further Education and Training Certificate: Management | Level 4 | NQF Level 04 | 140 | Complete |

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| **PURPOSE AND RATIONALE OF THE QUALIFICATION** |

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| Purpose:  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.  Rationale:  This qualification lays the foundation for the development of management qualifications across various sectors and industries. It specifically develops management competencies required by learners in any occupation, particularly those who are currently operating as junior managers. The qualification introduces key terms, rules, concepts, principles and practices of management that will enable learners to be informed managers in any occupation. It has also been developed to enable managers or prospective managers to access higher education and provide flexible access to life-long learning.  The scope of management covers four domains: leadership, self-management, people management and management practices. This qualification addresses each of these domains with generic competencies, thereby enabling learning programmes to be contextualised for specific sectors and industries. Provides opportunities for people to transfer between various specialisations within management. This will therefore enable management competencies to be strengthened, and enable managers to better manage systems, processes, resources, self, teams and individuals in various occupations. It is intended to empower learners to acquire knowledge, skills, attitudes and values required to operate confidently as individuals in the South African community and to respond to the challenges of the economic environment and changing world of work. Ultimately, this qualification is aimed at improving the productivity and efficiency of managers within all occupations in South Africa. |

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| **LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING** |

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|  Communication at NQF Level 3.   Mathematical Literacy at NQF Level 3   Computer Literacy at NQF Level 3.  Recognition of Prior Learning:  This qualification can be achieved wholly or in part through recognition of prior learning in terms of the defined Exit Level Outcomes and/or individual Unit Standards.  Evidence can be presented in various ways, including international and/or previous local qualifications, products, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.  All such evidence will be judged in accordance with the general principles of assessment and the requirements for integrated assessment.  Access to the qualification:  Open access, bearing in mind the requirements of 'learning assumed to be in place' and that the learner has access to a work environment where management practice can be implemented. |

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| **RECOGNISE PREVIOUS LEARNING?** |

