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# Assessment Strategy

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| **ENTRY LEVEL REQUIREMENT (AS SPECIFIED ON UNIT STANDARD – EMBEDDED KNOWLEDGE)** | * Communication at NQF Level 4. * Mathematical Literacy at NQF Level 4. |

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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** |

## Qualification Overview

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| **SOUTH AFRICAN QUALIFICATIONS AUTHORITY** |

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

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| **National Certificate: Generic Management** |

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| **SAQA QUAL ID** | **QUALIFICATION TITLE** | | | |
| 59201 | National 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. | | | OQSF - Occupational Qualifications Sub-framework | |
| **QUALIFICATION TYPE** | **FIELD** | | **SUBFIELD** | |
| National Certificate | Field 03 - Business, Commerce and Management Studies | | Generic Management | |
| **ABET BAND** | **MINIMUM CREDITS** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **QUAL CLASS** |
| Undefined | 162 | Level 5 | Level TBA: Pre-2009 was L5 | 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** |
| 61594 | National Certificate: Management | Level 5 | Level TBA: Pre-2009 was L5 | 120 | Complete |

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

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| Purpose:  A person acquiring this qualification will be able to manage first line managers in an organisational entity. First line managers may include team leaders, supervisors, junior managers, section heads and foremen. The focus of this qualification is to enable learners to develop competence in a range of knowledge, skills, attitudes and values including:   Initiating, developing, implementing and evaluating operational strategies, projects and action plans, and where appropriate, recommending change within teams and/or the unit so as to improve the effectiveness of the unit.   Monitoring and measuring performance and applying continuous or innovative improvement interventions in the unit in order to attain its desired outcomes, including customer satisfaction, and thereby contributing towards the achievement of the objectives and vision of the entity.   Leading a team of first line managers, by capitalising on the talents of team members and promoting synergistic interaction between individuals and teams, to enhance individual, team and unit effectiveness in order to achieve the goals of the entity.   Building relationships using communication processes both vertically and horizontally within the unit, with superiors and with stakeholders across the value chain to ensure the achievement of intended outcomes.   Applying the principles of risk, financial and knowledge management and business ethics within internal and external regulatory frameworks in order to ensure the effectiveness and sustainability of the unit.   Enhancing the development of teams and team members through facilitating the acquisition of skills, coaching, providing career direction, and capitalising on diversity in the unit.  The skills, knowledge and understanding demonstrated within this qualification are essential for the creation of a talent pool of experienced and effective middle managers that represents the demographics of the South African society. This qualification will create a leadership cadre for the South African society throughout multiple industries and sectors both private and public.  Rationale:  The National Certificate: Generic Management, NQF Level 5 forms part of a learning pathway of management qualifications across various sectors and industries. It is specifically designed to develop management competencies required by learners in any occupation, particularly those who manage first line managers. The qualification builds on the FETC: Generic Management and further develops the key concepts, principles and practices of management that will enable learners to lead, manage, organise and control first line managers and team leaders. The learners will typically be managers who have other junior managers or team leaders reporting to them. In smaller organisations or entities, the managers could primarily be responsible for managing the supervisors and staff within their section, division or business unit.  The scope of generic management covers five domains: leadership, managing the environment, managing relations, managing knowledge and the practice of management. This qualification addresses each of these domains with generic competencies, so that it allows learning programmes to be contextualised for specific sectors and industries. It reflects a similar design to the FETC: Generic Management, in that it provides opportunities for learners to transfer between various specialisations within management. This leads to the strengthening of management competencies and will enable managers at this level to manage successfully systems, processes, resources, managers and teams in their various occupations and contexts.  This qualification is further intended to empower learners to acquire the knowledge, skills, attitudes and values required to operate confidently as individuals in South African communities and to respond to the challenging economic environment and constantly changing world of work. Ultimately, this qualification is aimed at improving the effectiveness and leadership abilities of middle managers in various occupations in South Africa, in private and public business entities as well as non-governmental organisations. For this reason, the word 'entity' includes a company, business unit, public institution, small business or non-profit organisation. |

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

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| It is assumed that the learner accessing this qualification is competent in:   Communication at NQF Level 4.   Mathematical Literacy at NQF Level 4.  Recognition of Prior Learning:  The 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 national qualifications, products, reports, testimonials mentioning functions performed, work records, portfolios and/or 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:  Access to the qualification is open keeping in mind the Learning Assumed to be in Place. |

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| **RECOGNISE PREVIOUS LEARNING?** |

