

No. 1249

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

Office Administration

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

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

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

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FETC: GOVERNANCE AND ADMINISTRATION

1. **Field:** Business, Commerce & Management Studies
2. **Sub-field:** Office Administration
3. **Level:** 4
4. **Credits:** 140
5. **Issue date:**
6. **Review date:**
7. **Rationale for the qualification**

The area of employment to which this FETC: **Governance** and Administration, would apply consists mostly of clerical and administrative workers in the financial or similar fields, who may or may not have any recognised qualification/s. This qualification addresses the need to assess the competencies of generic personnel requiring a background in governance, accounting and administration in order to provide opportunities for recognition and career advancement. Social and economic rationales for this qualification include the encouragement of redress the for previously disadvantaged, facilitation of access to a qualification, career advancement and further learning and personal development.

This qualification aims to address the need for applied numeric and communication competence in this learning area, as a fundamental component, while providing a means of recognising prior learning whereby, for example, competent financial or computer skills can **be** given credit.

The greatest need for competence at this level is with regard to:

- **Office** workers who have little or no formal qualification, and who wish to progress in their administrative or clerical career
- Learners who, for a variety of circumstances, did not access a senior certificate

The wide range of skills included in this qualification gives the learner a holistic understanding of the business environment in which governance and administration personnel operate, as well as a variety of clerical skills, and provides the industry and its clients with competent professionals.

This qualification is aimed at current employees as well as new personnel entering the field of governance and administration. The qualification provides the opportunity for such individuals to pursue a career in governance and administration by developing themselves through NQF qualifications as per the career path outlined below:

- National Certificate in Business Administration Services at **NQF Level 3**. At this point learners are introduced to office administration, basic business principles, human resources and information technology with options to delve into accounting and governance. They are routinely supervised.
- National Certificate in Business Administration: (Governance and Administration) at NQF Level **4**. Learners at this level are developing core proficiency in a key business area as well as gaining exposure to the corresponding governance and administration areas of learning and applications while still ensuring broad understanding. They are given **some** responsibilities under supervision.
- National Certificate, and National Diploma in Governance Administration: Level **5**, Diplomae and Advanced. These **will** allow for progression vertically within corporate structures or horizontally across companies and sectors.

Such a career path allows individuals to work in industries or organisations of their choosing. Business administration skills developed in this learning path would have a bias towards business governance and administration; however the training should be such that individuals can apply the learning in businesses where the solutions are based on a variety of other areas of knowledge or technologies. Personnel who are developed through this qualification also develop entrepreneurial, financial and marketing skills. Such expertise is becoming necessary in the South African economy in order to develop people who are able to create business opportunities and unlock potential value.

The FETC is designed to meet the needs **of** the learners who are already employed and involved in the organisational office environment. Additionally, however, it will also meet the needs and aspirations of the youth and unemployed who wish to pursue a career in business administration and associated fields, or in other fields where this learning may be useful. This includes adult learners who want to enter the sector or develop their careers in one or more of the related learning areas. Since the Certificate **is** part of a learning pathway, it will allow mobility to persons operating at any level in the field.

The qualification provides learners with a consolidated grounding in the field of business administration. This will enable them to understand the South African and global business governance and administration arena and will underpin their ability to use this learning in various business environments. The development of competence in this field will lead to better service delivery, company longevity, the promotion of wealth and job creation.

This qualification recognises the fact that knowledge and the application of organisational governance and administration is a business imperative, necessary for the success of any organisation, both strategically and operationally. This FETC is thus designed to enable individuals to develop their theoretical competencies and the practical skills to operate effectively in the field.

This qualification also reflects some **of** the needs of the business sector both now and in the future.

The impact of the qualification on society and the economy is reflected in the multiple job roles and careers that can stem from the qualification, including self-employment opportunities, job creation opportunities and the development of, or entry to, learners who are employed within the private or public sector. It can further stimulate and support skills development in the SMME sector.

This qualification is also ideal for the development of a number of learnerships leading to the attainment of the qualification and so to improved career opportunities for employed and unemployed learners.

8. Purpose of the Qualification

The purpose of this qualification is to provide learners with the knowledge to further their learning in the field of Business Administration, and in order to advance their careers, as well as to qualify for entry to an appropriate Diploma qualification at **NQF Level 5**.