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| **QUALIFICATION RULES** |

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| The Qualification consists of a Fundamental, a Core and an Elective Component.  To be awarded the Qualification, learners are required to obtain a minimum of 150 credits as detailed below.  Fundamental Component:  The Fundamental Component consists of Unit Standards in:   Mathematical Literacy at NQF Level 4 to the value of 16 credits.   Communication at NQF Level 4 in a First South African Language to the value of 20 credits.   Communication in a Second South African Language at NQF Level 3 to the value of 20 credits.  It is compulsory therefore for learners to do Communication in two different South African languages, one at NQF Level 4 and the other at NQF Level 3.  All Unit Standards in the Fundamental Component are compulsory.  Core Component:   The Core Component consists of Unit Standards to the value of 72 credits all of which are compulsory.  Elective Component:  The Elective Component consists of Unit Standards in a number of specializations each with its own set of Unit Standards. Learners are to choose a specialization area and Elective Unit Standards at least to the value of 22 credits.  Administration (Learning Programme ID 58344):   ID 110003: Develop administrative procedures in a selected organisation, Level 4, 8 credits.   ID 110026: Describe and assist in the control of fraud in a office environment, Level 4, 4 credits.   ID 110009: Manage administration records, Level 4, 4 credits.   ID 109999: Manage service providers in a selected organisation, Level 4, 5 credits.   ID 15234: Apply efficient time management to the work of a department/division/section, Level 5, 4 credits.   ID 242812: Induct a member into a team, Level 3, 4 credits.   ID 13915: Demonstrate understanding of HIV/AIDS and its impact on the workplace, Level 3, 4 credits.   ID 242820: Maintain records for a team, Level 3, 4 credits.   ID 242814: Identify and explain the core and support functions of an organisation, Level 3, 6 credits.   ID 242813: Explain the contribution made by own area of responsibility to the overall organisational strategy, Level 4, 5 credits.   ID 242818: Describe the relationship of junior management to other management roles, Level 4, 5 credits.   ID 251960: Identify and describe disaster related risks and threatening situations utilizing basic disaster management concepts and indigenous knowledge, Level 3, 5 credits.   ID 11473: Manage individual and team performance, Level 4, 8 credits.   ID 242840: Make oral presentations, Level 4, 2 credits.  Archaeology (Learning Programme ID 58347):   ID 119867: Create a visual record of artefacts and features for archiving or publication, Level 4, 8 credits.   ID 119864: Demonstrate knowledge of Archaeology applied to Colonial sites, Level 4, 6 credits.   ID 119869: Demonstrate knowledge of Iron Age Archaeology, Level 4, 10 credits.   ID 119877: Demonstrate knowledge of Stone Age Archaeology, Level 4, 10 credits.   ID 119875: Investigate a maritime site, Level 4, 5 credits.   ID 119873: Record a rock art site, Level 4, 6 credits.   ID 119865: Recover human skeletal remains for analysis, Level 4, 6 credits.   ID 119870: Research a Southern African archaeological site from published and unpublished material, Level 4, 6 credits.   ID 242812: Induct a member into a team, Level 3, 4 credits.   ID 13915: Demonstrate understanding of HIV/AIDS and its impact on the workplace, Level 3, 4 credits.   ID 242820: Maintain records for a team, Level 3, 4 credits.   ID 242814: Identify and explain the core and support functions of an organisation, Level 3, 6 credits.   ID 242813: Explain the contribution made by own area of responsibility to the overall organisational strategy, Level 4, 5 credits.   ID 242818: Describe the relationship of junior management to other management roles, Level 4, 5 credits.   ID 251960: Identify and describe disaster related risks and threatening situations utilizing basic disaster management concepts and indigenous knowledge, Level 3, 5 credits.   ID 11473: Manage individual and team performance, Level 4, 8 credits.  Disaster Risk Management (Learning Programme ID 64870):   ID 251964: Develop and implement disaster risk reduction plans, Level 5, 10 credits.   ID 251965: Create awareness and promote a culture of risk avoidance through advocacy activities, Level 4, 6 credits.   ID 251966: Implement disaster risk management principles in response, recovery, relief and rehabilitation activities, Level 5, 15 credits.   ID 251967: Conduct disaster risk assessment, Level 5, 15 credits.   ID 242812: Induct a member into a team, Level 3, 4 credits.   ID 13915: Demonstrate understanding of HIV/AIDS and its impact on the workplace, Level 3, 4 credits.   ID 242820: Maintain records for a team, Level 3, 4 credits.   ID 242814: Identify and explain the core and support functions of an organisation, Level 3, 6 credits.   ID 242813: Explain the contribution made by own area of responsibility to the overall organisational strategy, Level 4, 5 credits.   ID 242818: Describe the relationship of junior management to other management roles, Level 4, 5 credits.   ID 251960: Identify and describe disaster related risks and threatening situations utilizing basic disaster management concepts and indigenous knowledge, Level 3, 5 credits.   ID 11473: Manage individual and team performance, Level 4, 8 credits.  Food Manufacturing (Learning Programme ID 58345):   ID 8016: Maintaining occupational health, safety and general housekeeping, Level 3, 8 credits.   ID 8025: Controlling and locating stock, Level 3, 8 credits.   ID 11473: Manage individual and team performance, Level 4, 8 credits.   ID 10631: Demonstrate an understanding of manufacturing principles, methodologies and processes, Level 5, 7 credits.   ID 10708: Control and adjust utilities in a food or beverage manufacturing plant, Level 4, 10 credits.   ID 113852: Apply occupational health, safety and environmental principles, Level 3, 10 credits.   ID 114877: Formulate and implement an action plan to improve productivity within an organisational unit, Level 4, 8 credits.   ID 118043: Supervise stock counts, Level 4, 8 credits.   ID 119257: Produce and maintain work activity reports, Level 4, 8 credits.   ID 119796: Monitor and control quality assurance procedures in a food or sensitive consumer product operation, Level 4, 8 credits.   ID 120235: Demonstrate an understanding of the concept of microbiology in a food handling environment, Level 3, 6 credits.   ID 120239: Monitor critical control points (CCPs) as an integral part of a hazard analysis critical control point (HACCP) system, Level 3, 6 credits.   ID 120377: Identify, suggest and implement corrective actions to improve quality or project work, Level 4, 7 credits.   ID 119802: Perform quality control practices in a food or sensitive consumer product operation, Level 3, 6 credits.   ID 242812: Induct a member into a team, Level 3, 4 credits.   ID 13915: Demonstrate understanding of HIV/AIDS and its impact on the workplace, Level 3, 4 credits.   ID 242820: Maintain records for a team, Level 3, 4 credits.   ID 242814: Identify and explain the core and support functions of an organisation, Level 3, 6 credits.   ID 242813: Explain the contribution made by own area of responsibility to the overall organisational strategy, Level 4, 5 credits.   ID 242818: Describe the relationship of junior management to other management roles, Level 4, 5 credits.   ID 251960: Identify and describe disaster related risks and threatening situations utilizing basic disaster management concepts and indigenous knowledge, Level 3, 5 credits.   ID 11473: Manage individual and team performance, Level 4, 8 credits.   ID 118045: Supervise implementation of loss control measures, Level 4, 8 credits   ID 242875: Describe basic freight logistic principles, Level 3, 6 credits  General Management (Learning Programme ID 74630):   ID 242812: Induct a member into a team, Level 3 , 4 credits.   ID 13915: Demonstrate understanding of HIV/AIDS and its impact on the workplace, Level 3, 4 credits.   ID 242820: Maintain records for a team, Level 3, 4 credits.   ID 242814: Identify and explain the core and support functions of an organisation, Level 3, 6 credits.   ID 242813: Explain the contribution made by own area of responsibility to the overall organisational strategy, Level 4, 5 credits.   ID 242818: Describe the relationship of junior management to other management roles, Level 4, 5 credits.   ID 251960: Identify and describe disaster related risks and threatening situations utilizing basic disaster management concepts and indigenous knowledge, Level 3, 5 credits.   ID 11473: Manage individual and team performance, Level 4, 8 credits.   ID 242668: Demonstrate knowledge and application of the Occupational Health and Safety Act, 85 of 1993 (OHSA) (as amended) and the responsibilities of management in terms of the Act, Level 4, 4 credits.   ID 13952: Demonstrate basic understanding of the Primary labour legislation that impacts on a business unit, Level 4, 8 credits.   ID 113852: Apply occupational health, safety and environmental principles, Level 3, 10 credits.   ID 242840: Make oral presentations, Level 4, 2 credits.  Golf Management (Learning Programme ID 58343):   ID 120209: Apply basic concepts of sport psychology in a golfing context, Level 5, credits 12.   ID 120204: Apply knowledge of diet and nutrition to improving golf performance, Level 5, credits 10.   ID 120208: Apply the rules of golf in various contexts, Level 5, credits 8.   ID 120206: Describe, implement and teach the principles and building blocks of a golf swing, Level 5, credits 12.   ID 120212: Plan, manage and report on a golf tournament, Level 5, credits 8.   ID 120192: Apply anatomical and physiological knowledge to golfing activity, Level 5, credits 5.   ID 120211: Display a holistic understanding of golf and golfing, Level 5, credits 8.   ID 120197: Plan and implement personal and career development goals within a golfing environment, Level 5, credits 5.   ID 242812: Induct a member into a team, Level 3, 4 credits.   ID 13915: Demonstrate understanding of HIV/AIDS and its impact on the workplace, Level 3, 4 credits.   ID 242820: Maintain records for a team, Level 3, 4 credits.   ID 242814: Identify and explain the core and support functions of an organisation, Level 3, 6 credits.   ID 242813: Explain the contribution made by own area of responsibility to the overall organisational strategy, Level 4, 5 credits.   ID 242818: Describe the relationship of junior management to other management roles, Level 4, 5 credits.   ID 251960: Identify and describe disaster related risks and threatening situations utilizing basic disaster management concepts and indigenous knowledge, Level 3, 5 credits.   ID 11473: Manage individual and team performance, Level 4, 8 credits.  Human Resource Support (Learning Programme ID 93950):   ID 10980, Induct a new employee, 4 credits.   ID 10981, Supervise work unit to achieve work unit objectives (individuals and teams), 4 credits.   ID 10978, Recruit and select candidates to fill defined positions, 4 credits.   ID 117877, Perform one-to-one training on the job, 3 credits.   ID 242655, Demonstrate knowledge and application of ethical conduct in a business environment, 4 credits.   ID 116720, Show understanding of diversity in the workplace, 3 credits.   ID 113915, Explain the application of the basic conditions of employment act in an employment contract, 3 credits.   ID 11473, Manage individual and team performance, 4 credits.   ID 113909, Coach a team member in order to enhance individual performance in work environment, 3 credits.   ID 114251, Prepare chemical additives used in the pulp and paper industry, 3 credits.   ID 114941, Apply knowledge of HIV/AIDS to a specific business sector and a workplace, 3 credits.   ID 13934, Plan and prepare meeting communications, 3 credits.   ID 377160, Explain the fundamentals of the concepts of 'wellness', 4 credits.   ID 113907, Explain the impact of personal wellness on work performance, 3 credits.  Inventory and Inventory Control (Learning Programme ID 83987):   ID 377361: Understand the role of inventory and ordering costs, NQF Level 03, 5 Credits.   ID 377363: Apply inventory replenishment and distribution systems, NQF Level 04, 8 Credits.   ID 377364: Discuss the role of inventory in a manufacturing environment, NQF Level 03, 10 Credits.  Manufacturing Control (Learning Programme ID 83989):   ID 377360: Discuss Just in Time (JIT) and Lean Manufacturing, NQF Level 03, 5 Credits.   ID 377380: Describe the functions of purchasing and procurement, NQF Level 04, 5 Credits.   ID 377381: Apply Total Quality Management (TQM), NQF Level 04, 8 Credits.   ID 377386: Perform material requirements planning (MRP), NQF Level 04, 5 Credits.   ID 377440: Perform capacity requirements planning (CRP), NQF Level 04, 8 Credits.  Planning and Scheduling Techniques (Learning Programme ID 83988):   ID 377382: Perform forecasting in a manufacturing environment, NQF Level 05, 8 Credits.   ID 377383: Planning and controlling in a manufacturing environment, NQF Level 04, 6 Credits.   ID 377400: Perform sales and operations planning, NQF Level 04, 5 Credits.   ID 377402: Perform master scheduling in the workplace, NQF Level 04, 5 Credits.  Process Manufacturing (Learning Programme ID 79286):   ID 123398: Facilitate the transfer and application of learning in the workplace, Level 5, 5 credits.   ID 11473: Manage individual and team performance, Level 5, 8 credits.   ID 14586: Monitor and control quality control practices in a manufacturing/engineering environment, Level 4, 8 credits.   ID 110009: Manage administration records, Level 4, 4 credits.   ID 114877: Formulate and implement an action plan to improve productivity within an organisational unit, Level 4, 8 credits.   ID 244105: Participate in a task team in a process environment, Level 4, 4 credits.   ID 252024: Evaluate current practices against best practice, Level 5, 4 credits.   ID 255514: Conduct a disciplinary hearing, Level 5, 15 credits.  Public Administration (Learning Programme ID 58346):   ID 110490: Demonstrate knowledge and understanding of the basic principles of public administration and management, Level 4, 4 credits.   ID 123460: Develop and apply administrative principles in the implementation of Municipal Office Administration, Level 4, 6 credits.   ID 120381: Implement Project Administration processes according to requirements, Level 4, 5 credits.   ID 120307: Apply South African legislation and policy affecting public administration, Level 5, 10 credits.   ID 119346: Manage and develop oneself in the Public Sector work environment, Level 5, 10 credits   ID 113955: Apply the Batho Pele principles to own work role and context, Level 3, 4 credits.   ID 242812: Induct a member into a team, Level 3, 4 credits.   ID 13915: Demonstrate understanding of HIV/AIDS and its impact on the workplace, Level 3, 4 credits.   ID 242820: Maintain records for a team, Level 3, 4 credits.   ID 242814: Identify and explain the core and support functions of an organisation, Level 3, 6 credits.   ID 242813: Explain the contribution made by own area of responsibility to the overall organisational strategy, Level 4, 5 credits.   ID 242818: Describe the relationship of junior management to other management roles, Level 4, 5 credits.   ID 251960: Identify and describe disaster related risks and threatening situations utilizing basic disaster management concepts and indigenous knowledge, Level 3, 5 credits.   ID 11473: Manage individual and team performance, Level 4, 8 credits.   ID 114215: Mentor a colleague to enhance the individual`s knowledge, skills, values and attitudes in a selected career path, Level 4, 3 credits.   ID 337060: Apply knowledge of organisation structure and design to support performance to a Public Sector Department, Level 4, 5 credits.   ID 337064: Apply knowledge of the job evaluation process in the Public Sector in order to ensure that a job has been properly evaluated, Level 4, 3 credits.   ID 337061: Demonstrate knowledge and insight into a bid committee system applicable to an Organ of State in South Africa Level 5, 15 credits.   ID 337063: Demonstrate knowledge and insight into the principles of monitoring and evaluation in assessing organisation and/or programme performance in a specific context, Level 5, 5 credits.   ID 337062: Evaluate a job in the Public Sector in South Africa, Level 4, 6 credits.  Salon Management (Learning Programme ID 80746):   ID 114592: Produce business plans for a new venture, Level 4, 8 Credits.   ID 262500: Research and plan for the equipping of a salon, Level 4, 6 Credits   ID 262519: Supervise the functions of a hairdressing salon, Level 4, 8 Credits.  School Governing Bodies (Learning Programme ID 74672):   ID 260217: Demonstrate understanding of legal aspects pertaining to human resources in a school, Level 4, 12 credits.   ID 260237: Plan for school development, Level 4, 8 credits.   ID 260257: Demonstrate knowledge of the legislative framework for school governance, Level 4, 10 credits.   ID 260337: Develop and implement policy for school governance, Level 4, 9 credits.   ID 260357: Prepare and monitor the budget of a school, Level 4, 12 credits.   ID 242812: Induct a member into a team, Level 3, 4 credits.   ID 13915: Demonstrate understanding of HIV/AIDS and its impact on the workplace, Level 3, 4 credits.   ID 242820: Maintain records for a team, Level 3, 4 credits.   ID 242814: Identify and explain the core and support functions of an organisation, Level 3, 6 credits.   ID 242813: Explain the contribution made by own area of responsibility to the overall organisational strategy, Level 4, 5 credits.   ID 242818: Describe the relationship of junior management to other management roles, Level 4, 5 credits.   ID 251960: Identify and describe disaster related risks and threatening situations utilizing basic disaster management concepts and indigenous knowledge, Level 3, 5 credits.   ID 11473: Manage individual and team performance, Level 4, 8 credits.   ID 117156: Interpret basic financial statements, Leve 4, 4 credits.   ID 120385: Apply a range of project management tools and techniques, Level 4, 7 credits.   ID 115209: Participate in the development of a strategic plan for fundraising, Level 4, 12 credits.   ID 260277: Administer school assets, Level 4,12 credits.  Service Station Site Management (Learning Programme ID 66309):   ID 118028: Supervise customer service standards, Level 4, 8 credits.   ID 242996: Handle dangerous goods during warehousing and storage, Level 4, 4 credits.   ID 243301: Manage safety and emergency incidences, Level 4, 6 credits.   ID 8016: Maintaining occupational health, safety and general housekeeping, Level 3, 8 credits.   ID 254595: Control the flow of information in a business unit, Level 4, 8 credits.   ID 118043: Supervise stock counts, Level 4, 8 credits.   ID 118037: Supervise sales performance, Level 4, 8 credits.   ID 118030: Supervise P.O.S. Operations, Level 4, 8 credits.   ID 242668: Demonstrate knowledge and application of the Occupational Health and Safety Act, 85 of 1993 (OHSA) (as amended) and the responsibilities of management in terms of the Act, Level 4, 4 credits.   ID 118045: Supervise implementation of loss control measures, Level 4, 8 credits.   ID 12484: Perform basic fire fighting, Level 2, 4 credits.   ID 242812: Induct a member into a team, Level 3, 4 credits.   ID 13915: Demonstrate understanding of HIV/AIDS and its impact on the workplace, Level 3, 4 credits.   ID 242820: Maintain records for a team, Level 3, 4 credits.   ID 242814: Identify and explain the core and support functions of an organisation, Level 3, 6 credits.   ID 242813: Explain the contribution made by own area of responsibility to the overall organisational strategy, Level 4, 5 credits.   ID 242818: Describe the relationship of junior management to other management roles, Level 4, 5 credits.   ID 251960: Identify and describe disaster related risks and threatening situations utilizing basic disaster management concepts and indigenous knowledge, Level 3, 5 credits.   ID 11473: Manage individual and team performance, Level 4, 8 credits.  Sheriffing (Learning Programme ID 64269):   ID 252388: Explain and implement the writ of execution and enforcement process, Level 4, 10 credits.   ID 252391: Explain legal concepts in respect of sheriffing Level 4, 7 credits.   ID 252390: Demonstrate applied knowledge of financial administration in a sheriff's office, Level 4, 7 credits.   ID 252389: Explain and implement service in the civil justice system, Level 4, 7 credits.   ID 242812: Induct a member into a team, Level 3, 4 credits.   ID 13915: Demonstrate understanding of HIV/AIDS and its impact on the workplace, Level 3, 4 credits.   ID 242820: Maintain records for a team, Level 3, 4 credits.   ID 242814: Identify and explain the core and support functions of an organisation, Level 3, 6 credits.   ID 242813: Explain the contribution made by own area of responsibility to the overall organisational strategy, Level 4, 5 credits.   ID 242818: Describe the relationship of junior management to other management roles, Level 4, 5 credits.   ID 251960: Identify and describe disaster related risks and threatening situations utilizing basic disaster management concepts and indigenous knowledge, Level 3, 5 credits.   ID 11473: Manage individual and team performance, Level 4, 8 credits.   ID 110003: Develop administrative procedures in a selected organisation, Level 4, 8 credits.   ID 116608: Demonstrate knowledge and application of ethical conduct in a debt recovery work context, Level 4, 6 credits.  Sport Management (Learning Programme ID 80766):   ID 117111: Apply knowledge of basic accounting principles to financial services, Level 3, 4 credits.   ID 114738: Perform financial planning and control functions for a small business, Level 4, 6 credits.   ID 117156: Interpret basic financial statements, Level 4, 4 credits.   ID 243298: Apply administrative skills and knowledge in a sport organisation, Level 5, 8 credits.  Wholesale and Retail Management (Learning Programme ID 63333):   ID 12544: Facilitate the preparation and presentation of evidence for assessment, Level 4, 4 credits.   ID 114589: Manage time productively, Level 4, 4 credits.   ID 118028: Supervise customer service standards, Level 4, 8 credits.   ID 118029: Supervise housekeeping and hygiene in a store, Level 4, 6 credits.   ID 118030: Supervise P.O.S. Operations, Level 4, 8 credits.   ID 118033: Supervise promotional activities, Level 4, 8 credits.   ID 118037: Supervise sales performance, Level 4, 8 credits.   ID 118043: Supervise stock counts, Level 4, 8 credits.   ID 118045: Supervise implementation of loss control measures, Level 4, 8 credits.   ID 242820: Maintain records for a team, Level 3, 4 credits.   ID 254595: Control the flow of information in a business unit, Level 4, 8 credits.   ID 254596: Manage time keeping records, Level 4, 5 credits.   ID 242812: Induct a member into a team, Level 3, 4 credits.   ID 13915: Demonstrate understanding of HIV/AIDS and its impact on the workplace, Level 3, 4 credits.   ID 242820: Maintain records for a team, Level 3, 4 credits.   ID 242814: Identify and explain the core and support functions of an organisation, Level 3, 6 credits.   ID 242813: Explain the contribution made by own area of responsibility to the overall organisational strategy, Level 4, 5 credits.   ID 242818: Describe the relationship of junior management to other management roles, Level 4, 5 credits.   ID 251960: Identify and describe disaster related risks and threatening situations utilizing basic disaster management concepts and indigenous knowledge, Level 3, 5 credits.   ID 11473: Manage individual and team performance, Level 4, 8 credits.   ID 335915: Schedule suppliers to deliver to a Wholesale and Retail unit, Level 4, 5 credits. |