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| **QUALIFICATION RULES** |

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| Fundamental Component:  The unit standards included in the fundamental component of the qualification total 49 credits. They are compulsory and must be contextualised according to the specialisation or the selected learning programme.  Core Component:  The unit standards in the core component total 78 credits and are compulsory. They must be contextualised according to the specialisation or selected learning programme.  Elective Component:  The elective component of the qualification consists of a number of unit standards, divided into specialisations. The learner must choose a specialisation and complete unit standards totalling a minimum of 35 credits from the unit standards listed under that specialisation.  Advanced Sport Management Administration (Learning Programme ID 60277):   ID 252182: Establish sustainable sport organisations structures, Level 5, 6 credits   ID 252176: Manage the business components of a sport organisation, Level 5 , 6 credits   ID 252181: Explain the role of governance structures in sport, Level 5, 5 credits   ID 115855: Create, maintain and update record keeping systems, Level 5, 5 credits   ID 242650: Manage project finances, Level 5, 15 credits   ID 252179: Manage volunteers in sport, Level 5, 5 credits   ID 252177: Manage participants with disability in sport, Level 5 , 8 credits   ID 252178: Support sport and fitness participation for people living with HIV/AIDS, Level 5, 4 credits  Adventure Based Learning (ABL) (Learning Programme ID 60278):   ID 252188: Develop a programme for Adventure Based Learning (ADL) experiences, Level 5, 8 credits   ID 252184: Facilitate participation in an adventure based activity, Level 5, 6 credits   ID 252187: Plan and conduct leading and mentoring of participants in outdoor adventure experiences, Level 5, 4 credits   ID 252186: Prepare to lead and conduct physical activities, Level 5, 4 credits   ID 252185: Promote sustainable use of the environment, Level 5, 3 credits   ID 252183: Maintain safety in the conduct of Adventure Based Learning activities, Level 5, 5 credits   ID 252189: Deal with sub standard performance in a team , Level 5, 5 credits  Cement Manufacturing (Learning Programme ID 60272):   ID 10462: Demonstrate an understanding of cement process technology, NQF Level 4, 22 credits.   ID 10464: Demonstrate an understanding of lime process technology, NQF Level 4, 16 credits.   ID 252039: Develop a plan to combat corruption, NQF Level 5, 5 credits.   ID 252024: Evaluate current practices against best practice, NQF Level 5, 4 credits.  Customer Management (Learning Programme ID 60273):   ID 10045: Identify product features, advantages and benefits to the customer, NQF Level 5, 10 credits.   ID 10047: Close a deal with a customer, NQF Level 5, 5 credits.   ID 10070: Develop and implement marketing plan in line with marketing strategy, NQF Level 5, 20 credits.   ID 10048: Identify brand mix elements, NQF Level 5, 6 credits.   ID 10052: Monitor handling of customer by frontline customer service, NQF Level 5, 8 credits.   ID 10053: Manage customer requirements and needs and implement action plans, NQF Level 5, 8 credits.   ID 10054: Identify and manage areas of customer service impact, NQF Level 5, 6 credits.   ID 10066: Establish customer needs and relationships, NQF Level 5, 16 credits.   ID 10067: Develop customer needs and relationships, NQF Level 5, 16 credits.   ID 15214: Recognize areas in need of change make recommendations and implement change in the team, department or division, NQF Level 5, 3 credits.   ID 15219: Develop and implement a strategy and action plans for a team, department or division, NQF Level 5, 4 credits.  Customer Management: Banking (Learning Programme ID 96099):   ID 10045: Identify product features, advantages and benefits to the customer, NQF Level 5, 10 credits.   ID 10047: Close a deal with a customer, NQF Level 5, 5 credits.   ID 10070: Develop and implement marketing plan in line with marketing strategy, NQF Level 5, 20 credits.   ID 10048: Identify brand mix elements, NQF Level 5, 6 credits.   ID 10052: Monitor handling of customer by frontline customer service, NQF Level 5, 8 credits.   ID 10053: Manage customer requirements and needs and implement action plans, NQF Level 5, 8 credits.   ID 10054: Identify and manage areas of customer service impact, NQF Level 5, 6 credits.   ID 10066: Establish customer needs and relationships, NQF Level 5, 16 credits.   ID 10067: Develop customer needs and relationships, NQF Level 5, 16 credits.   ID 15214: Recognize areas in need of change make recommendations and implement change in the team, department or division, NQF Level 5, 3 credits.   ID 15219: Develop and implement a strategy and action plans for a team, department or division, NQF Level 5, 4 credits.  Disaster Risk Management (Learning Programme ID 60274):   ID 251963: Utilise communication and information management systems, Level 5, 10 credits   ID 251965: Create awareness and promote a culture of risk avoidance through advocacy activities, Level 4, 6 credits   ID 251964: Develop and implement disaster risk reduction plans, Level5, 10 credits   ID 251962: Establish and co-ordinate forums for disaster risk management in a specific environment, Level 5, 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, Level5, 15 credits   ID 251968: Develop and manage funding mechanisms for disaster risk management, Level6, 10 credits   ID 251961: Interpret and integrate disaster risk management theory into programmes and activities according to the Disaster Risk Management (DRM) Framework, Level 5, 15 credits  Fast Moving Consumer Goods (Learning Programme ID 60271):   ID 119801: Demonstrate an understanding of Microbiological principles and its application to a food handling environment, NQF Level 5, 12 credits.   ID 119800: Optimise product and process quality in food or sensitive consumer product environment, NQF Level 5, 8 credits.   ID 119796: Monitor and control quality assurance procedures in a food or sensitive consumer product environment, NQF Level 4, 8 credits.   ID 252039: Develop a plan to combat corruption, NQF Level 5, 5 credits.   ID 10048: Identify brand mix elements, NQF Level 5, 8 credits.   ID 252024: Evaluate current practices against best practice, NQF Level 5, 4 credits.  Financial Management for Sport Federations (Learning Programme ID 60275):   ID 252038: Prepare and manage a budget, Level 5, 5 credits   ID 252181: Explain the role of governance structures in sport, Level 5, 5 credits   ID 252176: Manage the business components of a sport organisation, Level 5, 6 credits   ID 242650: Manage project finances, Level 5, 15 credits   ID 252039: Develop a plan to combat corruption, NQF Level 5, 5 credits.   ID 12761: Demonstrate an understanding of macroeconomic principles as they apply to the South African business environment, NQF Level 4, 8 credits.   ID 252024: Evaluate current practices against best practice, NQF Level 5, 4 credits.  Franchising (Learning Programme ID 80426):   ID 10048: Identify brand mix elements, Level 5, 8 credits.   ID 10053: Manage customer requirements and needs and implement action plans, Level 5, 8 credits.   ID 10054: Identify and manage areas of customer service impact, Level 5, 6 credits.   ID 262380: Produce a business plan for a small business, Level 5, 12 credits.   ID 115855: Create, maintain and update record keeping systems, Level 5, 5 credits.   ID 243265: Manage assets of a business unit, Level 5, 12 credits.  General Management (Learning Programme ID 60269):   ID 252030: Analyse compliance to legal requirements and recommend corrective actions, NQF Level 5, 4 credits.   ID 252041: Promote a learning culture in an organisation, NQF Level 5, 5 credits.   ID 114212: Explain the impact of organisational wellness on a business environment and indicate a strategy for a business unit NQF Level 4, 3 credits.   ID 12140: Recruit and select candidates to fill defined positions, NQF Level 5, 9 credits.   ID 12761: Demonstrate an understanding of macroeconomic principles as they apply to the South African business environment, NQF Level 4, 8 credits.   ID 252024: Evaluate current practices against best practice, NQF Level 5, 4 credits.   ID 252033: Develop ways of dealing with the impact of dreaded diseases and in particular HIV/AIDS, NQF Level 5, 8 credits.   ID 252039: Develop a plan to combat corruption, NQF Level 5, 5 credits.   ID 10048: Identify brand mix elements, NQF Level 5, 8 credits.   ID 114226: Interpret and manage conflicts in the workplace, NQF Level 5, 8 credits.   ID 252031: Apply the principles and concepts of emotional intelligence to the management of self and others, NQF Level 5, 4 credits.   ID 117853: Conduct negotiations to deal with conflict situations, NQF Level 5, 8 credits.   ID 15230: Monitor team members and measure effectiveness of performance, Level 5, 4 credits.   ID 264408: Manage and improve communication processes in a function, Level 6, 3 credits.   ID 15224: Empower team members through recognising strengths, encouraging participation in decision making and delegating tasks, Level 5, 4 credits.   ID 15214: Recognize areas in need of change make recommendations and implement change in the team, department or division, NQF Level 5, 3 credits.   ID 15219: Develop and implement a strategy and action plans for a team, department or division, NQF Level 5, 4 credits.   ID 15236: Apply financial analysis, NQF Level 5, 4 credits.  General Management: Banking (Learning Programme ID 96100):   ID 252030: Analyse compliance to legal requirements and recommend corrective actions, NQF Level 5, 4 credits.   ID 252041: Promote a learning culture in an organisation, NQF Level 5, 5 credits.   ID 114212: Explain the impact of organisational wellness on a business environment and indicate a strategy for a business unit NQF Level 4, 3 credits.   ID 12140: Recruit and select candidates to fill defined positions, NQF Level 5, 9 credits.   ID 12761: Demonstrate an understanding of macroeconomic principles as they apply to the South African business environment, NQF Level 4, 8 credits.   ID 252024: Evaluate current practices against best practice, NQF Level 5, 4 credits.   ID 252033: Develop ways of dealing with the impact of dreaded diseases and in particular HIV/AIDS, NQF Level 5, 8 credits.   ID 252039: Develop a plan to combat corruption, NQF Level 5, 5 credits.   ID 10048: Identify brand mix elements, NQF Level 5, 8 credits.   ID 114226: Interpret and manage conflicts in the workplace, NQF Level 5, 8 credits.   ID 252031: Apply the principles and concepts of emotional intelligence to the management of self and others, NQF Level 5, 4 credits.   ID 117853: Conduct negotiations to deal with conflict situations, NQF Level 5, 8 credits.   ID 15230: Monitor team members and measure effectiveness of performance, Level 5, 4 credits.   ID 264408: Manage and improve communication processes in a function, Level 6, 3 credits.   ID 15224: Empower team members through recognising strengths, encouraging participation in decision making and delegating tasks, Level 5, 4 credits.   ID 15214: Recognize areas in need of change make recommendations and implement change in the team, department or division, NQF Level 5, 3 credits.   ID 15219: Develop and implement a strategy and action plans for a team, department or division, NQF Level 5, 4 credits.   ID 15236: Apply financial analysis, NQF Level 5, 4 credits.  Generic Manufacturing (Learning Programme ID 60270):   ID 12999: Contribute to the management of cost and the enhancement of value, NQF Level 5, 10 credits.   ID 119159: Maintain Manufacturing Efficiencies, NQF Level 5, 12 credits.   ID 119166: Optimise Manufacturing processes, NQF Level 5, 24 credits.   ID 9897: Manage Inventory, NQF Level 5, 3 credits.  Mining Management (Learning Programme ID 64869):   ID 7863: Manage staff development; Level 5; 6 credits   ID 10043: Develop, implement and manage a project/activity plan; Level 5; 5 credits   ID 11286: Institute disciplinary action; Level 5; 8 credits   ID 12140: Recruit and select candidates to fill defined positions; Level 5; 9 credits   ID 12996: Record, analyse and prepare cost information; Level 5; 10 credits   ID 12997: Prepare financial reports and returns; Level 5; 8 credits   ID 13015: Draft financial statements; Level 5; 12 credits   ID 15214: Recognise areas in need of change, make recommendations and implement change in the team, department or division; Level 5; 3 credits   ID 252024: Evaluate current practices against best practice; Level 5; 4 credits   ID 15223: Implement training needs for teams and individuals to upgrade skills levels; Level 5; 3 credits   ID 15226: Implement systems to meet the flow of information in a team, department or division; Level 5; 3 credits   ID 15229: Implement codes of conduct in the team, department or division; Level 5; 3 credits   ID 15230: Monitor team members and measure effectiveness of performance; Level 5; 4 credits  Motor Industry Management (Learning Programme ID 78824):   ID 243265: Manage assets of a business unit, Level 5, 12 credits.   ID 243266: Align activities of own business unit with others in the retail business, Level 5, 12 credits.   ID 243267: Apply and continuously improve company policies and procedures, Level 5, 10 credits.   ID 243268: Manage the capture, storage and retrieval of business unit information, Level 5, 12 credits.   ID 243269: Measure customer satisfaction within a business unit and recommend corrective action, Level 5, 14 credits.   ID 243270: Analyse market needs and trends and source and price pre-owned vehicles, Level 5, 14 credits.   ID 243351: Enhance relationships with strategic partners of a motor retail business, Level 6, 14 credits.   ID 243352: Develop a motor retail business brand, Level 6, 14 credits.   ID 243353: Develop the motor retail business to deliver brand promise, Level 6, 16 credits.   ID 243354: Provide, use and manage information and information systems for a motor retail business, Level 6, 10 credits.   ID 243355: Manage and improve motor retail business operations to optimise profit performance, Level 6, 12 credits.   ID 243471: Manage and improve communication processes for a motor retail business, Level 6, 10 credits.   ID 243472: Lead and develop human resources to meet the critical skills shortages and diverse needs of the motor retail business, Level 6, 12 credits.   ID 243473: Integrate, co-ordinate and optimise all the business units within a retail motor business, Level 6, 10 credits.   ID 243474: Contribute to and implement a marketing strategy for the motor retail business, Level 6, 16 credits.   ID 243475: Review and revise a performance management system for the motor retail business, Level 6, 10 credits.  NQF Support Link (Learning Programme ID 78823):   ID 263976: Demonstrate understanding of the outcomes-based education and training approach within the context of a National Qualifications Framework, Level 5, 5 credits.   ID 114925: Manage learner information using an information management system, Level 5, 4 credits.   ID 114922: Provide guidance on the strategic governance of NQF implementation by education, training and development providers, Level 6, 4 credits.   ID 116811: Manage learning at an education, training and development provider, Level 6, 10 credits.   ID 263982: Manage assessment in a learning organisation, Level 6, 10 credits.   ID 263978: Develop plans for implementing Learnerships and Skills Programmes within a learning organisation, Level 6, 5 credits.   ID 116587: Develop, support and promote RPL practices, Level 7, 10 credits.  Real Estate (Learning Programme ID 71609):   ID 258115: Manage the marketing, selling and leasing of property developments, Level 5, 12 credits.   ID 258116: Manage community schemes, Level 5, 8 credits.   ID 258117: Manage a Real Estate franchise business, Level 5, 12 credits.   ID 258118: Market, sell and lease community schemes, Level 5, 8 credits.   ID 258119: Manage an auctioneering business or division, Level 5, 12 credits.   ID 258120: Integrate the principles of Agricultural property ownership into Real Estate sales and marketing functions, Level 5, 12 credits.   ID 258121: Manage Real Estate business operations, Level 5, 8 credits.   ID 258122: Manage a business broking business or division, Level 5, 12 credits.   ID 258123: Demonstrate an understanding of real estate economics in the South African context, Level 5, 8 credits.   ID 258124: Manage the marketing, selling and leasing of properties, Level 5, 12 credits.   ID 258125: Integrate the principles of Commercial/Industrial property ownership into Real Estate sales and marketing functions, Level 5, 12 credits.   ID 258126: Apply facilities management principles, Level 5, 8 credits.   ID 258135: Develop, implement and control administration of Real Estate systems, policies and procedures, Level 5, 8 credits.   ID 258136: Perform market assessments, Level 5, 12 credits.   ID 258137: Collate, interpret and utilise financial information in a Real Estate business, Level 5, 8 credits.   ID 258138: Implement and maintain legal requirements within a Real Estate business, Level 5, 6 credits.   ID 15214: Recognize areas in need of change make recommendations and implement change in the team, department or division, NQF Level 5, 3 credits.   ID 15219: Develop and implement a strategy and action plans for a team, department or division, NQF Level 5, 4 credits.  Salon Management (Learning Programme ID 80747):  1. The learner must complete the following elective unit standard:   ID 255514: Conduct a disciplinary hearing, Level 5, 15 Credits.  2. The learner must complete additional unit standards from the list below to give a total of 35 credits for the elective component:   ID 15214: Recognise areas in need of change make recommendations and implement change in the team, department or division, Level 5, 3 Credits.   ID 116928: Manage diversity in the workplace Level 5, 14 Credits.   ID 252031: Apply the principles and concepts of emotional intelligence to the management of self and others, Level 5, 4 Credits.   ID 116484: Evaluate a specified code of ethics and/or code of conduct, Level 5, 6 Credits.   ID 114600: Apply innovative thinking to the development of a small business, Level 4, 4 Credits.   ID 252030: Analyse compliance to legal requirements and recommend corrective actions, Level 5, 4 Credits.   ID 114885: Prepare and communicate a productivity improvement plan for a functional unit, Level 5, 6 Credits.   ID 263376: Improve the effectiveness and efficiency of quality management system, Level 5, 8 Credits.   ID 114226: Interpret and manage conflicts within the workplace, Level 5, 8 Credits.   ID 15234: Apply efficient time management to the work of a department/division/section, Level 5, 4 Credits.   ID 255514: Conduct a disciplinary hearing, Level 5, 15 Credits.   ID 252039: Develop a plan to combat corruption, Level 5, 5 Credits.   ID 10045: Identify product features, advantages and benefits to the customer, Level 5, 10 Credits.   ID 243948: Monitor and maintain health, safety and security, Level 5, 4 Credits.   ID 10067: Develop customer needs and relationships, Level 5, 16 Credits.  Security Management (Learning Programme ID 74511):   ID 120480: Demonstrate understanding of crime prevention, Level 5, 6 credits.   ID 242830: Conduct a security threat assessment in a defined operational area, Level 4, 6 credits.   ID 13952: Demonstrate basic understanding of the Primary labour legislation that impacts on a business unit, Level 4, 8 credits.   ID 244315: Assess threat for security installation purposes, Level 5, 7 credits.   ID 244330: Compile a threat and risk assessment for a close protection operation, Level 5, 5 credits.   ID 120484: Demonstrate understanding of the principles of common law crimes and statutory law offences, Level 5, 12 credits.   ID 120303: Apply principles of risk management, Level 5, 8 credits.   ID 15228: Advise on the establishment and implementation of a quality management system for skills development practices in an organisation, Level 5, 10 credits.   ID 15221: Provide information and advice regarding skills development and related issues, Level 5, 4 credits.   ID 15227: Conduct skills development administration in an organisation, Level 4, 4 credits.   ID 242829: Monitor the level of service to a range of customers, Level 4, 5 credits.   ID 114925: Manage learner information using an information management system, Level 5, 4 credits.  Service Station Management (Learning Programme ID 66310):   ID 244031: Manage dangerous goods logistics, Level 5, 12 credits.   ID 114274: Demonstrate and apply an understanding of the Basic Conditions of Employment Act (Act 75 of 1997), Level 5, 8 credits.   ID 255514: Conduct a disciplinary hearing, Level 5, 15 credits.   ID 114592: Produce business plans for a new venture, 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 255500: Manage procedures that increase the nett income of a wholesale and retail unit, Level 5, 8 credits.   ID 255499: Manage shrinkage and losses in a wholesale and retail unit, Level 5, 12 credits.   ID 252024: Evaluate current practices against best practice, Level 5, 4 credits.   ID 252030: Analyse compliance to legal requirements and recommend corrective actions, Level 5, 4 credits.  Skills Development Management (Learning Programme ID 66069):   ID 11911: Manage individual careers; Level 5; 5 credits   ID 15219: Develop and implement a strategy and action plans for a team, department or division; Level 5; 4 credits   ID 15220: Set, monitor and measure the achievement of goals and objectives for a team, department or division within an organisation; Level 5; 4 credits   ID 15232: Coordinate planned skills development interventions in an organisation; Level 5; 6 credits   ID 116926: Implement skills development as workplace learning to support organisational transformation; Level 5; 12 credits   ID 252041: Promote a learning culture in an organisation, NQF Level 5, 5 credits.  Skills Development Management: Banking (Learning Programme ID 96101):   ID 11911: Manage individual careers; Level 5; 5 credits   ID 15219: Develop and implement a strategy and action plans for a team, department or division; Level 5; 4 credits   ID 15220: Set, monitor and measure the achievement of goals and objectives for a team, department or division within an organisation; Level 5; 4 credits   ID 15232: Coordinate planned skills development interventions in an organisation; Level 5; 6 credits   ID 116926: Implement skills development as workplace learning to support organisational transformation; Level 5; 12 credits   ID 252041: Promote a learning culture in an organisation, NQF Level 5, 5 credits.  Sport Event Management (Learning Programme ID 60276):   ID 252175: Apply principles of marketing to sport, Level 5, 4 credits   ID 242650: Manage project finances, Level 5, 15 credits   ID 252180: Coordinate the logistics of a sports team on tour, Level 5, 8 credits   ID 252179: Manage volunteers in sport, Level 5 , 5 credits   ID 243948: Monitor and maintain health, safety and security, Level 5, 4 credits   ID 15230: Monitor team members and measure effectiveness of performance, Level 5, 4 credits   ID 254454: Co-ordinate public relations and liaison with the media for athletes and sport teams, Level 5, 5 credits   ID 254463: Organise and administer a sport tournament, Level 5, 8 credits  Strategic Management (Learning Programme ID 74512):   ID 264395: Formulate a strategy and an implementation plan for a function, Level 6, 6 credits.   ID 264398: Evaluate and plan the role of self as leader in a function, Level 6, 5 credits.   ID 264400: Apply the principles of corporate governance and ethics in a function, Level 6, 5 credits.   ID 264403: Apply problem-solving techniques to make decisions on a multi-faceted problem, Level 6, 5 credits.   ID 264405: Manage relationships with strategic partners to improve the performance of a function, Level 6, 6 credits.   ID 264406: Manage the information and institutional knowledge within a function, Level 6, 5 credits.   ID 264407: Analyse the strategy and external environment of the entity in relation to a function, Level 6, 3 credits.   ID 264408: Manage and improve communication processes in a function, Level 6, 3 credits.   ID 264409: Use negotiation in multi-faceted situations to achieve the objectives of a function, Level 6, 5 credits.   ID 264416: Appraise, develop and retain human capital for a function, Level 6, 6 credits.   ID 15214: Recognize areas in need of change make recommendations and implement change in the team, department or division, NQF Level 5, 3 credits.   ID 15219: Develop and implement a strategy and action plans for a team, department or division, NQF Level 5, 4 credits.   ID 15236: Apply financial analysis, NQF Level 5, 4 credits.  Strategic Management: Banking (Learning Programme ID 96102):   ID 264395: Formulate a strategy and an implementation plan for a function, Level 6, 6 credits.   ID 264398: Evaluate and plan the role of self as leader in a function, Level 6, 5 credits.   ID 264400: Apply the principles of corporate governance and ethics in a function, Level 6, 5 credits.   ID 264403: Apply problem-solving techniques to make decisions on a multi-faceted problem, Level 6, 5 credits.   ID 264405: Manage relationships with strategic partners to improve the performance of a function, Level 6, 5 credits.   ID 264406: Manage the information and institutional knowledge within a function, Level 6, 5 credits.   ID 264407: Analyse the strategy and external environment of the entity in relation to a function, Level 6, 3 credits.   ID 264408: Manage and improve communication processes in a function, Level 6, 3 credits.   ID 264409: Use negotiation in multi-faceted situations to achieve the objectives of a function, Level 6, 5 credits.   ID 264416: Appraise, develop and retain human capital for a function, Level 6, 6 credits.   ID 15214: Recognize areas in need of change make recommendations and implement change in the team, department or division, NQF Level 5, 3 credits.   ID 15219: Develop and implement a strategy and action plans for a team, department or division, NQF Level 5, 4 credits.   ID 15236: Apply financial analysis, NQF Level 5, 4 credits.  Wholesale and Retail Management (Learning Programme ID 63334):   ID 10980: Induct a new employee, Level 4, 6 credits.   ID 12140: Recruit and select candidates to fill defined positions, Level 5, 9 credits   ID 255494: Schedule staff, Level 5, 10 credits   ID 255495: Demonstrate an understanding of the sectoral determination for the wholesale and retail sector, Level 5, 8 credits   ID 255496: Manage a training intervention, Level 5, 8 credits   ID 255497: Manage stock holding procedures in a wholesale and retail unit, Level 5, 6 credits   ID 255498: Manage cold chain processes in a wholesale and retail unit, Level 5, 6 credits   ID 255499: Manage shrinkage and losses in a wholesale and retail unit, Level 5, 12 credits   ID 255500: Manage procedures that increase the net income of a wholesale and retail unit, Level 5, 8 credits   ID 255514: Conduct a disciplinary hearing, Level 5, 15 credits   ID 243948: Monitor and maintain health, safety and security, Level 5, 4 credits.   ID 335917: Manage productivity in a Wholesale and Retail unit, Level 5, 8 credits.  Additional specialisations in Contact Centre Management, Human Resource Management and Public Administration will be added at a later stage. |