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| **EXIT LEVEL OUTCOMES** |

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| Planning 1. Develop plans to achieve defined objectives.  Organising 2. Organise resources in accordance with developed plan.  Leading 3. Lead a team to work co-operatively to achieve objectives.  Controlling 4. Monitor performance to ensure compliance to a developed plan.  Ethics 5. Make decisions based on a code of ethics.  Critical Cross-Field Outcomes:  The learner will be expected to demonstrate the ability to:   Identify and solve problems and make responsible ethical decisions within own limit of authority.   Work effectively with others as a member of a team, group, organisation or community to achieve work unit objectives.   Organise and manage oneself and one's activities responsibly and effectively to plan, lead, organise and control towards achievement of work unit objectives.   Collect, organise and critically evaluate information in order to measure performance.   Communicate effectively using visual, mathematics and language skills in the modes of oral and/or written presentations to lead a team.   The learner will be required to demonstrate an understanding of the world as a set of related systems by aligning work unit objectives to organisational strategy.   Be culturally and aesthetically sensitive across a range of social contexts in managing and interacting with diverse people in the workplace.   Use science and technology effectively in researching, recommending and implementing management solutions, showing responsibility towards the environment and health of others. |

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| **ASSOCIATED ASSESSMENT CRITERIA** |

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| Planning  1.   Information is analysed and presented according to organisational objectives and requirements.   A plan is developed by using a systematic process.   Tasks, resources, timeframes and measurement criteria are defined and aligned to meet organisational objectives.  Organising  2.   Methods, procedures and techniques to organise a work unit are applied in accordance with organisational requirements.   The activities of the work unit are analysed and adjusted in order to align to the organisational strategies.   Resources are allocated to achieve the developed plan.  Leading  3.   The principles of leadership are explained and applied within a work unit.   The organisation's objectives and Standard Operating Procedures (SOPs) are analysed in order to determine the direction of work units.   Knowledge of group dynamics is applied to build a team.  Controlling  4.   Work unit performance is measured against organisational objectives.   Corrective action is taken in response to performance variances in accordance with Standard Operating Procedures (SOPs).  Ethics  5.   The concept of ethics is explained in terms of its influence on the activities of a work unit.   The value of a code of ethics is explained in terms of its impact on decision making.   Ethical decisions are made in the workplace.  Integrated Assessment:  Integration implies that theoretical and practical components are assessed together. It also implies that learning in different unit standards could and should be assessed in a integrated way where possible. Integrative assessment techniques may be used to assess multiple specific outcomes within multiple unit standards within the learner's work context. Within each unit standard, the specific outcomes and associated assessment criteria guide the learning process. The assessment determines whether the outcomes have been attained.  Assessments should be flexible and must cater for a wide range of options and contexts. Assessment must be fair, transparent, valid and reliable and should ensure that no learner is disadvantaged.  Assessment of Communication and Mathematical Literacy should be contextually based in accordance with the specialisation and context chosen and applied. Assessment has a formative monitoring function. Formative assessment should be used to assess gaps in the learner's skill and knowledge level. Its goal is to assess the learner's competence providing feedback to both learner and facilitator for further learning. It is continuous and is used to plan appropriate learning experiences to meet the learner's needs. It provides information about problems experienced at different stages in the learning process.  Assessment must also have a summative component. Summative assessment may be used on completion of a unit standard, but should not be the only form of assessment.  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 all competencies in the workplace, simulations, case studies and other techniques should be used to provide a context appropriate to the assessment. |

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| **INTERNATIONAL COMPARABILITY** |

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| The Bologna Process  The most researched and systematic coverage of the subject of 'generic qualifications' is to be found in what is loosely termed 'The Bologna Process', which originated in the Bologna Declaration by European Ministers of Education of 19 June 1999 and is still in progress today. This project has resulted in a myriad of publications, one numbering 200 pages, dealing with almost every conceivable facet of qualification design, qualification frameworks, qualification articulation and portability, quality assurance, assessments, lifelong learning and related matters. One of the most comprehensive reference works on this is the February 2005 publication 'A Framework for Qualifications of the European Higher Education Arena' , Appendix 6 of which sets out an expose of what is termed the 'Dublin Descriptors'.  The 'Dublin Descriptors' come the closest to defining various generic descriptors for higher education across Europe, which have been widely debated by those participating in the Bologna Process. They embody knowledge and understanding; the application of knowledge and understanding; the ability to make judgment, and the ability to communicate and learning skills. Within these nests, a more detailed view of the 'sub-descriptors' is given.  The Bologna papers make it clear that the integration of vocational education and training into academic education are central to the success of the system as a whole.  While the above does not directly correlate with work on the FETC: Management, it is clear that this qualification is not at variance with the broad principles enunciated by the leading researchers in Europe.  As shared by, including, or typical of are common synonyms for the term 'generic', it is clear that a qualification in generic management must include all which is common to management in all disciplines, and should attempt to exclude all that which applies to specific applications of management in any one of these disciplines.  Other International Developments  Moving beyond Bologna, in a paper by Pete Dalton & Kate Levinson read at the 66th International Federation of Library Associations and Institutions Council and General Conference in Jerusalem, a strong case is made for a generic academic qualification process. The authors state, however, that 'NARIC may be useful as a model for comparing academic reciprocity of qualifications between countries that do not have additional professional accreditation. However, this would create a system which ignored professional standards and accreditation and which would be unsuitable for those countries where professional accreditation takes place'.  The term 'generic management', 'generic qualification' and 'vocational qualification' is used loosely in a number of contexts in the international literature throughout diverse fields of knowledge, as illustrated below.  It receives considerable attention in the Financial Services Industry in Australia. The Commissioner of Local Government in Australia has issued a strong endorsement of the importance of generic qualifications and a diagram is depicted illustrated what he has in mind.  In an article by Fiona Becker and Judith Niechcial published in April 2004 the importance of generic qualifications to the social worker community in the UK is stressed. Also in a UK health context, an NHS report on Health Informatics Qualifications Mapping dated March 2006 makes numerous references to the importance of generic qualifications. Again in the UK, the public sector IT Industry is seeing the benefits of generic learning. Britain's Public Management Institute has introduced generic management qualifications coupled to a professional qualification. The Institute of Leadership and Management (ILM), a member of the City and Guilds Group, has a range of generic management qualifications on offer which also offer professional linkages. In a study by Birmingham University, Katy Lancaster and Pete Dalton (edited by Fiona Parsons) make a particularly strong case for well-honed generic management skills in the IT Industry. The UK motor industry has also introduced a 10-unit work-based Certificate Course in generic management. In an article in Questionline in September 2005 dealing with vocational qualifications for members of the armed forces, the role of a generic technique (PRINCE 2) is alluded to as follows: 'The most common generic method is PRINCE2, with over 20,000 people attempting its exams (pass rate is 65 per cent) since its introduction in 1996'.  In Singapore, an initiative called 'Generic Skills' empowers what is termed a 'National Skills Recognition System' which overlays 'Workforce Skills Qualifications' in the Retail, Financial and Training industries, to enable upward mobility of these 'learner-workers'.  New Zealand has developed one qualification in IT and has begun to develop generic unit standards. (This URL requires a search for 'Generic'). New Zealand has also developed a number of so-called 'Maori Management' unit standards. The University of Auckland offers generic programmes in nursing up to Masters level.  Conclusion  Generic qualifications are either being used or developed throughout the world with considerable success. Their role seems in some applications (particularly in industry) to be that of a precursor to more advanced specialisation qualifications, while in others it is applicable to the most advanced levels of purely academic knowledge. Given the accepted understanding of the term 'generic' seen against the latter observations, the FETC: Management at Level 4 would seem to be in line with best practice internationally.  Some detailed practical applications of Generic Qualifications internationally  The Hybrid Information Management Skills for Senior Staff (HIMSS) Project in the UK identified strategic management and leadership; ability to manage change and an understanding of customer focus and service orientation as the most widespread generic skills lacking in potential managers. Generic management skills stood at the top of a host of other desirable skills for an IT professional in their estimation. Generic Management development programmes were strongly endorsed.  In Australia, the Financial Services Industry has designed two distinct pathways, one leading to a generic qualification, and the other to a specialist qualification. The chief difference between the two approaches is that the generic route offers elective units, while the specialist route requires specialist units to be selected. It points out, however, that certain sectors have mandatory competency pathways, which must be met in order to gain employment. Similar observations are made under the discussion of NARIC, below.  The University of Auckland Faculty Education Unit offers an interesting array of tools provided via their Generic Centre. These chiefly cover assessment, rubric grading and curriculum design, rather than qualifications, per se.  New Zealand and offers a large number of unit standards termed 'generic' under various domains such as self-management; social and cooperative skills and work and study skills. It also offers further unit standards in a subfield called 'Maori Business and Management' with domains entitled finance - Maori; Maori Management - generic; Maori Management in Maori organisations and Maori Office systems. No generic qualifications exist at this time. The various unit standards serve as a useful international benchmark of the perceived components and levels of complexity of management.  Research conducted in the UK within the Health Industry has identified three main types of qualifications, namely dedicated Health Industry (HI) qualifications; those that combine health and information in some manner and generic qualifications that have application to (all) working in the HI. Examples of generic qualifications include a Postgraduate Certificate from the University of York; National Vocational Qualifications for IT; Institute of IT Training (ITT) qualifications; the Information Systems Examinations Board (ISEB) and the European Computer Driving License (ECDL).  The report concludes that 'It is clear from the number and variety of vocational awards available, that individual qualifications in ITC are well catered for'.  The Social Work profession in the UK offers a generic degree in social work based on the national occupational standards for social work and the Quality Assurance Agency (QAA) subject benchmark statement for social work.  The Chartered Management Institute in the UK offers one of the most comprehensive ladders of learning for generic management studies.These range from (UK) Level 2 right through to (UK) Level 5 - i.e. team leading through to Management. All qualifications consist of mandatory units and optional units over and above these, the latter greatly outnumbering the former. This also serves as a useful international benchmark of the perceived components and levels of complexity of management. The auto industry in the UK has also introduced a Business and Administration National Vocational Qualification (NVQ) at (UK) Level 2. It is claimed that this generic qualification is of benefit throughout the auto industry to both technical and non-technical staff.  The Open University in the UK offers a variety of generic courses at a variety of levels in IM and ICT. Research has also indicated that some National Health Service (NHS) employees believe that a generic qualification will give them greater transferability in the future. [It is interesting to observe that UK literature in particular uses the terms 'vocational' and 'generic' interchangeably].  The International Federation of Library Associations and Institutions (IFLA) undertook research into methods of determining the equivalency of Library and Information Science (LIS) qualifications worldwide. They identified three approaches, namely professional association approach; generic academic qualification equivalency approach and institutional course approach. In researching the generic option, the National Academic Recognition Information Centre for the UK (NARIC) was closely investigated. The conclusion was that while NARIC was a useful tool for academic comparison purposes, it ignores the additional requirements for professional accreditation. |

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| **ARTICULATION OPTIONS** |

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| Horizontal Articulation:  This qualification articulates horizontally with the following qualifications:   FETC: New Venture Creation, SAQA ID: 23953   FETC: Leadership Development, SAQA ID: 50081   FETC: Business Systems Operations: End User (ERP), SAQA ID: 49176   FETC: Small Business Advising (Information Support), SAQA ID: 48883  Vertical Articulation:   The FETC: Management articulates with the National Certificate: Management at Level 5, SAQA ID: 1093 |

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| **MODERATION OPTIONS** |

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| This qualification will be assessed by an assessor and moderated by a moderator registered with the relevant accredited ETQA. Assessors should be in possession of a relevant qualification in generic management or a related field that is at least one level higher than the level of this qualification. Training providers must be accredited by a relevant ETQA. |

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| **CRITERIA FOR THE REGISTRATION OF ASSESSORS** |

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| N/A |

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| **REREGISTRATION HISTORY** |

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| As per the SAQA Board decision/s at that time, this qualification was Reregistered in 2012; 2015. |

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| **NOTES** |

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| This Qualification replaces Qualification 65110, "Further Education and Training Certificate: Management", Level 4, 140 Credits.  .  When developing offerings for a specific Learning Programme, please adhere to the Qualification Rules (above) for that Learning Programme. |