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| **EXIT LEVEL OUTCOMES** |

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| 1. Initiate, develop, implement and evaluate operational strategies, projects and action plans so as to improve the effectiveness of the unit.  2. Monitor and measure performance and apply continuous or innovative improvement interventions in the unit.  3. Lead and manage a team of first line managers to enhance individual, team and unit effectiveness.  4. Build relationships with superiors and with stakeholders across the value chain.  5. Apply the principles of risk, financial and knowledge management and business ethics within internal and external regulatory frameworks.  6. Enhance the development of teams and team members.  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 scope of responsibility.   Work effectively with others as a member of a team, group, organisation or community to achieve unit objectives.   Organise and manage oneself and one's activities responsibly and effectively to plan, lead, organise and control in order to achieve unit objectives.   Collect, organise and critically evaluate information in order to manage performance in the unit.   Communicate effectively using visual, mathematics and language skills in the modes of oral and/or written presentations to lead a team of first line managers.   The learner will be required to demonstrate an understanding of the world as a set of related systems by managing others in multiple teams within a unit.   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 in the unit, showing responsibility towards the environment and health of others. |

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| **ASSOCIATED ASSESSMENT CRITERIA** |

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| Associated Assessment Criteria for Exit Level Outcome 1:   Priorities are identified by considering a broad range of factors in solving problems and making decisions on operational strategies.   The need for and the benefits of change are explained and recommendations are made to achieve intended results.   The initiatives to be undertaken by the unit are linked to organisational goals and objectives.   Operational strategies, projects and action plans are initiated and developed.   Operational strategies, projects and action plans are implemented and evaluated.  Associated Assessment Criteria for Exit Level Outcome 2:   The performance of the teams and the unit is monitored and measured according to entity's systems and procedures.   Innovative and/or continuous improvement strategies are applied according to generally accepted theory and practice.   Results are evaluated in relation to intended outcomes.  Associated Assessment Criteria for Exit Level Outcome 3:   The talents of each team member are evaluated according to the needs and operational requirements of the unit.   The team is provided with direction towards fulfilment of organisational goals.   Resources are identified and used by the leader to accomplish the objectives of the unit.  Associated Assessment Criteria for Exit Level Outcome 4:   Relationships are built through the provision and solicitation of unit-relevant information.   Communication processes that contribute towards building relationships are implemented both vertically and horizontally.   Team effectiveness and desired outcomes are achieved through partnership and information sharing.   Customer needs are interpreted and distilled through effective communication processes in order to ensure that relationships are sustained.  Associated Assessment Criteria for Exit Level Outcome 5:   Risk in the unit is managed by considering the impact and likelihood of a variety of internal and external factors.   The intended outcomes of the unit are achieved by applying accepted principles and practices of financial management.   The intellectual assets of the unit are identified, developed and protected through the application of the principles of knowledge management.   The desired outcomes of the unit are achieved within an individual ethical framework and according to the value system of the entity.  Associated Assessment Criteria for Exit Level Outcome 6:   The acquisition and enhancement of skills is facilitated through people development processes.   Direction is given to first line managers on their possible career progression within the entity through coaching and other personal interaction.   The diversity in the team is recognised and harnessed in order to add value to team effectiveness.  Integrated Assessment:  Assessment practices must be fair, transparent, valid and reliable and should ensure that the learner is not disadvantaged in any way. Integrated assessment provides the opportunity for learners to demonstrate that they are able to integrate concepts, actions and ideas achieved across a range of unit standards and contexts. Integrated assessment must evaluate the quality of competence attained by the learner.  The assessment strategies used must ensure that that all Specific Outcomes, Essential Embedded Knowledge and Critical Cross-Field Outcomes are assessed. The assessment of the Critical Cross-Field Outcomes should be integrated with the assessment of the Specific Outcomes.  The learner who has provided the required evidence for all the exit level outcomes of the qualification will be assessed as competent and awarded the qualification. This will ensure that learning and competence are not achieved only in the building blocks of the unit standards but also in the integration and application of the fundamental, core and elective building blocks to a particular context, i.e. the exit level outcomes. |

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| **INTERNATIONAL COMPARABILITY** |