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| **UNIT STANDARDS:** |

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|  | **ID** | **UNIT STANDARD TITLE** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **CREDITS** |
| Core | [242824](https://allqs.saqa.org.za/showUnitStandard.php?id=242824) | Apply leadership concepts in a work context | Level 4 | NQF Level 04 | 12 |
| Core | [242815](https://allqs.saqa.org.za/showUnitStandard.php?id=242815) | Apply the organisation's code of conduct in a work environment | Level 4 | NQF Level 04 | 5 |
| Core | [242816](https://allqs.saqa.org.za/showUnitStandard.php?id=242816) | Conduct a structured meeting | Level 4 | NQF Level 04 | 5 |
| Core | [242822](https://allqs.saqa.org.za/showUnitStandard.php?id=242822) | Employ a systematic approach to achieving objectives | Level 4 | NQF Level 04 | 10 |
| Core | [242821](https://allqs.saqa.org.za/showUnitStandard.php?id=242821) | Identify responsibilities of a team leader in ensuring that organisational standards are met | Level 4 | NQF Level 04 | 6 |
| Core | [242810](https://allqs.saqa.org.za/showUnitStandard.php?id=242810) | Manage Expenditure against a budget | Level 4 | NQF Level 04 | 6 |
| Core | [242829](https://allqs.saqa.org.za/showUnitStandard.php?id=242829) | Monitor the level of service to a range of customers | Level 4 | NQF Level 04 | 5 |
| Core | [242819](https://allqs.saqa.org.za/showUnitStandard.php?id=242819) | Motivate and Build a Team | Level 4 | NQF Level 04 | 10 |
| Core | [242811](https://allqs.saqa.org.za/showUnitStandard.php?id=242811) | Prioritise time and work for self and team | Level 4 | NQF Level 04 | 5 |
| Core | [242817](https://allqs.saqa.org.za/showUnitStandard.php?id=242817) | Solve problems, make decisions and implement solutions | Level 4 | NQF Level 04 | 8 |
| Fundamental | [119472](https://allqs.saqa.org.za/showUnitStandard.php?id=119472) | Accommodate audience and context needs in oral/signed communication | Level 3 | NQF Level 03 | 5 |
| Fundamental | [119457](https://allqs.saqa.org.za/showUnitStandard.php?id=119457) | Interpret and use information from texts | Level 3 | NQF Level 03 | 5 |
| Fundamental | [119467](https://allqs.saqa.org.za/showUnitStandard.php?id=119467) | Use language and communication in occupational learning programmes | Level 3 | NQF Level 03 | 5 |
| Fundamental | [119465](https://allqs.saqa.org.za/showUnitStandard.php?id=119465) | Write/present/sign texts for a range of communicative contexts | Level 3 | NQF Level 03 | 5 |
| Fundamental | [9015](https://allqs.saqa.org.za/showUnitStandard.php?id=9015) | Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems | Level 4 | NQF Level 04 | 6 |
| Fundamental | [119462](https://allqs.saqa.org.za/showUnitStandard.php?id=119462) | Engage in sustained oral/signed communication and evaluate spoken/signed texts | Level 4 | NQF Level 04 | 5 |
| Fundamental | [119469](https://allqs.saqa.org.za/showUnitStandard.php?id=119469) | Read/view, analyse and respond to a variety of texts | Level 4 | NQF Level 04 | 5 |
| Fundamental | [9016](https://allqs.saqa.org.za/showUnitStandard.php?id=9016) | Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts | Level 4 | NQF Level 04 | 4 |
| Fundamental | [7468](https://allqs.saqa.org.za/showUnitStandard.php?id=7468) | Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues | Level 4 | NQF Level 04 | 6 |
| Fundamental | [12153](https://allqs.saqa.org.za/showUnitStandard.php?id=12153) | Use the writing process to compose texts required in the business environment | Level 4 | NQF Level 04 | 5 |
| Fundamental | [119459](https://allqs.saqa.org.za/showUnitStandard.php?id=119459) | Write/present/sign for a wide range of contexts | Level 4 | NQF Level 04 | 5 |
| Elective | [12484](https://allqs.saqa.org.za/showUnitStandard.php?id=12484) | Perform basic fire fighting | Level 2 | NQF Level 02 | 4 |
| Elective | [117111](https://allqs.saqa.org.za/showUnitStandard.php?id=117111) | Apply knowledge of basic accounting principles to financial services | Level 3 | NQF Level 03 | 4 |
| Elective | [114941](https://allqs.saqa.org.za/showUnitStandard.php?id=114941) | Apply knowledge of HIV/AIDS to a specific business sector and a workplace | Level 3 | NQF Level 03 | 4 |
| Elective | [113852](https://allqs.saqa.org.za/showUnitStandard.php?id=113852) | Apply occupational health, safety and environmental principles | Level 3 | NQF Level 03 | 10 |
| Elective | [113955](https://allqs.saqa.org.za/showUnitStandard.php?id=113955) | Apply the Batho Pele principles to own work role and context | Level 3 | NQF Level 03 | 4 |
| Elective | [113909](https://allqs.saqa.org.za/showUnitStandard.php?id=113909) | Coach a team member in order to enhance individual performance in work environment | Level 3 | NQF Level 03 | 5 |
| Elective | [8025](https://allqs.saqa.org.za/showUnitStandard.php?id=8025) | Controlling and locating stock | Level 3 | NQF Level 03 | 8 |
| Elective | [120235](https://allqs.saqa.org.za/showUnitStandard.php?id=120235) | Demonstrate an understanding of the concept of microbiology in a food handling environment | Level 3 | NQF Level 03 | 6 |
| Elective | [13915](https://allqs.saqa.org.za/showUnitStandard.php?id=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 | NQF Level 03 | 4 |
| Elective | [242875](https://allqs.saqa.org.za/showUnitStandard.php?id=242875) | Describe basic freight logistic principles | Level 3 | NQF Level 03 | 6 |
| Elective | [377360](https://allqs.saqa.org.za/showUnitStandard.php?id=377360) | Discuss Just in Time (JIT) and Lean Manufacturing | Level 3 | NQF Level 03 | 5 |
| Elective | [113915](https://allqs.saqa.org.za/showUnitStandard.php?id=113915) | Explain the application of the basic conditions of employment act in an employment contract | Level 3 | NQF Level 03 | 2 |
| Elective | [113907](https://allqs.saqa.org.za/showUnitStandard.php?id=113907) | Explain the impact of personal wellness on work performance | Level 3 | NQF Level 03 | 2 |
| Elective | [251960](https://allqs.saqa.org.za/showUnitStandard.php?id=251960) | Identify and describe disaster related risks and threatening situations utilizing basic disaster management concepts and indigenous knowledge | Level 3 | NQF Level 03 | 5 |
| Elective | [242814](https://allqs.saqa.org.za/showUnitStandard.php?id=242814) | Identify and explain the core and support functions of an organisation | Level 3 | NQF Level 03 | 6 |
| Elective | [242812](https://allqs.saqa.org.za/showUnitStandard.php?id=242812) | Induct a member into a team | Level 3 | NQF Level 03 | 4 |
| Elective | [242820](https://allqs.saqa.org.za/showUnitStandard.php?id=242820) | Maintain records for a team | Level 3 | NQF Level 03 | 4 |
| Elective | [8016](https://allqs.saqa.org.za/showUnitStandard.php?id=8016) | Maintaining occupational health, safety and general housekeeping | Level 3 | NQF Level 03 | 8 |
| Elective | [120239](https://allqs.saqa.org.za/showUnitStandard.php?id=120239) | Monitor critical control points (CCPs) as an integral part of a hazard analysis critical control point (HACCP) system | Level 3 | NQF Level 03 | 6 |
| Elective | [117877](https://allqs.saqa.org.za/showUnitStandard.php?id=117877) | Perform one-to-one training on the job | Level 3 | NQF Level 03 | 4 |
| Elective | [119802](https://allqs.saqa.org.za/showUnitStandard.php?id=119802) | Perform quality control practices in a food or sensitive consumer product operation | Level 3 | NQF Level 03 | 6 |
| Elective | [13934](https://allqs.saqa.org.za/showUnitStandard.php?id=13934) | Plan and prepare meeting communications | Level 3 | NQF Level 03 | 4 |
| Elective | [114251](https://allqs.saqa.org.za/showUnitStandard.php?id=114251) | Prepare chemical additives used in the pulp and paper industry | Level 3 | NQF Level 03 | 4 |
| Elective | [116720](https://allqs.saqa.org.za/showUnitStandard.php?id=116720) | Show understanding of diversity in the workplace | Level 3 | NQF Level 03 | 3 |
| Elective | [243299](https://allqs.saqa.org.za/showUnitStandard.php?id=243299) | Adapt available spaces in the community as a sports or fitness facility | Level 4 | NQF Level 04 | 5 |
| Elective | [260277](https://allqs.saqa.org.za/showUnitStandard.php?id=260277) | Administer school assets | Level 4 | NQF Level 04 | 12 |
| Elective | [120385](https://allqs.saqa.org.za/showUnitStandard.php?id=120385) | Apply a range of project management tools and techniques | Level 4 | NQF Level 04 | 7 |
| Elective | [243298](https://allqs.saqa.org.za/showUnitStandard.php?id=243298) | Apply administrative skills and knowledge in a sport organisation | Level 4 | NQF Level 04 | 11 |
| Elective | [377363](https://allqs.saqa.org.za/showUnitStandard.php?id=377363) | Apply inventory replenishment and distribution systems | Level 4 | NQF Level 04 | 8 |
| Elective | [243297](https://allqs.saqa.org.za/showUnitStandard.php?id=243297) | Apply knowledge of anatomy and physiology to exercise training | Level 4 | NQF Level 04 | 5 |
| Elective | [337060](https://allqs.saqa.org.za/showUnitStandard.php?id=337060) | Apply knowledge of organisation structure and design to support performance to a Public Sector Department | Level 4 | NQF Level 04 | 5 |
| Elective | [337064](https://allqs.saqa.org.za/showUnitStandard.php?id=337064) | Apply knowledge of the job evaluation process in the Public Sector in order to ensure that a job has been properly evaluated | Level 4 | NQF Level 04 | 3 |
| Elective | [377381](https://allqs.saqa.org.za/showUnitStandard.php?id=377381) | Apply Total Quality Management (TQM) | Level 4 | NQF Level 04 | 8 |
| Elective | [243296](https://allqs.saqa.org.za/showUnitStandard.php?id=243296) | Apply values and ethics to a sport organisation | Level 4 | NQF Level 04 | 3 |
| Elective | [10708](https://allqs.saqa.org.za/showUnitStandard.php?id=10708) | Control and adjust utilities in a food or beverage manufacturing plant | Level 4 | NQF Level 04 | 10 |
| Elective | [254595](https://allqs.saqa.org.za/showUnitStandard.php?id=254595) | Control the flow of information in a business unit | Level 4 | NQF Level 04 | 8 |
| Elective | [119867](https://allqs.saqa.org.za/showUnitStandard.php?id=119867) | Create a visual record of artefacts and features for archiving or publication | Level 4 | NQF Level 04 | 8 |
| Elective | [251965](https://allqs.saqa.org.za/showUnitStandard.php?id=251965) | Create awareness and promote a culture of risk avoidance through advocacy activities | Level 4 | NQF Level 04 | 6 |
| Elective | [243303](https://allqs.saqa.org.za/showUnitStandard.php?id=243303) | Create, improvise and organize sport activities | Level 4 | NQF Level 04 | 6 |
| Elective | [110490](https://allqs.saqa.org.za/showUnitStandard.php?id=110490) | Demonstrate a knowledge and understanding of the basic principles of public administration and management | Level 4 | NQF Level 04 | 4 |
| Elective | [252390](https://allqs.saqa.org.za/showUnitStandard.php?id=252390) | Demonstrate applied knowledge of financial administration in a sheriff's office | Level 4 | NQF Level 04 | 7 |
| Elective | [13952](https://allqs.saqa.org.za/showUnitStandard.php?id=13952) | Demonstrate basic understanding of the Primary labour legislation that impacts on a business unit | Level 4 | NQF Level 04 | 8 |
| Elective | [117499](https://allqs.saqa.org.za/showUnitStandard.php?id=117499) | Demonstrate entrepreneurial competence | Level 4 | NQF Level 04 | 12 |
| Elective | [242655](https://allqs.saqa.org.za/showUnitStandard.php?id=242655) | Demonstrate knowledge and application of ethical conduct in a business environment | Level 4 | NQF Level 04 | 4 |
| Elective | [116608](https://allqs.saqa.org.za/showUnitStandard.php?id=116608) | Demonstrate knowledge and application of ethical conduct in a debt recovery work context | Level 4 | NQF Level 04 | 6 |
| Elective | [242668](https://allqs.saqa.org.za/showUnitStandard.php?id=242668) | Demonstrate knowledge and application of the Occupational Health and Safety Act, 85 of 1993 (OHSA) (as amended) and the responsibilities of management in terms of the Act | Level 4 | NQF Level 04 | 4 |
| Elective | [119864](https://allqs.saqa.org.za/showUnitStandard.php?id=119864) | Demonstrate knowledge of archaeology applied to Colonial sites | Level 4 | NQF Level 04 | 6 |
| Elective | [119869](https://allqs.saqa.org.za/showUnitStandard.php?id=119869) | Demonstrate knowledge of Iron Age archaeology | Level 4 | NQF Level 04 | 10 |
| Elective | [119877](https://allqs.saqa.org.za/showUnitStandard.php?id=119877) | Demonstrate knowledge of Stone Age archaeology | Level 4 | NQF Level 04 | 10 |
| Elective | [260257](https://allqs.saqa.org.za/showUnitStandard.php?id=260257) | Demonstrate knowledge of the legislative framework for school governance | Level 4 | NQF Level 04 | 10 |
| Elective | [260217](https://allqs.saqa.org.za/showUnitStandard.php?id=260217) | Demonstrate understanding of legal aspects pertaining to human resources in a school | Level 4 | NQF Level 04 | 12 |
| Elective | [110026](https://allqs.saqa.org.za/showUnitStandard.php?id=110026) | Describe and assist in the control of fraud in an office environment | Level 4 | NQF Level 04 | 4 |
| Elective | [377380](https://allqs.saqa.org.za/showUnitStandard.php?id=377380) | Describe the functions of purchasing and procurement | Level 4 | NQF Level 04 | 5 |
| Elective | [242818](https://allqs.saqa.org.za/showUnitStandard.php?id=242818) | Describe the relationship of junior management to other roles | Level 4 | NQF Level 04 | 5 |
| Elective | [110003](https://allqs.saqa.org.za/showUnitStandard.php?id=110003) | Develop administrative procedures in a selected organisation | Level 4 | NQF Level 04 | 8 |
| Elective | [123460](https://allqs.saqa.org.za/showUnitStandard.php?id=123460) | Develop and apply administrative principles in the implementation of Municipal Office Administration | Level 4 | NQF Level 04 | 6 |
| Elective | [260337](https://allqs.saqa.org.za/showUnitStandard.php?id=260337) | Develop and implement policy for school governance | Level 4 | NQF Level 04 | 9 |
| Elective | [377364](https://allqs.saqa.org.za/showUnitStandard.php?id=377364) | Discuss the role of inventory in a manufacturing environment | Level 4 | NQF Level 03 | 10 |
| Elective | [337062](https://allqs.saqa.org.za/showUnitStandard.php?id=337062) | Evaluate a job in the Public Sector in South Africa | Level 4 | NQF Level 04 | 6 |
| Elective | [252389](https://allqs.saqa.org.za/showUnitStandard.php?id=252389) | Explain and implement service in the civil justice system | Level 4 | NQF Level 04 | 7 |
| Elective | [252388](https://allqs.saqa.org.za/showUnitStandard.php?id=252388) | Explain and implement the writ of execution and enforcement process | Level 4 | NQF Level 04 | 10 |
| Elective | [252391](https://allqs.saqa.org.za/showUnitStandard.php?id=252391) | Explain legal concepts in respect of sheriffing | Level 4 | NQF Level 04 | 7 |
| Elective | [242813](https://allqs.saqa.org.za/showUnitStandard.php?id=242813) | Explain the contribution made by own area of responsibility to the overall organisational strategy | Level 4 | NQF Level 04 | 5 |
| Elective | [377160](https://allqs.saqa.org.za/showUnitStandard.php?id=377160) | Explain the fundamentals of the concepts of 'wellness' | Level 4 | Level TBA: Pre-2009 was L4 | 8 |
| Elective | [12544](https://allqs.saqa.org.za/showUnitStandard.php?id=12544) | Facilitate the preparation and presentation of evidence for assessment | Level 4 | NQF Level 04 | 4 |
| Elective | [114877](https://allqs.saqa.org.za/showUnitStandard.php?id=114877) | Formulate and implement an action plan to improve productivity within an organisational unit | Level 4 | NQF Level 04 | 8 |
| Elective | [242996](https://allqs.saqa.org.za/showUnitStandard.php?id=242996) | Handle dangerous goods during warehousing and storage | Level 4 | NQF Level 04 | 4 |
| Elective | [120377](https://allqs.saqa.org.za/showUnitStandard.php?id=120377) | Identify, suggest and implement corrective actions to improve quality of project work | Level 4 | NQF Level 04 | 7 |
| Elective | [120381](https://allqs.saqa.org.za/showUnitStandard.php?id=120381) | Implement project administration processes according to requirements | Level 4 | NQF Level 04 | 5 |
| Elective | [10980](https://allqs.saqa.org.za/showUnitStandard.php?id=10980) | Induct a new employee | Level 4 | NQF Level 04 | 6 |
| Elective | [117156](https://allqs.saqa.org.za/showUnitStandard.php?id=117156) | Interpret basic financial statements | Level 4 | NQF Level 04 | 4 |
| Elective | [119875](https://allqs.saqa.org.za/showUnitStandard.php?id=119875) | Investigate a maritime site | Level 4 | NQF Level 04 | 5 |
| Elective | [243300](https://allqs.saqa.org.za/showUnitStandard.php?id=243300) | Lead a community sport activity | Level 4 | NQF Level 04 | 12 |
| Elective | [242840](https://allqs.saqa.org.za/showUnitStandard.php?id=242840) | Make oral presentations | Level 4 | NQF Level 04 | 2 |
| Elective | [110009](https://allqs.saqa.org.za/showUnitStandard.php?id=110009) | Manage administration records | Level 4 | NQF Level 04 | 4 |
| Elective | [117500](https://allqs.saqa.org.za/showUnitStandard.php?id=117500) | Manage finance in a small business | Level 4 | NQF Level 04 | 8 |
| Elective | [11473](https://allqs.saqa.org.za/showUnitStandard.php?id=11473) | Manage individual and team performance | Level 4 | NQF Level 04 | 8 |
| Elective | [243301](https://allqs.saqa.org.za/showUnitStandard.php?id=243301) | Manage safety and emergency incidences | Level 4 | NQF Level 04 | 6 |
| Elective | [109999](https://allqs.saqa.org.za/showUnitStandard.php?id=109999) | Manage service providers in a selected organisation | Level 4 | NQF Level 04 | 5 |
| Elective | [254596](https://allqs.saqa.org.za/showUnitStandard.php?id=254596) | Manage time keeping records | Level 4 | NQF Level 04 | 5 |
| Elective | [114589](https://allqs.saqa.org.za/showUnitStandard.php?id=114589) | Manage time productively | Level 4 | NQF Level 04 | 4 |
| Elective | [114215](https://allqs.saqa.org.za/showUnitStandard.php?id=114215) | Mentor a colleague to enhance the individual`s knowledge, skills, values and attitudes in a selected career path | Level 4 | NQF Level 04 | 3 |
| Elective | [119796](https://allqs.saqa.org.za/showUnitStandard.php?id=119796) | Monitor and control quality assurance procedures in a food or sensitive consumer product environment | Level 4 | NQF Level 04 | 8 |
| Elective | [14586](https://allqs.saqa.org.za/showUnitStandard.php?id=14586) | Monitor and control quality control practices in a manufacturing/engineering environment | Level 4 | NQF Level 04 | 8 |
| Elective | [244105](https://allqs.saqa.org.za/showUnitStandard.php?id=244105) | Participate in a task team in a process environment | Level 4 | NQF Level 04 | 4 |
| Elective | [115209](https://allqs.saqa.org.za/showUnitStandard.php?id=115209) | Participate in the development of a strategic plan for fundraising | Level 4 | NQF Level 04 | 12 |
| Elective | [377440](https://allqs.saqa.org.za/showUnitStandard.php?id=377440) | Perform capacity requirements planning (CRP) | Level 4 | NQF Level 04 | 8 |
| Elective | [114738](https://allqs.saqa.org.za/showUnitStandard.php?id=114738) | Perform financial planning and control functions for a small business | Level 4 | NQF Level 04 | 6 |
| Elective | [377402](https://allqs.saqa.org.za/showUnitStandard.php?id=377402) | Perform master scheduling in the workplace | Level 4 | NQF Level 04 | 5 |
| Elective | [377386](https://allqs.saqa.org.za/showUnitStandard.php?id=377386) | Perform material requirements planning (MRP) | Level 4 | NQF Level 04 | 5 |
| Elective | [377400](https://allqs.saqa.org.za/showUnitStandard.php?id=377400) | Perform sales and operations planning | Level 4 | NQF Level 04 | 5 |
| Elective | [260237](https://allqs.saqa.org.za/showUnitStandard.php?id=260237) | Plan for school development | Level 4 | NQF Level 04 | 8 |
| Elective | [377383](https://allqs.saqa.org.za/showUnitStandard.php?id=377383) | Planning and controlling in a manufacturing environment | Level 4 | NQF Level 04 | 6 |
| Elective | [260357](https://allqs.saqa.org.za/showUnitStandard.php?id=260357) | Prepare and monitor the budget of a school | Level 4 | NQF Level 04 | 12 |
| Elective | [119257](https://allqs.saqa.org.za/showUnitStandard.php?id=119257) | Produce and maintain work activity reports | Level 4 | NQF Level 04 | 8 |
| Elective | [114592](https://allqs.saqa.org.za/showUnitStandard.php?id=114592) | Produce business plans for a new venture | Level 4 | NQF Level 04 | 8 |
| Elective | [243293](https://allqs.saqa.org.za/showUnitStandard.php?id=243293) | Promote sport activity in a community | Level 4 | NQF Level 04 | 4 |
| Elective | [243294](https://allqs.saqa.org.za/showUnitStandard.php?id=243294) | Recommend an exercise programme or activity | Level 4 | NQF Level 04 | 5 |
| Elective | [119873](https://allqs.saqa.org.za/showUnitStandard.php?id=119873) | Record a rock art site | Level 4 | NQF Level 04 | 6 |
| Elective | [119865](https://allqs.saqa.org.za/showUnitStandard.php?id=119865) | Recover human skeletal remains for analysis | Level 4 | NQF Level 04 | 6 |
| Elective | [10978](https://allqs.saqa.org.za/showUnitStandard.php?id=10978) | Recruit and select candidates to fill defined positions | Level 4 | NQF Level 04 | 10 |
| Elective | [119870](https://allqs.saqa.org.za/showUnitStandard.php?id=119870) | Research a Southern African archaeological site from published and unpublished material | Level 4 | NQF Level 04 | 6 |
| Elective | [262500](https://allqs.saqa.org.za/showUnitStandard.php?id=262500) | Research and plan for the equipping of a salon | Level 4 | NQF Level 04 | 6 |
| Elective | [335915](https://allqs.saqa.org.za/showUnitStandard.php?id=335915) | Schedule suppliers to deliver to a wholesale and retail unit | Level 4 | NQF Level 04 | 5 |
| Elective | [118028](https://allqs.saqa.org.za/showUnitStandard.php?id=118028) | Supervise customer service standards | Level 4 | NQF Level 04 | 8 |
| Elective | [118029](https://allqs.saqa.org.za/showUnitStandard.php?id=118029) | Supervise housekeeping and hygiene in a store | Level 4 | NQF Level 04 | 6 |
| Elective | [118045](https://allqs.saqa.org.za/showUnitStandard.php?id=118045) | Supervise implementation of loss control measures | Level 4 | NQF Level 04 | 8 |
| Elective | [118030](https://allqs.saqa.org.za/showUnitStandard.php?id=118030) | Supervise P.O.S. Operations | Level 4 | NQF Level 04 | 8 |
| Elective | [118033](https://allqs.saqa.org.za/showUnitStandard.php?id=118033) | Supervise promotional activities | Level 4 | NQF Level 04 | 8 |
| Elective | [118037](https://allqs.saqa.org.za/showUnitStandard.php?id=118037) | Supervise sales performance | Level 4 | NQF Level 04 | 8 |
| Elective | [243295](https://allqs.saqa.org.za/showUnitStandard.php?id=243295) | Supervise sport or fitness facilities | Level 4 | NQF Level 04 | 8 |
| Elective | [118043](https://allqs.saqa.org.za/showUnitStandard.php?id=118043) | Supervise stock counts | Level 4 | NQF Level 04 | 8 |
| Elective | [262519](https://allqs.saqa.org.za/showUnitStandard.php?id=262519) | Supervise the functions of a hairdressing salon | Level 4 | NQF Level 04 | 8 |
| Elective | [10981](https://allqs.saqa.org.za/showUnitStandard.php?id=10981) | Supervise work unit to achieve work unit objectives (individuals and teams) | Level 4 | NQF Level 04 | 12 |
| Elective | [377361](https://allqs.saqa.org.za/showUnitStandard.php?id=377361) | Understand the role of inventory and ordering costs | Level 4 | NQF Level 03 | 5 |
| Elective | [9242](https://allqs.saqa.org.za/showUnitStandard.php?id=9242) | Analyse external factors influencing people who have special needs | Level 5 | Level TBA: Pre-2009 was L5 | 4 |
| Elective | [120192](https://allqs.saqa.org.za/showUnitStandard.php?id=120192) | Apply anatomical and physiological knowledge to golfing activity | Level 5 | Level TBA: Pre-2009 was L5 | 5 |
| Elective | [120209](https://allqs.saqa.org.za/showUnitStandard.php?id=120209) | Apply basic concepts of sport psychology in a golfing context | Level 5 | Level TBA: Pre-2009 was L5 | 12 |
| Elective | [15234](https://allqs.saqa.org.za/showUnitStandard.php?id=15234) | Apply efficient time management to the work of a department/division/section | Level 5 | Level TBA: Pre-2009 was L5 | 4 |
| Elective | [11273](https://allqs.saqa.org.za/showUnitStandard.php?id=11273) | Apply Fundamental Concepts of Supply Chain Management Optimisation | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Elective | [120204](https://allqs.saqa.org.za/showUnitStandard.php?id=120204) | Apply knowledge of diet and nutrition to improving golf performance | Level 5 | Level TBA: Pre-2009 was L5 | 10 |
| Elective | [119346](https://allqs.saqa.org.za/showUnitStandard.php?id=119346) | Apply sound communication principles in the coordination of selected public sector communications programmes | Level 5 | Level TBA: Pre-2009 was L5 | 10 |
| Elective | [120307](https://allqs.saqa.org.za/showUnitStandard.php?id=120307) | Apply South African legislation and policy affecting public administration | Level 5 | Level TBA: Pre-2009 was L5 | 10 |
| Elective | [120208](https://allqs.saqa.org.za/showUnitStandard.php?id=120208) | Apply the rules of golf in various contexts | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Elective | [255514](https://allqs.saqa.org.za/showUnitStandard.php?id=255514) | Conduct a disciplinary hearing | Level 5 | Level TBA: Pre-2009 was L5 | 15 |
| Elective | [251967](https://allqs.saqa.org.za/showUnitStandard.php?id=251967) | Conduct disaster risk assessment | Level 5 | Level TBA: Pre-2009 was L5 | 15 |
| Elective | [10631](https://allqs.saqa.org.za/showUnitStandard.php?id=10631) | Demonstrate an understanding of manufacturing, principles, methodologies and processes | Level 5 | Level TBA: Pre-2009 was L5 | 7 |
| Elective | [337061](https://allqs.saqa.org.za/showUnitStandard.php?id=337061) | Demonstrate knowledge and insight into a bid committee system applicable to an Organ of State in South Africa | Level 5 | Level TBA: Pre-2009 was L5 | 15 |
| Elective | [337063](https://allqs.saqa.org.za/showUnitStandard.php?id=337063) | Demonstrate knowledge and insight into the principles of monitoring and evaluation in assessing organisation and/or programme performance in a specific context | Level 5 | Level TBA: Pre-2009 was L5 | 5 |
| Elective | [120206](https://allqs.saqa.org.za/showUnitStandard.php?id=120206) | Describe, implement and teach the principles and building blocks of a golf swing | Level 5 | Level TBA: Pre-2009 was L5 | 12 |
| Elective | [251964](https://allqs.saqa.org.za/showUnitStandard.php?id=251964) | Develop and implement disaster risk reduction plans | Level 5 | Level TBA: Pre-2009 was L5 | 10 |
| Elective | [120211](https://allqs.saqa.org.za/showUnitStandard.php?id=120211) | Display a holistic understanding of golf and golfing | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Elective | [252024](https://allqs.saqa.org.za/showUnitStandard.php?id=252024) | Evaluate current practices against best practice | Level 5 | Level TBA: Pre-2009 was L5 | 4 |
| Elective | [123398](https://allqs.saqa.org.za/showUnitStandard.php?id=123398) | Facilitate the transfer and application of learning in the workplace | Level 5 | Level TBA: Pre-2009 was L5 | 5 |
| Elective | [251966](https://allqs.saqa.org.za/showUnitStandard.php?id=251966) | Implement disaster risk management principles in response, recovery, relief and rehabilitation activities | Level 5 | Level TBA: Pre-2009 was L5 | 15 |
| Elective | [377382](https://allqs.saqa.org.za/showUnitStandard.php?id=377382) | Perform forecasting in a manufacturing environment | Level 5 | NQF Level 05 | 8 |
| Elective | [120197](https://allqs.saqa.org.za/showUnitStandard.php?id=120197) | Plan and implement personal and career development goals within a golfing environment | Level 5 | Level TBA: Pre-2009 was L5 | 5 |
| Elective | [120212](https://allqs.saqa.org.za/showUnitStandard.php?id=120212) | Plan, manage and report on a golf tournament | Level 5 | Level TBA: Pre-2009 was L5 | 8 |