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| This National Certificate: Generic Management qualification at NQF Level 5 is primarily about managing junior managers in a business unit. The qualification broadly addresses a broad range of competencies including monitoring and measuring the performance of junior managers, leading and managing a team, and enhancing the development of teams and team members. Hence, the focus of this qualification is on showing leadership in the management of people.  This qualification is comparability to a variety of management qualifications. In many countries the universities that offer management courses have a first degree as an entry level qualification, with the possibility of the learner, in many cases, being able to pursue a Masters in Business Administration. This Generic Management qualification is a certificate an hence limited in terms of the extent of the competencies it can offer as compared to many degree offerings in management. However, the qualification compares favourably with what many universities and colleges call Executive Development Programmes. These constitute a series of high level short courses, designed to meet the needs of the individual who will be managing junior managers.  United Kingdom:  The School of Management of Cranfield University in the United Kingdom offers a series of two to three week intensive short courses that cover a number of competencies offered by this qualification. The Developing General Management Potential programme is designed to accelerate the early development of promising managerial careers and allows a manager to develop his/her visibility, credibility and maturity. The manager will make a wider business contribution through personal development and the acquisition of managerial knowledge. The programme has an unconventional design with a strong personal development focus. Managerial knowledge is translated into action through a powerful development process emphasising personal contribution, style and impact.  The programme challenges the manager to:   Realise her/his own organisational leadership capability and influence.   Add managerial value without formal authority and power.  Some of the specific competencies that a learner will acquire during the course are:   Make the transition from an operational into a managerial role.   Develop a wider perspective on management and business.   Become better informed about management thinking.   Understand the politics and social dynamics of organisations.   Challenge the status quo in constructive ways.   Differentiate between good and bad managerial practice.   Creating change through pockets of good practice.  Some of the specific areas of focus that overlap with this qualification are:   Developing managerial potential: Understanding managerial roles distinguishing between managerial and operational contributions assessing and developing individual management style and impact.   Organisational culture and change: Exploring how different ways of thinking affect managerial contribution determining the role of individual managers in organisational change creating change through pockets of good practice.   Leadership and teamwork: Understanding the roles of leadership and management applying the concept of leadership at all levels understanding how to develop as a leader from within the organisation, appraising the use of teams in organisations exploring the role of the individual in teams.   Finance and management accounting: Understanding and using financial information ratio analysis managing the budgetary process investment appraisal interpreting corporate finance issues.   Operations management: Defining the role of manufacturing and service operations managing the relationship between operations and marketing management improving operational processes.   Strategic management of people: Identifying strategic people processes and the implications for design and implementation examining the role and relevance of the HR function in the strategic management of people.  Cranfield University also offers a series of short courses under 'leadership', which covers most of the leadership and people management competencies of this qualification. The course explores the many diverse issues that need to be addressed so that the manager can be an effective and successful leader. The personal awareness programmes assist one in understanding own leadership style, drivers, successes and the challenges one faces.  The management development programmes stimulate the learner to think about his/her contribution as a strategic leader. In addition the course assists the learner to lead and influence teams, lead through change and understand organisational politics to aid her/his your leadership contribution.  Some of the short courses that constitute the Leadership module are:   High Performance Leadership (duration 10 days full-time): > It provides a unique, sustainable pathway to high performance and also provides a vision and motivation for others.   The Director as Strategic Leader (duration 5 days full-time): > It addresses the question of an effective leader by understanding strategic leadership and one's role in the process.  The university also runs a series of short courses on strategy which is a useful comparison for the competencies in this qualification.  Ashridge Business School in the United Kingdom has a 5-day leadership programme called the Ashridge Leadership Process Fact File. It is a blend of small group development activities and one-to-one leadership coaching and delivers real impact and lasting change for the learner and her/his organisation.  Some of the specific competencies that a learner will acquire during the course are:   Different leadership styles and an action plan to help apply them to the workplace.   Enhanced self awareness and confidence to meet the challenges of leadership and increased responsibility.   More effective thinking skills.   New personal and organisational visions and goals.   Techniques for leading high performance teams.   Invaluable insights into lifestyle planning.  Ashridge also runs another programme that covers the key competencies of managing relationships. The course is entitled 'Interpersonal skills for managing relationships'.  Leaders and executives in contemporary society are increasingly recognising that in addition to their technical and professional capability, their ability to establish, develop and create effective and lasting relationships is critical to long-term business success. This programme focuses on key communication, interpersonal and social skills-in today's parlance known as 'emotional intelligence'.  Communication, intrapersonal awareness and interpersonal skills are the bedrock for success in relationship management. This programme will help the learner understand own communication and interpersonal style and skills, and will enable her/him to raise their self-awareness and confidence for managing relationships at work more effectively.  This practical and experiential workshop is designed to introduce the learner to a range of skills, techniques and approaches that will ensure effective communication. It will give her/him an opportunity to practise the acquired communication and interpersonal skills in a range of typical work related situations.  Some of the specific areas of focus that overlap with this qualification are:   Increase confidence and impact.   Understand the importance of impression management, impact and perception in managing relationships.   Gain greater awareness of own communication style and approach.   Learn the different tools, techniques and approaches to draw upon when working with others.   Develop the skills to communicate more effectively in a wide range of situations.   Improve ability to make relationships work.   Develop skills to help one understand one's colleagues better.   Enhance own performance in relationship management.   Practise the skills and get feedback in a variety of real-life situations.  Insead, which has campuses in Europe (Paris) and Singapore, offers several management programmes of a short duration. The following is a brief comparison of the their programmes. They offer an Advanced Management Programme, an International Executive Programme and a Management Acceleration Programme. From the description of the programmes it would seem that some of the competencies of the National Certificate: Generic Management (NQF Level 5) are similar to those in the Management Acceleration Programme, with the International Executive Programme reflecting more or less the competencies of the NQF Level 6 in Generic Management, a qualification currently under construction.  The Management Acceleration Programme (MAP) is for those who are in their early stages of their careers as managers, with approximately five years of work experience. The programme is to help high-potential executives and future leaders move up the chain of authority and responsibility.  Acting as a navigation tool for early career high-potential executives, MAP equips them with a general management perspective. It broadens their general business knowledge, deepens competence in key functional disciplines and expands leadership skills through coaching. Framed by the crucial concept of value-based management, participants learn how to create-and capture-value while forging a community with international like-minded high potentials.  Key benefits:   Acquire a thorough knowledge of all the major management disciplines, leading to greater awareness of how the organisation operates and resulting in better decision-making skills.   Test newly-learned skills by "running the business" in a real-life simulation.   Increase and accelerate career potential while broadening perspectives to take on greater responsibilities in the future.   Build their competences in managing and leading people and strategy.  Insead also offers a number of Leadership Programmes whose competencies are reflected in the National Certificate: Generic Management at NQF Level 5. Some of the components of the Leadership Programme are:   Consulting and Coaching for Change-Creating reflective change agents. The purpose is to build the psychoanalytical dimension into organisational change initiatives or coaching and gain new approaches to resolving issues of human behaviour.   The Leadership Transition: Becoming a leader is within your reach. The purpose is to personalise leadership style to influence and inspire those one leads as a senior manager.   Leadership for Creativity: Build high performance organisations. The purpose is to address the challenges senior leaders face and to understand the importance of emotional intelligence, creativity and innovation to successful leadership.   Learning to Lead: The transition from "Doing" to "Getting it done" through others. The purpose is to develop people skills and learn how to manage your own team of subordinates as you progress from an individual contributor to a new manager.  Below is an expansion of just two of several Leadership short courses:  Leadership for creativity:   Any senior executive wanting to create or manage an effective organisation needs to understand the dynamics of leadership, creativity, teams, and organisational culture. The understanding of individual psychology, creative process, group dynamics and the social and environmental context in which organisations are operating is more relevant than ever before given the increased pace of change in our global world.  Key Benefits:   Understand the importance of emotional intelligence and what makes for successful leadership in a global world.   Manage for creativity and innovation.   Create high performance teams and high performance organisations 4 day.  Leadership in Transformation:   The transition from being a great individual contributor to being a leader of other individual contributors is one of the most important and challenging steps in one's career.  This leadership development programme is designed to help participants understand the nature of this transition and develop the people skills that are often the difference between longer term career success and failure.  It is specifically relevant for the new managers, preparing them before they take on the new roles or assisting them very soon after they take up the challenge.  Key Benefits:   Gain clear insights into personal people management skills.   Build frameworks for motivating people and keeping their behavior and performance on track.   Improve capacity for new managers to become effective future leaders.  The Institute of Leadership and Management (ILM), based in the United Kingdom, is Europe's largest awarding body for leadership and management qualifications. It is also a professional membership body for leaders and managers-providing a wide range of career support services to members.  ILM qualifications are practically based, designed to complement the individual's role at work. Aligned to the UK's National Qualifications Framework (NQF), ILM qualifications begin at Level 2 and continue right up to Level 7. Other specialist qualifications cover skills in volunteer management, business start-up, coaching, and personnel management. All ILM qualifications have been accredited by the Qualifications and Curriculum Authority (QCA).  The ILM offers the following Generic Management Qualifications:   Level 2 Introductory Certificate in Team Leading.   Level 2 Certificate in Team Leading.   Level 3 Introductory Certificate in First Line Management.   Level 3 Certificate in First Line Management.   Level 5 Introductory Diploma in Management.   Level 5 (new NQF) Diploma in Management.   Level 7 (new NQF) Introductory Executive Diploma in Management.   Level 7 (new NQF) Executive Diploma in Management.  The Generic Management at Level 5 approximates to the Level 5 Introductory Diploma in Management.  The ILM Level 5 (new NQF) Diploma in Management qualifications are for those people who are likely to be either practising or aspiring middle managers, particularly those who are already in post but have had little or no formal training. They may work in factories and offices, in hospitals, in call centres, on building sites, in leisure centres, in the armed services and in the voluntary sector. Wherever people and resources are employed, middle managers with an ILM Level 5 (new NQF) Diploma qualification ensure that they are employed effectively.  Both qualifications are designed to improve performance in the organisation through their strong focus on your specific job role. These highly practical programmes can generate significant payback for the employer in terms of cost savings and quality improvements in the workplace. They may also have internal short training sessions in the organisation which can be incorporated into the programme structure.  Australia:  Monash University in Australia has a similar programme called Executive Certificate in Management. This course has been designed for experienced managers without a first degree to enable them to obtain an introductory qualification in management. The course content focuses on an appreciation of the management role and the crucial contribution that managers make to organisational effectiveness. The course examines major theories and concepts concerning the behaviour and performance of individuals and groups in organisations. Moreover, it explores the importance of self-awareness, learning and learning styles, self-management and specific managerial competencies.  Course structure:   Students must complete two core units (12 points): > Managing people and organisations. > Managerial effectiveness.   Students must complete two elective units (12 points) from 9000-level units taught by the Department of Management.  India:  The Indian School of Business (ISB), one of the top performing business schools in the world, like most other providers does not have structured certificates or diplomas like those in South Africa, in management. Their minimal qualification is a undergraduate degree. However, like most of these institutions the Centre for Executive Education at the ISB provides a range of short courses for managers who are already employed but who wish to move up the management chain. These short courses take place all the time. There is no indication if these short courses are part of a structured programme. The courses do revolve around, inter alia, Strategic Thinking, Leadership Skills, Marketing Strategies and Strategic Talent Management.  Uganda:  In a similar vein, Makerere University in Uganda offers Executive Development Programmes for the public. The Division exists to develop and equip participants from different organisations with creative and imaginative skills to attack business challenges in the environment and enable organisations to take on competition. The Division conducts Off-the-Shelf,Tailor Made (In-house) training programmes, Research and Consultancy Extension services that are intended to enhance skills and improve business performance.  Off-the-shelf training programmes include the following. There is no indication that these are part of a structured programme. Only those aspects that resonate with the competencies in the National Certificate: Generic Management at NQF Level 5 have been selected:   Managing the Operations of Micro-Finance Institutions.   Capital Markets Operations.   Commercial Bank Portfolio Management.   Financial Management.   Managing Budgets.   Marketing for Financial Institutions.   Corporate Governance.   Re-engineering the Organisation.   Change Management.   The Legal Business Concept.   Market & Marketing Research.   Effective Management of Retail Businesses.   Focus on Management for Young Executives.   Effective Communication & Negotiation Skills.   Effective Human Resource Management.   Customer Care Service.   Effective Management Skills.   Effective Leadership Skills for Senior Executives.   Training of Trainers.   Results Oriented Management.   Strategic Planning & Management.   Project Planning & Management I.   Performance Appraisal.  However, Makerere University also offers certificates and diplomas - similar to the ones in South Africa - in the Faculty of Management. Details of two programmes-the Certificate and Diploma in Business Administration - are available and these qualifications resemble the South African versions in the sense that the certificate is over a one-year period and the diploma over a two-year period. The Faculty of Management offers the following qualifications related to generic management:   Diploma in Human Resource Management.   Diploma in Entrepreneurship and Small Business Management.   Diploma in Local Government Administration Management.   Diploma in Local Government Finance Management.   Certificate in Business Administration.  It would seem from the website of the University of Ghana that the minimum qualification at its Business School is a degree. Thereafter the graduate can pursue higher qualifications in management.  In conclusion, most universities investigated in the course of this exercise do not offer certificates and diplomas in the field of management-their minimum is a first degree. However, some universities do offer certificates and diplomas. In terms of management qualifications, there also seems to be a focus on the Masters in Business Administration and the first degree is seen as a stepping stone towards that qualification. In any case, many of the universities offer Executive Development Programmes for those who are already employed - and this qualification is targeting mainly that category. Seen from that point of view this qualification has much more content and structure than all the others that formed part of this study. This qualification brings together most of the applied competencies in the field of management in a very structured way and paves the way for the generation of many elective streams. |

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| **ARTICULATION OPTIONS** |

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| This qualification will enable the qualifying candidate to progress to learning for other national management diplomas on NQF Level 6 and national first degrees in management on NQF Level 7. This qualification provides entry to qualifications in management, business management, business administration, and organisational leadership.  This qualification articulates horizontally with: all management qualifications at Certificate, Diploma and Bachelors Degree Level, as well as with qualifications in Project Management and Education Management. This would facilitate articulation with the following qualifications:   National Certificate: Marketing Management, NQF Level 5.   ID 48847: National Certificate: Business Consulting, NQF Level 5.   ID 49554: National Diploma: Public Finance Management and Administration, NQF Level 5.   ID 20892: National Diploma: Human Resources Management and Practices, NQF Level 5.   ID 58395: National Certificate: Project Management, NQF Level 5.  Vertical articulation is possible with the following qualifications:   National Diploma: Management, NQF Level 6.   National Degree: Management, NQF Level 6.   ID 20901: National Diploma: Marketing Management, NQF Level 6.   ID 20909: National Diploma: Customer Management, NQF Level 6.   ID 20240: National Diploma: Public Finance Management and Administration, NQF Level 6. |

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| **MODERATION OPTIONS** |

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|  Anyone assessing a learner or moderating the assessment of a learner against this qualification must be registered as an assessor with the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.   Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.   Assessment and moderation of assessment will be overseen by the relevant ETQA according to the ETQA's policies and guidelines for assessment and moderation; in terms of agreements reached around assessment and moderation between ETQAs (including professional bodies); and in terms of the moderation guideline detailed immediately below.   Moderation must include both internal and external moderation of all unit standard assessments at the exit points of the qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence of the exit level outcomes of the qualification to ensure the learner has achieved the integrated competence as described in the qualification.  Anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA. |