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| **LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION:** |

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| *When qualifications are replaced, some (but not all) of their learning programmes are moved to the replacement qualifications. If a learning programme appears to be missing from here, please check the replaced qualification.* |

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| **LP ID** | **Learning Programme Title** | **Originator** | **Pre-2009 NQF Level** | **NQF Level** | **Min Credits** | **Learning Prog End Date** | **Quality Assurance Functionary** | **NQF Sub-Framework** |
| 65113 | Certificate: Management | The Foundation for Professional Development | Level 4 | NQF Level 04 | 140 |  | QCTO | OQSF |
| 58344 | Further Education and Training Certificate: Administration Management | Generic Provider - Field 11 | Level 4 | NQF Level 04 | 150 |  | SERVICES | OQSF |
| 58347 | Further Education and Training Certificate: Archaeology Management | Generic Provider - Field 07 | Level 4 | NQF Level 04 | 150 |  | CATHSSETA | OQSF |
| 58345 | Further Education and Training Certificate: Food Manufacturing Management | Generic Provider - Field 06 | Level 4 | NQF Level 04 | 150 |  | FOODBEV | OQSF |
| 64870 | Further Education and Training Certificate: Generic Management: Disaster Risk Management | Generic Provider - Field 03 | Level 4 | NQF Level 04 | 150 |  | LG SETA | OQSF |
| 74630 | Further Education and Training Certificate: Generic Management: General Management | Generic Provider - Field 03 | Level 4 | NQF Level 04 | 150 |  | SERVICES | OQSF |
| 93950 | Further Education and Training Certificate: Generic Management: Human Resource Support | Generic Provider - Field 03 | Level 4 | NQF Level 04 | 150 |  | SABPP | OQSF |
| 83987 | Further Education and Training Certificate: Generic Management: Inventory and Inventory Control | Generic Provider - Field 06 | Level 4 | NQF Level 04 | 150 |  | MERSETA | OQSF |
| 83989 | Further Education and Training Certificate: Generic Management: Manufacturing Control | Generic Provider - Field 06 | Level 4 | NQF Level 04 | 150 |  | MERSETA | OQSF |
| 83988 | Further Education and Training Certificate: Generic Management: Planning and Scheduling Techniques | Generic Provider - Field 06 | Level 4 | NQF Level 04 | 150 |  | MERSETA | OQSF |
| 79286 | Further Education and Training Certificate: Generic Management: Process Manufacturing | Generic Provider - Field 06 | Level 4 | NQF Level 04 | 150 |  | MERSETA | OQSF |
| 80746 | Further Education and Training Certificate: Generic Management: Salon Management | Generic Provider - Field 03 | Level 4 | NQF Level 04 | 150 |  | SERVICES | OQSF |
| 74672 | Further Education and Training Certificate: Generic Management: School Governing Bodies | Generic Provider - Field 05 | Level 4 | NQF Level 04 | 150 |  | ETDP SETA | OQSF |
| 66309 | Further Education and Training Certificate: Generic Management: Service Station Site Management | Generic Provider - Field 03 | Level 4 | NQF Level 04 | 150 | 2015-06-30 | W&RSETA | OQSF |
| 64269 | Further Education and Training Certificate: Generic Management: Sheriffing | Generic Provider - Field 08 | Level 4 | NQF Level 04 | 150 |  | SAS SETA | OQSF |
| 80766 | Further Education and Training Certificate: Generic Management: Sport Management | Generic Provider - Field 03 | Level 4 | NQF Level 04 | 150 |  | QCTO | OQSF |
| 63333 | Further Education and Training Certificate: Generic Management: Wholesale and Retail Management | Generic Provider - Field 11 | Level 4 | NQF Level 04 | 150 |  | W&RSETA | OQSF |
| 67355 | Further Education and Training Certificate: Golf Directorship | Damelin | Level 4 | NQF Level 04 | 180 |  | QCTO | OQSF |
| 58343 | Further Education and Training Certificate: Golf Management | Generic Provider - Field 11 | Level 4 | NQF Level 04 | 150 |  | CATHSSETA | OQSF |
| 58346 | Further Education and Training Certificate: Public Administration Management | Generic Provider - Field 03 | Level 4 | NQF Level 04 | 150 |  | PSETA | OQSF |
| 67356 | Further Education and Training Certificate: Sport Business | Damelin | Level 4 | NQF Level 04 | 150 |  | QCTO | OQSF |

|  |
| --- |
| **PROVIDERS CURRENTLY ACCREDITED TO OFFER THESE LEARNING PROGRAMMES:** |

|  |
| --- |
| *This information shows the current accreditations (i.e. those not past their accreditation end dates), and is the most complete record available to SAQA as of today. Some Primary or Delegated Quality Assurance Functionaries have a lag in their recording systems for provider accreditation, in turn leading to a lag in notifying SAQA of all the providers that they have accredited to offer qualifications and unit standards, as well as any extensions to accreditation end dates. The relevant Primary or Delegated Quality Assurance Functionary should be notified if a record appears to be missing from here.* |

## Learner’s Rights and Responsibilities

**Your rights as a learner:**

1. You have the right to a fair, open and practical assessment
2. Should you be assessed as “not yet competent” you have the right to be reassessed, according to the company’s assessment policy.
3. If you may be re-assessed, you will be responsible to arrange a new assessment plan with the assessor. If you exceed the number of re-assessments allowed by the policy, your assessor reserves the right to remove you from the program.
4. You have the right to appeal against any judgment given as a result of any assessment. You must have valid reasons for doing this. If you still do not agree with the result of the assessment you can ask that the ETQA perform an external verification on the assessment. If any verifier confirms the original assessment outcome, you the learner will have to pay for the cost of the verification.
5. You have the right to an interpreter if you need someone to perform this role. However if one of the learning assumptions for the standards is that you are competent within the language of assessment you may not have an interpreter.
6. You can ask that an impartial witness attend any assessment. This witness may not take any part in the assessment.
7. You have a right to have your assessment internally moderated.