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

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| For an applicant to register as an assessor, the applicant needs:   A minimum of 2 (two) years' practical, relevant occupational experience in Management.   To be registered as an assessor with the relevant ETQA.   To be in possession of a Qualification in Management at NQF Level 6 or higher. |

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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 61594, "National Certificate: Management", Level 5, 120 credits. |

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| **UNIT STANDARDS:** |

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|  | **ID** | **UNIT STANDARD TITLE** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **CREDITS** |
| Core | [252044](https://regqs.saqa.org.za/showUnitStandard.php?id=252044) | Apply the principles of knowledge management | Level 5 | Level TBA: Pre-2009 was L5 | 6 |
| Core | [252037](https://regqs.saqa.org.za/showUnitStandard.php?id=252037) | Build teams to achieve goals and objectives | Level 5 | Level TBA: Pre-2009 was L5 | 6 |
| Core | [252020](https://regqs.saqa.org.za/showUnitStandard.php?id=252020) | Create and manage an environment that promotes innovation | Level 5 | Level TBA: Pre-2009 was L5 | 6 |
| Core | [252032](https://regqs.saqa.org.za/showUnitStandard.php?id=252032) | Develop, implement and evaluate an operational plan | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Core | [252027](https://regqs.saqa.org.za/showUnitStandard.php?id=252027) | Devise and apply strategies to establish and maintain workplace relationships | Level 5 | Level TBA: Pre-2009 was L5 | 6 |
| Core | [252021](https://regqs.saqa.org.za/showUnitStandard.php?id=252021) | Formulate recommendations for a change process | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Core | [252029](https://regqs.saqa.org.za/showUnitStandard.php?id=252029) | Lead people development and talent management | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Core | [252043](https://regqs.saqa.org.za/showUnitStandard.php?id=252043) | Manage a diverse work force to add value | Level 5 | Level TBA: Pre-2009 was L5 | 6 |
| Core | [252034](https://regqs.saqa.org.za/showUnitStandard.php?id=252034) | Monitor and evaluate team members against performance standards | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Core | [252025](https://regqs.saqa.org.za/showUnitStandard.php?id=252025) | Monitor, assess and manage risk | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Core | [252035](https://regqs.saqa.org.za/showUnitStandard.php?id=252035) | Select and coach first line managers | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Fundamental | [120300](https://regqs.saqa.org.za/showUnitStandard.php?id=120300) | Analyse leadership and related theories in a work context | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Fundamental | [252026](https://regqs.saqa.org.za/showUnitStandard.php?id=252026) | Apply a systems approach to decision making | Level 5 | Level TBA: Pre-2009 was L5 | 6 |
| Fundamental | [252036](https://regqs.saqa.org.za/showUnitStandard.php?id=252036) | Apply mathematical analysis to economic and financial information. | Level 5 | Level TBA: Pre-2009 was L5 | 6 |
| Fundamental | [252042](https://regqs.saqa.org.za/showUnitStandard.php?id=252042) | Apply the principles of ethics to improve organisational culture | Level 5 | Level TBA: Pre-2009 was L5 | 5 |
| Fundamental | [252022](https://regqs.saqa.org.za/showUnitStandard.php?id=252022) | Develop, implement and evaluate a project plan | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Fundamental | [252040](https://regqs.saqa.org.za/showUnitStandard.php?id=252040) | Manage the finances of a unit | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Fundamental | [12433](https://regqs.saqa.org.za/showUnitStandard.php?id=12433) | Use communication techniques effectively | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Elective | [114600](https://regqs.saqa.org.za/showUnitStandard.php?id=114600) | Apply innovative thinking to the development of a small business | Level 4 | NQF Level 04 | 4 |
| Elective | [242830](https://regqs.saqa.org.za/showUnitStandard.php?id=242830) | Conduct a security threat assessment in a defined operational area | Level 4 | NQF Level 04 | 6 |
| Elective | [15227](https://regqs.saqa.org.za/showUnitStandard.php?id=15227) | Conduct skills development administration in an organisation | Level 4 | NQF Level 04 | 4 |
| Elective | [251965](https://regqs.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 | [10462](https://regqs.saqa.org.za/showUnitStandard.php?id=10462) | Demonstrate an understanding of cement technology | Level 4 | NQF Level 04 | 22 |
| Elective | [10464](https://regqs.saqa.org.za/showUnitStandard.php?id=10464) | Demonstrate an understanding of lime technology | Level 4 | NQF Level 04 | 16 |
| Elective | [12761](https://regqs.saqa.org.za/showUnitStandard.php?id=12761) | Demonstrate an understanding of macroeconomic principles as they apply to the South African business environment | Level 4 | NQF Level 04 | 8 |
| Elective | [115473](https://regqs.saqa.org.za/showUnitStandard.php?id=115473) | Demonstrate and apply an understanding of the legal aspects of an auction | Level 4 | NQF Level 04 | 8 |
| Elective | [13952](https://regqs.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 | [242668](https://regqs.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 | [114212](https://regqs.saqa.org.za/showUnitStandard.php?id=114212) | Explain the impact of organisational wellness on a business environment and indicate a strategy for a business unit | Level 4 | NQF Level 04 | 3 |
| Elective | [10980](https://regqs.saqa.org.za/showUnitStandard.php?id=10980) | Induct a new employee | Level 4 | NQF Level 04 | 6 |
| Elective | [119796](https://regqs.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 | [242829](https://regqs.saqa.org.za/showUnitStandard.php?id=242829) | Monitor the level of service to a range of customers | Level 4 | NQF Level 04 | 5 |
| Elective | [114592](https://regqs.saqa.org.za/showUnitStandard.php?id=114592) | Produce business plans for a new venture | Level 4 | NQF Level 04 | 8 |
| Elective | [116973](https://regqs.saqa.org.za/showUnitStandard.php?id=116973) | Read and interpret process, electrical, instrumentation and construction drawings | Level 4 | NQF Level 04 | 4 |
| Elective | [15228](https://regqs.saqa.org.za/showUnitStandard.php?id=15228) | Advise on the establishment and implementation of a quality management system for skills development practices in an organisation | Level 5 | Level TBA: Pre-2009 was L5 | 10 |
| Elective | [243266](https://regqs.saqa.org.za/showUnitStandard.php?id=243266) | Align activities of own business unit with others in the retail business | Level 5 | Level TBA: Pre-2009 was L5 | 12 |
| Elective | [252030](https://regqs.saqa.org.za/showUnitStandard.php?id=252030) | Analyse compliance to legal requirements and recommend corrective actions | Level 5 | Level TBA: Pre-2009 was L5 | 4 |
| Elective | [243270](https://regqs.saqa.org.za/showUnitStandard.php?id=243270) | Analyse market needs and trends and source and price pre-owned vehicles | Level 5 | Level TBA: Pre-2009 was L5 | 14 |
| Elective | [243267](https://regqs.saqa.org.za/showUnitStandard.php?id=243267) | Apply and continuously improve company policies and procedures | Level 5 | Level TBA: Pre-2009 was L5 | 10 |
| Elective | [15234](https://regqs.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 | [258126](https://regqs.saqa.org.za/showUnitStandard.php?id=258126) | Apply facilities management principles | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Elective | [15236](https://regqs.saqa.org.za/showUnitStandard.php?id=15236) | Apply financial analysis | Level 5 | Level TBA: Pre-2009 was L5 | 4 |
| Elective | [252023](https://regqs.saqa.org.za/showUnitStandard.php?id=252023) | Apply financial practices and ratio analysis | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Elective | [252175](https://regqs.saqa.org.za/showUnitStandard.php?id=252175) | Apply principles of marketing to sport | Level 5 | Level TBA: Pre-2009 was L5 | 5 |
| Elective | [120303](https://regqs.saqa.org.za/showUnitStandard.php?id=120303) | Apply principles of risk management | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Elective | [252031](https://regqs.saqa.org.za/showUnitStandard.php?id=252031) | Apply the principles and concepts of emotional intelligence to the management of self and others | Level 5 | Level TBA: Pre-2009 was L5 | 4 |
| Elective | [244315](https://regqs.saqa.org.za/showUnitStandard.php?id=244315) | Assess threat for security installation purposes | Level 5 | Level TBA: Pre-2009 was L5 | 7 |
| Elective | [10047](https://regqs.saqa.org.za/showUnitStandard.php?id=10047) | Close a deal with a customer | Level 5 | Level TBA: Pre-2009 was L5 | 5 |
| Elective | [254454](https://regqs.saqa.org.za/showUnitStandard.php?id=254454) | Co-ordinate public relations and liaison with the media for athletes and sport teams | Level 5 | Level TBA: Pre-2009 was L5 | 5 |
| Elective | [258137](https://regqs.saqa.org.za/showUnitStandard.php?id=258137) | Collate, interpret and utilise financial information in a Real Estate business | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Elective | [244330](https://regqs.saqa.org.za/showUnitStandard.php?id=244330) | Compile a threat and risk assessment for a close protection operation | Level 5 | Level TBA: Pre-2009 was L5 | 5 |
| Elective | [255514](https://regqs.saqa.org.za/showUnitStandard.php?id=255514) | Conduct a disciplinary hearing | Level 5 | Level TBA: Pre-2009 was L5 | 15 |
| Elective | [251967](https://regqs.saqa.org.za/showUnitStandard.php?id=251967) | Conduct disaster risk assessment | Level 5 | Level TBA: Pre-2009 was L5 | 15 |
| Elective | [117853](https://regqs.saqa.org.za/showUnitStandard.php?id=117853) | Conduct negotiations to deal with conflict situations | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Elective | [115753](https://regqs.saqa.org.za/showUnitStandard.php?id=115753) | Conduct outcomes-based assessment | Level 5 | Level TBA: Pre-2009 was L5 | 15 |
| Elective | [12999](https://regqs.saqa.org.za/showUnitStandard.php?id=12999) | Contribute to the management of costs and the enhancement of value | Level 5 | Level TBA: Pre-2009 was L5 | 10 |
| Elective | [15232](https://regqs.saqa.org.za/showUnitStandard.php?id=15232) | Coordinate planned skills development interventions in an organisation | Level 5 | Level TBA: Pre-2009 was L5 | 6 |
| Elective | [252180](https://regqs.saqa.org.za/showUnitStandard.php?id=252180) | Coordinate the logistics of a sports team on tour | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Elective | [115855](https://regqs.saqa.org.za/showUnitStandard.php?id=115855) | Create, maintain and update record keeping systems | Level 5 | Level TBA: Pre-2009 was L5 | 5 |
| Elective | [252189](https://regqs.saqa.org.za/showUnitStandard.php?id=252189) | Deal with sub standard performance in a team | Level 5 | Level TBA: Pre-2009 was L5 | 5 |
| Elective | [117023](https://regqs.saqa.org.za/showUnitStandard.php?id=117023) | Demonstrate a working knowledge of the Insolvency Act of 1936 and the Messenger of the Court Act (Act 32 of 1994) | Level 5 | Level TBA: Pre-2009 was L5 | 10 |
| Elective | [119801](https://regqs.saqa.org.za/showUnitStandard.php?id=119801) | Demonstrate an understanding of microbiological principles and its application in a food handling environment. | Level 5 | Level TBA: Pre-2009 was L5 | 12 |
| Elective | [116967](https://regqs.saqa.org.za/showUnitStandard.php?id=116967) | Demonstrate an understanding of national water related authorisation procedures | Level 5 | Level TBA: Pre-2009 was L5 | 4 |
| Elective | [258123](https://regqs.saqa.org.za/showUnitStandard.php?id=258123) | Demonstrate an understanding of real estate economics in the South African context | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Elective | [255495](https://regqs.saqa.org.za/showUnitStandard.php?id=255495) | Demonstrate an understanding of the sectoral determination for the wholesale and retail sector | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Elective | [114274](https://regqs.saqa.org.za/showUnitStandard.php?id=114274) | Demonstrate and apply an understanding of the Basic Conditions of Employment Act (Act 75 of 1997) | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Elective | [116998](https://regqs.saqa.org.za/showUnitStandard.php?id=116998) | Demonstrate knowledge of advanced processes for treating water | Level 5 | Level TBA: Pre-2009 was L5 | 16 |
| Elective | [117005](https://regqs.saqa.org.za/showUnitStandard.php?id=117005) | Demonstrate knowledge of environmental management tools for permitting and auditing in the water services sector | Level 5 | Level TBA: Pre-2009 was L5 | 12 |
| Elective | [116969](https://regqs.saqa.org.za/showUnitStandard.php?id=116969) | Demonstrate knowledge of good financial management practices | Level 5 | Level TBA: Pre-2009 was L5 | 6 |
| Elective | [116985](https://regqs.saqa.org.za/showUnitStandard.php?id=116985) | Demonstrate knowledge of industrial effluent permitting | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Elective | [116971](https://regqs.saqa.org.za/showUnitStandard.php?id=116971) | Demonstrate knowledge of pollution Incident management and remediation | Level 5 | Level TBA: Pre-2009 was L5 | 10 |
| Elective | [116968](https://regqs.saqa.org.za/showUnitStandard.php?id=116968) | Demonstrate knowledge of the principles and processes of environmental costs and water service charges | Level 5 | Level TBA: Pre-2009 was L5 | 4 |
| Elective | [116982](https://regqs.saqa.org.za/showUnitStandard.php?id=116982) | Demonstrate knowledge of water quality control | Level 5 | Level TBA: Pre-2009 was L5 | 7 |
| Elective | [116979](https://regqs.saqa.org.za/showUnitStandard.php?id=116979) | Demonstrate knowledge of water related legislation and the responsibilities of management in terms of the acts | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Elective | [116984](https://regqs.saqa.org.za/showUnitStandard.php?id=116984) | Demonstrate knowledge of water resources management | Level 5 | Level TBA: Pre-2009 was L5 | 7 |
| Elective | [116977](https://regqs.saqa.org.za/showUnitStandard.php?id=116977) | Demonstrate the use of simulation software to understand the principal mechanisms in wastewater treatment and sludge production processes | Level 5 | Level TBA: Pre-2009 was L5 | 7 |
| Elective | [120480](https://regqs.saqa.org.za/showUnitStandard.php?id=120480) | Demonstrate understanding of crime prevention | Level 5 | Level TBA: Pre-2009 was L5 | 6 |
| Elective | [117003](https://regqs.saqa.org.za/showUnitStandard.php?id=117003) | Demonstrate understanding of sections of the occupational health and safety act (act 85 of 1993) applicable to the water sector | Level 5 | Level TBA: Pre-2009 was L5 | 6 |
| Elective | [263976](https://regqs.saqa.org.za/showUnitStandard.php?id=263976) | Demonstrate understanding of the outcomes-based education and training approach within the context of a National Qualifications Framework | Level 5 | Level TBA: Pre-2009 was L5 | 5 |
| Elective | [120484](https://regqs.saqa.org.za/showUnitStandard.php?id=120484) | Demonstrate understanding of the principles of common law crimes and statutory law offences | Level 5 | Level TBA: Pre-2009 was L5 | 12 |
| Elective | [252033](https://regqs.saqa.org.za/showUnitStandard.php?id=252033) | Demonstrate ways of dealing with the effects of dread diseases and in particular HIV/AIDS | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Elective | [252039](https://regqs.saqa.org.za/showUnitStandard.php?id=252039) | Develop a plan to combat corruption | Level 5 | Level TBA: Pre-2009 was L5 | 5 |
| Elective | [252188](https://regqs.saqa.org.za/showUnitStandard.php?id=252188) | Develop a programme for adventure based learning (abl) experiences | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Elective | [15219](https://regqs.saqa.org.za/showUnitStandard.php?id=15219) | Develop and implement a strategy and action plans for a team, department or division | Level 5 | Level TBA: Pre-2009 was L5 | 4 |
| Elective | [251964](https://regqs.saqa.org.za/showUnitStandard.php?id=251964) | Develop and implement disaster risk reduction plans | Level 5 | Level TBA: Pre-2009 was L5 | 10 |
| Elective | [10070](https://regqs.saqa.org.za/showUnitStandard.php?id=10070) | Develop and implement marketing plan in line with marketing strategy | Level 5 | Level TBA: Pre-2009 was L5 | 20 |
| Elective | [10067](https://regqs.saqa.org.za/showUnitStandard.php?id=10067) | Develop customer needs and relationships | Level 5 | Level TBA: Pre-2009 was L5 | 16 |
| Elective | [258135](https://regqs.saqa.org.za/showUnitStandard.php?id=258135) | Develop, implement and control administration of Real Estate systems, policies and procedures | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Elective | [10043](https://regqs.saqa.org.za/showUnitStandard.php?id=10043) | Develop, implement and manage a project/activity plan | Level 5 | Level TBA: Pre-2009 was L5 | 5 |
| Elective | [13015](https://regqs.saqa.org.za/showUnitStandard.php?id=13015) | Draft financial statements | Level 5 | Level TBA: Pre-2009 was L5 | 12 |
| Elective | [15224](https://regqs.saqa.org.za/showUnitStandard.php?id=15224) | Empower team members through recognising strengths, encouraging participation in decision making and delegating tasks | Level 5 | Level TBA: Pre-2009 was L5 | 4 |
| Elective | [251962](https://regqs.saqa.org.za/showUnitStandard.php?id=251962) | Establish and co-ordinate forums for disaster risk management in a specific environment | Level 5 | Level TBA: Pre-2009 was L5 | 6 |
| Elective | [10066](https://regqs.saqa.org.za/showUnitStandard.php?id=10066) | Establish customer needs and relationships | Level 5 | Level TBA: Pre-2009 was L5 | 16 |
| Elective | [252182](https://regqs.saqa.org.za/showUnitStandard.php?id=252182) | Establish sustainable organisational structures for sport | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Elective | [116484](https://regqs.saqa.org.za/showUnitStandard.php?id=116484) | Evaluate a specified code of ethics and/or code of conduct | Level 5 | Level TBA: Pre-2009 was L5 | 6 |
| Elective | [252024](https://regqs.saqa.org.za/showUnitStandard.php?id=252024) | Evaluate current practices against best practice | Level 5 | Level TBA: Pre-2009 was L5 | 4 |
| Elective | [252181](https://regqs.saqa.org.za/showUnitStandard.php?id=252181) | Explain the role of governance structures in sport | Level 5 | Level TBA: Pre-2009 was L5 | 5 |
| Elective | [252184](https://regqs.saqa.org.za/showUnitStandard.php?id=252184) | Facilitate participation in an adventure based activity | Level 5 | Level TBA: Pre-2009 was L5 | 6 |
| Elective | [10054](https://regqs.saqa.org.za/showUnitStandard.php?id=10054) | Identify and manage areas of customer service impact | Level 5 | Level TBA: Pre-2009 was L5 | 6 |
| Elective | [10048](https://regqs.saqa.org.za/showUnitStandard.php?id=10048) | Identify brand mix elements | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Elective | [10045](https://regqs.saqa.org.za/showUnitStandard.php?id=10045) | Identify product features, advantages and benefits to the customer | Level 5 | Level TBA: Pre-2009 was L5 | 10 |