**Your responsibilities:**

1. You must prepare yourself thoroughly for the assessment
2. You must arrange to be available for the assessment on the date, time and place agreed as set out in the assessment plan
3. Should you be unable to attend the agreed assessment date it is your responsibility to inform both your immediate line manager and the assessor.
4. You are responsible for packaging your evidence as set out in the evidence Guide.

**Confidentiality**

Assessment of outcomes results and reviews will be treated with confidentiality. The information may not be given to other people except for record, assessment and moderation purposes.

|  |  |
| --- | --- |
|  |  |
| **CANDIDATE’S SIGNATURE** | **DATE** |

|  |  |
| --- | --- |
|  |  |
| **ASSESSOR’S SIGNATURE** | **DATE** |

## Appeals Procedure

An appeal is a formal written complaint. The assessor must inform the candidate up front that he/she has a right to appeal against the outcome of an assessment. The purpose of the appeal procedures is to provide a learner with a systematic approach of contesting the assessment decision and resolving the potential dispute. When a learner disagrees with the assessment outcome, he/she must explain the reasons for this to the assessor concerned as soon as possible. If there is a disagreement on the outcome of the assessment process, the learner will initiate a formal appeal process by submitting an Appeal Form.

**When can a Candidate Appeal?**

The Skills Development Act and South African Qualifications Authority Act cover the following two scenarios where appeals can be lodged:

* An appeal against an assessment
* An appeal against an accreditation decision

An appeal can be brought against:

* Unfair assessments
* Invalid assessments
* Unreliable assessments
* The assessor’s judgements, if considered biased
* Inadequate experience and expertise of the assessor if it influenced the assessment
* Unethical practices.

**Who does a candidate appeal to?**

The candidate can appeal an assessment outcome either to the practitioner / assessor or to the Appeals Team or finally the ETQA.

An Appeal Team will be established as a permanent academic structure to deal with appeals and disputes. The Appeal Team is a sub-committee of the Higher Degrees Committee including an external moderator.

The diagram below presents the process, roles and responsibilities of various parties in the appeal process:

## Appeals Application Form

(**O*nly complete if applicable***)

|  |  |  |  |
| --- | --- | --- | --- |
| **Name of learner** |  | | |
| **Date of Application** |  | **Date of Assessment** |  |
| **Name of Assessor** |  | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

***Insert the unit standard information in the table above for which you want to apply for an appeal***

|  |  |
| --- | --- |
| What was the purpose of the assessment? |  |
| Explain how you were assessed |  |
| Mention the reasons why you disagree with the assessment decision |  |
| What do you think could resolve the matter? |  |
| Mention any special need that you may have. |  |

|  |  |
| --- | --- |
|  |  |
| **CANDIDATE’S SIGNATURE** | **DATE** |

|  |  |
| --- | --- |
|  |  |
| **ASSESSOR’S SIGNATURE** | **DATE** |

|  |  |
| --- | --- |
|  |  |
| **MODERATOR’S SIGNATURE** | **DATE** |

## Recognition of Prior Learning

The Learning Organisation has adopted the following definition of RPL: “*RPL is a system of assessing and recognizing learners’ knowledge and skills independently of ways they have been acquired, either through a formal or informal learning process.”*

RPL aims to:

* Provide an outcomes-based assessment process for registered unit standards or qualifications for learners without formal education experience and uncompleted qualifications.
* Increase learners’ access to wider education and career development path opportunities.
* Assess knowledge obtained in terms of awarding of credits.
* Assess applied competency.
* Encourage a lifelong learning process for learners.
* Promote needs identification and encourage learners to take greater personal responsibility for learning.
* Promote portability of skills and knowledge.

The key benefits of RPL are presented below:

* Changes focus of learning process from assessing inputs to outcomes i.e. outcomes based.
* Cost effectiveness: reduces cost of education by avoiding duplication of education activities for skills and knowledge that the learner already possesses.
* Promotes human development and lifelong learning.
* Advances self-confidence of learners and encourages them to take responsibility for their own learning and completion of qualifications.
* Socio-economic development benefits for the country because of increased participation in education and training activities.

## 

## Schematic presentation of Recognition of Prior Learning (RPL) process

## Candidate’s confirmation to be assessed

(To be completed by *the candidate*)

I herewith agree to be assessed against the following unit standards of the National Qualifications Framework (NQF) which are 150 credits. I understand the purpose of assessment in the organisation. I further declare to be committed to the process and support all assessment systems. I also understand it is my responsibility to gather evidence as agreed on with my Assessor and to submit it on the agreed date/s.

**Skills Programme 1: Literacy/ Communication 1st Language**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Fundamental | 12153 | Use the writing process to compose text required in the business environment | 4 | 5 |
| Fundamental | 119459 | Write/present/sign for a wide range of context | 4 | 5 |
| Fundamental | 119469 | Read/view, analyse and respond to a variety of text | 4 | 5 |
| Fundamentals | 119462 | Engage in sustained oral/signed communication and evaluate spoken/signed texts | 4 | 5 |
| **TOTAL CREDIT VALUE** | | | | **NA** |

**Skills Programme 2: Planning**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Core | 242811 | Prioritise time and work for self and team | 4 | 5 |
| Core | 242817 | Solve problems, make decisions and implement solutions | 4 | 8 |
| Core | 242822 | Employ a systematic approach to achieving objectives | 4 | 10 |
| Fundamental | 12153 | Use the writing process to compose text required in the business environment | 4 | 5 |
| Fundamental | 119459 | Write/present/sign for a wide range of context | 4 | 5 |
| Fundamental | 119469 | Read/view, analyse and respond to a variety of text | 4 | 5 |
| **TOTAL CREDIT VALUE** | | | | **38** |

**Skills Programme 3: Organising**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Fundamentals | 119462 | Engage in sustained oral/signed communication and evaluate spoken/signed texts | 4 | 5 |
| Elective | 242814 | Identify and explain the core support functions an organisation | 3 | 6 |
| Core | 242816 | Conduct a structured meeting | 4 | 5 |
| Elective | 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 | 3 | 4 |
| **TOTAL CREDIT VALUE** | | | | **20** |

**Skills Programme 4: Leading**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Elective | 11473 | Manage individuals and team performance | 4 | 8 |
| Elective | 242812 | Induct a member into a team | 3 | 4 |
| Core | 242819 | Motivate and build a team | 4 | 10 |
| Core | 242821 | Identify responsibilities of a team leader in ensuring that organisational standards are met | 4 | 6 |
| Core | 242824 | Apply leadership concepts in a work context | 4 | 12 |
| **TOTAL CREDIT VALUE** | | | | **40** |

**Skills Programme 5: Controlling & Ethics**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Core | 242810 | Manage Expenditure against a budget | 4 | 6 |
| Core | 242815 | Apply the organisation’s code of conduct in a work environment | 4 | 5 |
| Core | 242829 | Monitor the level of service to a range of customer’s | 4 | 5 |
| **TOTAL CREDIT VALUE** | | | | **16** |

**Skills Programme 6: Literacy/ Communication Second language (CAT may apply)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Fundamental | 119457 | Interpret and use information from texts | 3 | 5 |
| Fundamental | 119465 | Write/present/sign texts for a range of communication contexts | 3 | 5 |
| Fundamental | 119467 | Use language and communication in occupational learning | 3 | 5 |
| Fundamental | 119472 | Accommodate audience and context needs in oral/signed communication | 3 | 5 |
| **TOTAL CREDIT VALUE** | | | | **20** |

**Skills Programme 7: Mathematics (CAT may apply)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **US ID** | **US TITLE** | **LEVEL** | **CREDITS** |
| Fundamental | 9015 | Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems | 4 | 6 |
| Fundamental | 9016 | Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts | 4 | 4 |
| Fundamental | 7468 | Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues | 4 | 6 |
| **TOTAL CREDIT VALUE** | | | | **16** |

## Reason/s for registering for Assessment

(The reason/s why I want to register for assessment is/are)

|  |  |
| --- | --- |
| Formal unit standard credits on the National Qualifications Framework (NQF) |  |
| A formal qualification on the National Qualifications Framework (NQF) |  |
| To apply for a certain position/job |  |
| To up-skill my knowledge and competencies |  |
| Learnership with the prospect of being employed |  |

## “Am I Ready for Assessment?”

(To be completed by *the Candidate*)

|  |  |  |
| --- | --- | --- |
| **CHECKLIST: ASSESSMENT OF PERFORMANCE** | **Yes** | **No** |
| Have I arranged appropriate time with my assessor? |  |  |
| Have I checked with my direct Manager/Supervisor that is okay for my assessor to come and assess me? |  |  |
| Have I notified anyone else who needs to know? (E.g. security, reception, a witness) |  |  |
| Have I got everything I need to carry out the planned activity? |  |  |
| Have I got together any other evidence which supports unit standard which I am being assessed against? |  |  |
| Am I clear which aspects of the unit standard I am being assessed upon? |  |  |
| Have I checked that nothing will get in the way of being able to perform this activity? |  |  |
| Have I practiced what I am planned to be assessed on to make sure I am as competent as I can be? |  |  |
| I understand the appeals procedure |  |  |
| I understand the assessment process |  |  |

|  |  |
| --- | --- |
|  |  |
| **CANDIDATE’S SIGNATURE** | **DATE** |