| Elective | [258138](https://regqs.saqa.org.za/showUnitStandard.php?id=258138) | Implement and maintain legal requirements within a Real Estate business | Level 5 | Level TBA: Pre-2009 was L5 | 6 |
| Elective | [15229](https://regqs.saqa.org.za/showUnitStandard.php?id=15229) | Implement codes of conduct in the team, department or division | Level 5 | Level TBA: Pre-2009 was L5 | 3 |
| Elective | [251966](https://regqs.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 | [116926](https://regqs.saqa.org.za/showUnitStandard.php?id=116926) | Implement skills development as workplace learning to support organisational transformation | Level 5 | Level TBA: Pre-2009 was L5 | 12 |
| Elective | [15226](https://regqs.saqa.org.za/showUnitStandard.php?id=15226) | Implement systems to meet the flow of information in a team, department or division | Level 5 | Level TBA: Pre-2009 was L5 | 3 |
| Elective | [15223](https://regqs.saqa.org.za/showUnitStandard.php?id=15223) | Implement training needs for teams and individuals to upgrade skills levels | Level 5 | Level TBA: Pre-2009 was L5 | 3 |
| Elective | [116972](https://regqs.saqa.org.za/showUnitStandard.php?id=116972) | Implement water reticulation and sanitation systems at the customer interface | Level 5 | Level TBA: Pre-2009 was L5 | 6 |
| Elective | [263376](https://regqs.saqa.org.za/showUnitStandard.php?id=263376) | Improve the effectiveness and efficiency of quality management system | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Elective | [11286](https://regqs.saqa.org.za/showUnitStandard.php?id=11286) | Institute disciplinary action | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Elective | [258120](https://regqs.saqa.org.za/showUnitStandard.php?id=258120) | Integrate the principles of Agricultural property ownership into Real Estate sales and marketing functions | Level 5 | Level TBA: Pre-2009 was L5 | 12 |
| Elective | [258125](https://regqs.saqa.org.za/showUnitStandard.php?id=258125) | Integrate the principles of Commercial/Industrial property ownership into Real Estate sales and marketing functions | Level 5 | Level TBA: Pre-2009 was L5 | 12 |
| Elective | [251961](https://regqs.saqa.org.za/showUnitStandard.php?id=251961) | Interpret and integrate disaster risk management theory into programmes and activities according to the Disaster Risk Management (DRM) Framework | Level 5 | Level TBA: Pre-2009 was L5 | 15 |
| Elective | [114226](https://regqs.saqa.org.za/showUnitStandard.php?id=114226) | Interpret and manage conflicts within the workplace | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Elective | [119159](https://regqs.saqa.org.za/showUnitStandard.php?id=119159) | Maintain manufacturing efficiencies | Level 5 | Level TBA: Pre-2009 was L5 | 12 |
| Elective | [252183](https://regqs.saqa.org.za/showUnitStandard.php?id=252183) | Maintain safety in the conduct of adventure based learning activities | Level 5 | Level TBA: Pre-2009 was L5 | 5 |
| Elective | [258122](https://regqs.saqa.org.za/showUnitStandard.php?id=258122) | Manage a business broking business or division | Level 5 | Level TBA: Pre-2009 was L5 | 12 |
| Elective | [258117](https://regqs.saqa.org.za/showUnitStandard.php?id=258117) | Manage a Real Estate franchise business | Level 5 | Level TBA: Pre-2009 was L5 | 12 |
| Elective | [255496](https://regqs.saqa.org.za/showUnitStandard.php?id=255496) | Manage a training intervention | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Elective | [258119](https://regqs.saqa.org.za/showUnitStandard.php?id=258119) | Manage an auctioneering business or division | Level 5 | Level TBA: Pre-2009 was L5 | 12 |
| Elective | [116974](https://regqs.saqa.org.za/showUnitStandard.php?id=116974) | Manage and maintain water or wastewater reticulation | Level 5 | Level TBA: Pre-2009 was L5 | 18 |
| Elective | [243265](https://regqs.saqa.org.za/showUnitStandard.php?id=243265) | Manage assets of a business unit | Level 5 | Level TBA: Pre-2009 was L5 | 12 |
| Elective | [255498](https://regqs.saqa.org.za/showUnitStandard.php?id=255498) | Manage cold chain processes in a wholesale and retail unit | Level 5 | Level TBA: Pre-2009 was L5 | 6 |
| Elective | [258116](https://regqs.saqa.org.za/showUnitStandard.php?id=258116) | Manage community schemes | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Elective | [10053](https://regqs.saqa.org.za/showUnitStandard.php?id=10053) | Manage customer requirements and needs and implement action plans | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Elective | [244031](https://regqs.saqa.org.za/showUnitStandard.php?id=244031) | Manage dangerous goods logistics | Level 5 | Level TBA: Pre-2009 was L5 | 12 |
| Elective | [116928](https://regqs.saqa.org.za/showUnitStandard.php?id=116928) | Manage diversity in the workplace | Level 5 | Level TBA: Pre-2009 was L5 | 14 |
| Elective | [11911](https://regqs.saqa.org.za/showUnitStandard.php?id=11911) | Manage individual careers | Level 5 | Level TBA: Pre-2009 was L5 | 5 |
| Elective | [9897](https://regqs.saqa.org.za/showUnitStandard.php?id=9897) | Manage inventory | Level 5 | Level TBA: Pre-2009 was L5 | 3 |
| Elective | [114925](https://regqs.saqa.org.za/showUnitStandard.php?id=114925) | Manage learner information using an information management system | Level 5 | Level TBA: Pre-2009 was L5 | 4 |
| Elective | [114925](https://regqs.saqa.org.za/showUnitStandard.php?id=114925) | Manage learner information using an information management system | Level 5 | Level TBA: Pre-2009 was L5 | 4 |
| Elective | [252177](https://regqs.saqa.org.za/showUnitStandard.php?id=252177) | Manage participants with disabilities in sport | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Elective | [255500](https://regqs.saqa.org.za/showUnitStandard.php?id=255500) | Manage procedures that increase the nett income of a wholesale and retail unit | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Elective | [335917](https://regqs.saqa.org.za/showUnitStandard.php?id=335917) | Manage productivity in a Wholesale and Retail unit | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Elective | [242650](https://regqs.saqa.org.za/showUnitStandard.php?id=242650) | Manage project finances | Level 5 | Level TBA: Pre-2009 was L5 | 15 |
| Elective | [258121](https://regqs.saqa.org.za/showUnitStandard.php?id=258121) | Manage Real Estate business operations | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Elective | [255499](https://regqs.saqa.org.za/showUnitStandard.php?id=255499) | Manage shrinkage and losses in a wholesale and retail unit | Level 5 | Level TBA: Pre-2009 was L5 | 12 |
| Elective | [7863](https://regqs.saqa.org.za/showUnitStandard.php?id=7863) | Manage staff development | Level 5 | Level TBA: Pre-2009 was L5 | 6 |
| Elective | [255497](https://regqs.saqa.org.za/showUnitStandard.php?id=255497) | Manage stock holding procedures in a wholesale and retail unit | Level 5 | Level TBA: Pre-2009 was L5 | 6 |
| Elective | [252176](https://regqs.saqa.org.za/showUnitStandard.php?id=252176) | Manage the business components of a sport organisation | Level 5 | Level TBA: Pre-2009 was L5 | 6 |
| Elective | [243268](https://regqs.saqa.org.za/showUnitStandard.php?id=243268) | Manage the capture, storage and retrieval of business unit information | Level 5 | Level TBA: Pre-2009 was L5 | 12 |
| Elective | [116970](https://regqs.saqa.org.za/showUnitStandard.php?id=116970) | Manage the disposal of effluents, solids and sludge from a wastewater treatment works in terms of relevant legislation and guidelines | Level 5 | Level TBA: Pre-2009 was L5 | 5 |
| Elective | [258124](https://regqs.saqa.org.za/showUnitStandard.php?id=258124) | Manage the marketing, selling and leasing of properties | Level 5 | Level TBA: Pre-2009 was L5 | 12 |
| Elective | [258115](https://regqs.saqa.org.za/showUnitStandard.php?id=258115) | Manage the marketing, selling and leasing of property developments | Level 5 | Level TBA: Pre-2009 was L5 | 12 |
| Elective | [252179](https://regqs.saqa.org.za/showUnitStandard.php?id=252179) | Manage Volunteers in sport | Level 5 | Level TBA: Pre-2009 was L5 | 5 |
| Elective | [116980](https://regqs.saqa.org.za/showUnitStandard.php?id=116980) | Manage water treatment processes | Level 5 | Level TBA: Pre-2009 was L5 | 7 |
| Elective | [252028](https://regqs.saqa.org.za/showUnitStandard.php?id=252028) | Manage working capital | Level 5 | Level TBA: Pre-2009 was L5 | 10 |
| Elective | [258118](https://regqs.saqa.org.za/showUnitStandard.php?id=258118) | Market, sell and lease community schemes | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Elective | [243269](https://regqs.saqa.org.za/showUnitStandard.php?id=243269) | Measure customer satisfaction within a business unit and recommend corrective action | Level 5 | Level TBA: Pre-2009 was L5 | 14 |
| Elective | [116994](https://regqs.saqa.org.za/showUnitStandard.php?id=116994) | Monitor and control anaerobic and aerobic sludge digestion processes | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Elective | [117008](https://regqs.saqa.org.za/showUnitStandard.php?id=117008) | Monitor and control the mechanisms and processes of sludge thickening, dewatering and drying | Level 5 | Level TBA: Pre-2009 was L5 | 15 |
| Elective | [117000](https://regqs.saqa.org.za/showUnitStandard.php?id=117000) | Monitor and control the mechanisms of aerobic processes comprising of activated sludge, biofilter processes, ponds and wetlands | Level 5 | Level TBA: Pre-2009 was L5 | 18 |
| Elective | [243948](https://regqs.saqa.org.za/showUnitStandard.php?id=243948) | Monitor and maintain health, safety and security | Level 5 | Level TBA: Pre-2009 was L5 | 4 |
| Elective | [10052](https://regqs.saqa.org.za/showUnitStandard.php?id=10052) | Monitor handling of customers by frontline customer service | Level 5 | Level TBA: Pre-2009 was L5 | 6 |
| Elective | [15230](https://regqs.saqa.org.za/showUnitStandard.php?id=15230) | Monitor team members and measure effectiveness of performance | Level 5 | Level TBA: Pre-2009 was L5 | 4 |
| Elective | [119166](https://regqs.saqa.org.za/showUnitStandard.php?id=119166) | Optimise manufacturing processes | Level 5 | Level TBA: Pre-2009 was L5 | 24 |
| Elective | [119800](https://regqs.saqa.org.za/showUnitStandard.php?id=119800) | Optimise product and process quality in a food or sensitive consumer product environment | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Elective | [254463](https://regqs.saqa.org.za/showUnitStandard.php?id=254463) | Organise and administer a sport tournament | Level 5 | Level TBA: Pre-2009 was L5 | 10 |
| Elective | [258136](https://regqs.saqa.org.za/showUnitStandard.php?id=258136) | Perform market assessments | Level 5 | Level TBA: Pre-2009 was L5 | 12 |
| Elective | [252187](https://regqs.saqa.org.za/showUnitStandard.php?id=252187) | Plan and conduct leading and mentoring of participants in outdoor adventure experiences | Level 5 | Level TBA: Pre-2009 was L5 | 4 |
| Elective | [114885](https://regqs.saqa.org.za/showUnitStandard.php?id=114885) | Prepare and communicate a productivity improvement plan for a functional unit | Level 5 | Level TBA: Pre-2009 was L5 | 6 |
| Elective | [252038](https://regqs.saqa.org.za/showUnitStandard.php?id=252038) | Prepare and manage a budget | Level 5 | Level TBA: Pre-2009 was L5 | 5 |
| Elective | [12997](https://regqs.saqa.org.za/showUnitStandard.php?id=12997) | Prepare financial reports and returns | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Elective | [252186](https://regqs.saqa.org.za/showUnitStandard.php?id=252186) | Prepare to lead and conduct physical activities | Level 5 | Level TBA: Pre-2009 was L5 | 4 |
| Elective | [262380](https://regqs.saqa.org.za/showUnitStandard.php?id=262380) | Produce a business plan for a small business | Level 5 | Level TBA: Pre-2009 was L5 | 12 |
| Elective | [252041](https://regqs.saqa.org.za/showUnitStandard.php?id=252041) | Promote a learning culture in an organisation | Level 5 | Level TBA: Pre-2009 was L5 | 5 |
| Elective | [252185](https://regqs.saqa.org.za/showUnitStandard.php?id=252185) | Promote sustainable use of the environment | Level 5 | Level TBA: Pre-2009 was L5 | 3 |
| Elective | [15221](https://regqs.saqa.org.za/showUnitStandard.php?id=15221) | Provide information and advice regarding skills development and related issues | Level 5 | Level TBA: Pre-2009 was L5 | 4 |
| Elective | [15214](https://regqs.saqa.org.za/showUnitStandard.php?id=15214) | Recognise areas in need of change, make recommendations and implement change in the team, department or division | Level 5 | Level TBA: Pre-2009 was L5 | 3 |
| Elective | [12996](https://regqs.saqa.org.za/showUnitStandard.php?id=12996) | Record, analyse and prepare cost information | Level 5 | Level TBA: Pre-2009 was L5 | 10 |
| Elective | [12140](https://regqs.saqa.org.za/showUnitStandard.php?id=12140) | Recruit and select candidates to fill defined positions | Level 5 | Level TBA: Pre-2009 was L5 | 9 |
| Elective | [255494](https://regqs.saqa.org.za/showUnitStandard.php?id=255494) | Schedule staff | Level 5 | Level TBA: Pre-2009 was L5 | 10 |
| Elective | [15220](https://regqs.saqa.org.za/showUnitStandard.php?id=15220) | Set, monitor and measure the achievement of goals and objectives for a team, department or division within an organisation | Level 5 | Level TBA: Pre-2009 was L5 | 4 |
| Elective | [252178](https://regqs.saqa.org.za/showUnitStandard.php?id=252178) | Support sport or fitness participation for people living with HIV/AIDS | Level 5 | Level TBA: Pre-2009 was L5 | 4 |
| Elective | [116975](https://regqs.saqa.org.za/showUnitStandard.php?id=116975) | Undertake regulatory environmental auditing in the water sector | Level 5 | Level TBA: Pre-2009 was L5 | 8 |
| Elective | [251963](https://regqs.saqa.org.za/showUnitStandard.php?id=251963) | Utilise communication and information management systems | Level 5 | Level TBA: Pre-2009 was L5 | 10 |
| Elective | [264407](https://regqs.saqa.org.za/showUnitStandard.php?id=264407) | Analyse the strategy and external environment of the entity in relation to a function | Level 6 | Level TBA: Pre-2009 was L6 | 3 |
| Elective | [264403](https://regqs.saqa.org.za/showUnitStandard.php?id=264403) | Apply problem-solving techniques to make decisions on a multi-faceted problem | Level 6 | Level TBA: Pre-2009 was L6 | 5 |
| Elective | [264400](https://regqs.saqa.org.za/showUnitStandard.php?id=264400) | Apply the principles of corporate governance and ethics in a function | Level 6 | Level TBA: Pre-2009 was L6 | 5 |
| Elective | [264416](https://regqs.saqa.org.za/showUnitStandard.php?id=264416) | Appraise, develop and retain human capital for a function | Level 6 | Level TBA: Pre-2009 was L6 | 6 |
| Elective | [115759](https://regqs.saqa.org.za/showUnitStandard.php?id=115759) | Conduct moderation of outcomes-based assessments | Level 6 | Level TBA: Pre-2009 was L6 | 10 |
| Elective | [243474](https://regqs.saqa.org.za/showUnitStandard.php?id=243474) | Contribute to and implement a marketing strategy for the motor retail business | Level 6 | Level TBA: Pre-2009 was L6 | 16 |
| Elective | [243352](https://regqs.saqa.org.za/showUnitStandard.php?id=243352) | Develop a motor retail business brand | Level 6 | Level TBA: Pre-2009 was L6 | 14 |
| Elective | [251968](https://regqs.saqa.org.za/showUnitStandard.php?id=251968) | Develop and manage funding mechanisms for disaster risk management | Level 6 | Level TBA: Pre-2009 was L6 | 10 |
| Elective | [263978](https://regqs.saqa.org.za/showUnitStandard.php?id=263978) | Develop plans for implementing learnerships and apprenticeships | Level 6 | Level TBA: Pre-2009 was L6 | 5 |
| Elective | [243353](https://regqs.saqa.org.za/showUnitStandard.php?id=243353) | Develop the motor retail business to deliver brand promise | Level 6 | Level TBA: Pre-2009 was L6 | 16 |
| Elective | [243351](https://regqs.saqa.org.za/showUnitStandard.php?id=243351) | Enhance relationships with strategic partners of a motor retail business | Level 6 | Level TBA: Pre-2009 was L6 | 14 |
| Elective | [264398](https://regqs.saqa.org.za/showUnitStandard.php?id=264398) | Evaluate and plan the role of self as leader in a function | Level 6 | Level TBA: Pre-2009 was L6 | 5 |
| Elective | [264395](https://regqs.saqa.org.za/showUnitStandard.php?id=264395) | Formulate a strategy and an implementation plan for a function | Level 6 | Level TBA: Pre-2009 was L6 | 6 |
| Elective | [243473](https://regqs.saqa.org.za/showUnitStandard.php?id=243473) | Integrate, co-ordinate and optimise all the business units within a retail motor business | Level 6 | Level TBA: Pre-2009 was L6 | 10 |
| Elective | [243472](https://regqs.saqa.org.za/showUnitStandard.php?id=243472) | Lead and develop human resources to meet the critical skills shortages and diverse needs of the motor retail business | Level 6 | Level TBA: Pre-2009 was L6 | 12 |
| Elective | [243471](https://regqs.saqa.org.za/showUnitStandard.php?id=243471) | Manage and improve communication processes for a motor retail business | Level 6 | Level TBA: Pre-2009 was L6 | 10 |
| Elective | [264408](https://regqs.saqa.org.za/showUnitStandard.php?id=264408) | Manage and improve communication processes in a function | Level 6 | Level TBA: Pre-2009 was L6 | 3 |
| Elective | [243355](https://regqs.saqa.org.za/showUnitStandard.php?id=243355) | Manage and improve motor retail business operations to optimise profit performance | Level 6 | Level TBA: Pre-2009 was L6 | 12 |
| Elective | [263982](https://regqs.saqa.org.za/showUnitStandard.php?id=263982) | Manage assessment in a learning organisation | Level 6 | Level TBA: Pre-2009 was L6 | 10 |
| Elective | [116811](https://regqs.saqa.org.za/showUnitStandard.php?id=116811) | Manage learning at an education, training and development provider | Level 6 | Level TBA: Pre-2009 was L6 | 10 |
| Elective | [264406](https://regqs.saqa.org.za/showUnitStandard.php?id=264406) | Manage relationships with strategic partners to improve the performance of a function | Level 6 | Level TBA: Pre-2009 was L6 | 6 |
| Elective | [264405](https://regqs.saqa.org.za/showUnitStandard.php?id=264405) | Manage the information and institutional knowledge within a function | Level 6 | Level TBA: Pre-2009 was L6 | 5 |
| Elective | [114922](https://regqs.saqa.org.za/showUnitStandard.php?id=114922) | Provide guidance on the strategic governance of NQF implementation by education, training and development providers | Level 6 | Level TBA: Pre-2009 was L6 | 4 |
| Elective | [243354](https://regqs.saqa.org.za/showUnitStandard.php?id=243354) | Provide, use and manage information and information systems for a motor retail business | Level 6 | Level TBA: Pre-2009 was L6 | 10 |
| Elective | [243475](https://regqs.saqa.org.za/showUnitStandard.php?id=243475) | Review and revise a performance management system for the motor retail business | Level 6 | Level TBA: Pre-2009 was L6 | 10 |
| Elective | [264409](https://regqs.saqa.org.za/showUnitStandard.php?id=264409) | Use negotiation in multi-faceted situations to achieve the objectives of a function | Level 6 | Level TBA: Pre-2009 was L6 | 5 |
| Elective | [116587](https://regqs.saqa.org.za/showUnitStandard.php?id=116587) | Develop, support and promote RPL practices | Level 7 | Level TBA: Pre-2009 was L7 | 10 |

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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** |
| 59229 | Certificate: Business Management | Regenesys Management (Pty) Ltd | Level 5 | Level TBA: Pre-2009 was L5 | 120 |  | CHE | HEQSF |
| 67699 | Certificate: Business Management | South African Institute of Management | Level 5 | Level TBA: Pre-2009 was L5 | 162 |  | QCTO | OQSF |
| 62757 | Certificate: Management | Business School of the Netherlands South Africa (Pty) Ltd | Level 5 | Level TBA: Pre-2009 was L5 | 120 | 2009-06-30 | CHE | HEQSF |
| 67352 | Certificate: Management | The Foundation for Professional Development | Level 5 | Level TBA: Pre-2009 was L5 | 162 |  | CHE | HEQSF |
| 84046 | Higher Certificate in Business Management | Regenesys Management (Pty) Ltd | Not Applicable | NQF Level 05 | 120 |  | CHE | HEQSF |
| 60277 | National Certificate: Generic Management: Advanced Sport Management Administration | Generic Provider - Field 03 | Level 5 | Level TBA: Pre-2009 was L5 | 162 |  | CATHSSETA | OQSF |
| 60278 | National Certificate: Generic Management: Adventure Based Learning | Generic Provider - Field 03 | Level 5 | Level TBA: Pre-2009 was L5 | 162 |  | CATHSSETA | OQSF |
| 60272 | National Certificate: Generic Management: Cement Manufacturing | Generic Provider - Field 03 | Level 5 | Level TBA: Pre-2009 was L5 | 162 |  | MQA | OQSF |
| 60273 | National Certificate: Generic Management: Customer Management | Generic Provider - Field 03 | Level 5 | Level TBA: Pre-2009 was L5 | 162 |  | SERVICES | OQSF |
| 96099 | National Certificate: Generic Management: Customer Management: Banking | Generic Provider - Field 03 | Not Applicable | NQF Level 05 | 162 |  | BANKSETA | OQSF |
| 60274 | National Certificate: Generic Management: Disaster Risk Management | Generic Provider - Field 03 | Level 5 | Level TBA: Pre-2009 was L5 | 162 | 2015-06-30 | LG SETA | OQSF |
| 60271 | National Certificate: Generic Management: Fast Moving Consumer Goods | Generic Provider - Field 03 | Level 5 | Level TBA: Pre-2009 was L5 | 162 | 2015-06-30 | W&RSETA | OQSF |
| 80426 | National Certificate: Generic Management: Franchising | Generic Provider - Field 03 | Level 5 | Level TBA: Pre-2009 was L5 | 162 |  | SERVICES | OQSF |
| 60269 | National Certificate: Generic Management: General Management | Generic Provider - Field 03 | Level 5 | Level TBA: Pre-2009 was L5 | 162 |  | SERVICES | OQSF |
| 96100 | National Certificate: Generic Management: General Management: Banking | Generic Provider - Field 03 | Not Applicable | NQF Level 05 | 162 |  | BANKSETA | OQSF |
| 60270 | National Certificate: Generic Management: Generic Manufacturing | Generic Provider - Field 03 | Level 5 | Level TBA: Pre-2009 was L5 | 162 |  | MERSETA | OQSF |
| 64869 | National Certificate: Generic Management: Mining Management | Generic Provider - Field 06 | Level 5 | Level TBA: Pre-2009 was L5 | 162 |  | MQA | OQSF |
| 78824 | National Certificate: Generic Management: Motor Industry Management | Generic Provider - Field 06 | Level 5 | Level TBA: Pre-2009 was L5 | 162 |  | MERSETA | OQSF |
| 78823 | National Certificate: Generic Management: NQF Support Link | Generic Provider - Field 05 | Level 5 | Level TBA: Pre-2009 was L5 | 162 |  | ETDP SETA | OQSF |
| 71609 | National Certificate: Generic Management: Real Estate | Generic Provider - Field 11 | Level 5 | Level TBA: Pre-2009 was L5 | 162 |  | SERVICES | OQSF |
| 80747 | National Certificate: Generic Management: Salon Management | Generic Provider - Field 03 | Level 5 | Level TBA: Pre-2009 was L5 | 162 |  | SERVICES | OQSF |
| 74511 | National Certificate: Generic Management: Security Management | Generic Provider - Field 08 | Level 5 | Level TBA: Pre-2009 was L5 | 162 |  | SAS SETA | OQSF |
| 66310 | National Certificate: Generic Management: Service Station Management | Generic Provider - Field 03 | Level 5 | Level TBA: Pre-2009 was L5 | 162 | 2015-06-30 | W&RSETA | OQSF |
| 66069 | National Certificate: Generic Management: Skills Development Management | Generic Provider - Field 03 | Level 5 | Level TBA: Pre-2009 was L5 | 162 |  | SABPP | OQSF |
| 96101 | National Certificate: Generic Management: Skills Development Management: Banking | Generic Provider - Field 03 | Not Applicable | NQF Level 05 | 162 |  | BANKSETA | OQSF |
| 60276 | National Certificate: Generic Management: Sport Event Management | Generic Provider - Field 03 | Level 5 | Level TBA: Pre-2009 was L5 | 162 |  | CATHSSETA | OQSF |
| 60275 | National Certificate: Generic Management: Sport Federation Financial Management | Generic Provider - Field 03 | Level 5 | Level TBA: Pre-2009 was L5 | 162 |  | CATHSSETA | OQSF |
| 74512 | National Certificate: Generic Management: Strategic Management | Generic Provider - Field 03 | Level 5 | Level TBA: Pre-2009 was L5 | 162 |  | SERVICES | OQSF |
| 96102 | National Certificate: Generic Management: Strategic Management: Banking | Generic Provider - Field 03 | Not Applicable | NQF Level 05 | 162 |  | BANKSETA | OQSF |
| 63334 | National Certificate: Generic Management: Wholesale and Retail Management | Generic Provider - Field 11 | Level 5 | Level TBA: Pre-2009 was L5 | 162 |  | W&RSETA | OQSF |
| 67698 | National Certificate: Sport Management | Exercise Teachers Academy - Cape Town | Level 5 | Level TBA: Pre-2009 was L5 | 162 | 2014-12-31 | CHE | HEQSF |

## 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** |

|  |  |
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|  |  |
| **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 Certificate: Generic Management** Qualification registered on the National Qualification Framework (NQF) with 162 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.

**Module 1: Ethics and Knowledge Management**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **NLRD** | **US TITLE** | **LEVEL** | **CREDITS** |
| Elective | 252024 | Evaluate current practices against best practice | 5 | 4 |
| Fundamental | 252042 | Apply the principles of ethics to improve organisational culture | 5 | 5 |
| Core | 252044 | Apply the principles of knowledge management | 5 | 6 |
| **TOTAL CREDIT VALUE** | | | | **15** |

**Module 2: Finance Management**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **NLRD** | **US TITLE** | **LEVEL** | **CREDITS** |
| Fundamental | 252040 | Manage the finances of a unit | 5 | 8 |
| Fundamental | 252036 | Apply mathematical analysis to economic and financial information | 5 | 6 |
| **TOTAL CREDIT VALUE** | | | | **14** |

**Module 3: Self-Management**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **NLRD** | **US TITLE** | **LEVEL** | **CREDITS** |
| Fundamental | 12433 | Use communication techniques effectively | 5 | 8 |
| Core | 252027 | Devise and apply strategies to establish and maintain workplace relationships | 5 | 6 |
| Elective | 252031 | Apply the principles and concepts of emotional intelligence to the management of self and others | 5 | 4 |
| **TOTAL CREDIT VALUE** | | | | **18** |

**Module 4: Leadership Principles**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **NLRD** | **US TITLE** | **LEVEL** | **CREDITS** |
| Fundamental | 120300 | Analyse leadership and related theories in a work context | 5 | 8 |
| Core | 252037 | Build teams to achieve goals and objectives | 5 | 6 |
| Elective | 15224 | Empower team members through recognising strengths, encouraging participation in decision making and delegating tasks | 5 | 4 |
| **TOTAL CREDIT VALUE** | | | | **18** |

**Module 5: Managing Others**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **NLRD** | **US TITLE** | **LEVEL** | **CREDITS** |
| Elective | 12140 | Recruit and select candidates to fill defined positions | 5 | 9 |
| Core | 252029 | Lead people development and talent management | 5 | 8 |
| Core | 252034 | Monitor and evaluate team members against performance standards | 5 | 8 |
| Core | 252035 | Select and coach first line managers | 5 | 8 |
| **TOTAL CREDIT VALUE** | | | | **33** |

**Module 6: Diversity & Conflict Management**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **NLRD** | **US TITLE** | **LEVEL** | **CREDITS** |
| Core | 252043 | Manage a diverse work force to add value | 5 | 6 |
| Elective | 114226 | Interpret and manage conflicts within the workplace | 5 | 8 |
| Elective | 117853 | Conduct negotiations to deal with conflict situations | 5 | 8 |
| **TOTAL CREDIT VALUE** | | | | **22** |

**Module 7: Operational Management**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **NLRD** | **US TITLE** | **LEVEL** | **CREDITS** |
| Fundamental | 252022 | Develop, implement and evaluate a project plan | 5 | 8 |
| Core | 252032 | Develop, implement and evaluate an operational plan | 5 | 8 |
| Core | 252025 | Monitor, assess and manage risk | 5 | 8 |
| **TOTAL CREDIT VALUE** | | | | **24** |

**Module 8: Change Management**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **US TYPE** | **NLRD** | **US TITLE** | **LEVEL** | **CREDITS** |
| Core | 252020 | Create and manage an environment that promotes innovation | 5 | 6 |
| Core | 252021 | Formulate recommendations for a change process | 5 | 8 |
| Fundamental | 252026 | Apply a systems approach to decision making | 5 | 6 |
| **TOTAL CREDIT VALUE** | | | | **20** |

## 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** |