The qualification will allow entry into, or further development and expertise in, the following areas of application:

- Accounting
- Entrepreneurship
- Business communication in a first and second language
- Computer skills
- Risk and project management
- Business management and governance
- Marketing
- Corporate secretaryship
- Business calculations

Qualifying learners are capable of:

- Engaging in sustained oral communication and evaluating spoken texts
- Reading, analysing and responding to a variety of texts
- Writing for a wide range of contexts
- Using language and communication in occupational learning programs
- Representing, analysing and calculating shape and motion in 2- and 3-dimensional space in different contexts
- Applying knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems
- Using mathematics to investigate and monitor the financial aspects of personal, business, and national issues
- Accommodating audience and context needs in oral communication in a second language
- Interpreting and using information from texts in a second language
- Writing texts for a range of communicative contexts in a second language
- Interpreting a variety of literary texts in a second language
- Producing accounting reports
- Recording and processing workplace transactions
- Assessing legal contracts for business
- Complying to legal requirements in business

- Analysing people related risks in an organisation in order to control the risk
- Demonstrating knowledge and understanding of South African law and the regulation of risk management
- Determining risk exposure in order to manage the risk in a specific situation
- Explaining the nature of risk and the risk management process
- Developing administrative procedures in a selected organisation
- Managing administration records
- Applying efficient time management to the work of a department/division/section

Qualifying learners will **also** elect to attain competencies from among the following:

- Showing entrepreneurial competence
- Managing entrepreneurial finance
- Monitoring marketing information flow and collecting and processing marketing data
- Identifying and utilising marketing resources to meet objectives
- Liaising with a range of customers of a business
- Describing features, advantages and benefits of a range of products
- Applying basic business principles
- Describing information systems departments in business organisations
- Applying problem solving strategies
- Investigating the use of computer technology in an organisation
- Describing and installing a facsimile machine
- Describing and installing computer printers
- Describing and installing scanning systems
- Describing and installing photocopier machines
- Installing a personal computer or handheld computer and peripherals

9. Level, credits and learning components assigned to the Qualification

The **FETC: Governance and Administration** is at **NQF Level 4** as the complexity of learning, as embodied by the specific outcomes of the related unit standards, conforms to the level of difficulty of learning at Level 4. The learning in turn is determined by the skills, knowledge, attitudes and values required and matched to the responsibility level of practitioners at whom it is aimed. The number of credits for this qualification consist of the following:

- | | |
|---------------|---|
| • Fundamental | 56 credits (36 at level 4 and 20 at level 3) |
| • Core | 64 credits (60 at level 4 and 4 at level 5) |
| • Elective | 78 credits at level 4 from which a minimum of 20 must be selected |

Fundamental component

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

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

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

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

All the Unit Standards are compulsory.

Core component

The Core component of the qualification consists of unit standards designed to equip the learner with the necessary functional skills and knowledge base required to operate competently within the Business Administration environment. These competencies relate directly to the actual work performed by employees in the sector.

All of these unit standards are compulsory.

Elective component

A wide range of Elective unit standards has been identified for inclusion in the Elective component of the qualification. They relate to the range of areas in which a person pursuing this qualification could work. The range of possibilities embodied in the list means that both individual and company choice are readily possible. This also enhances the possibility of any learnership that is registered based on this qualification being demand-led rather than supply-driven.

The learner is required to select unit standards to a total value of at least 20 credits from the unit standards listed in this component. The learner may also choose any other unit standards that are of interest to him/her or that enable him/her perform his/her work more efficiently with approval of the relevant ETQA.

Table indicating the Unit Standards contained in the Fundamental, Core and Elective components of the National Certificate in Business Administration: (Governance and Administration) NQF level 4

NLRD NUMBER	TITLE	LEVEL	CREDITS
Fundamental component			
8974	Engage in sustained oral communication and evaluate spoken texts	4	5
8976	Write for a wide range of contexts	4	5
8975	Read, analyse and respond to a variety of texts	4	5
8979	Use language and communication in Occupational Learning Programmes	4	5
9014	Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	4	6
9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	4	6
9016	Represent, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	4	4
8968	Accommodate audience and context needs in oral communication using a second language	3	5
8969	Interpret and use information from texts in a second language	3	5
8970	Write texts for a range of communicative contexts in a second language	3	5
8972	Interpret a variety of literary contexts in a second language	3	5
Total for Fundamental component			56
Core component			
	Assess legal contracts for business	4	8
	Comply to legal requirements in business	4	7
15007	Demonstrate knowledge and understanding of South African law and the regulation of risk management	4	4
15008	Determine risk exposure in order to manage the risk in a specific situation	4	2
14995	Explain the nature of risk and the risk management process	4	4
14999	Analyse people related risks in an organisation in order to control the risk	4	3
	Produce accounting reports	4	10
	Record and process workplace transactions	4	10
110003	Develop administrative procedures in a selected organisation	4	8
110009	Manage administration records	4	4
15234	Apply efficient time management to the work of a department/division/section	5	4

Total for Core component			64
Elective component			
114958	Demonstrate an understanding of an entrepreneurial profile	4	5
	Manage finance in a small business	4	8
10027	Monitor marketing information flow and collect and process marketing data	4	4
10013	Identify and utilise marketing resources to meet objectives	4	4
10024	Liaise with a range of customers of a business	4	4
10324	Describe features, advantages and benefits of a range of products and services	4	6
	Apply basic business principles	4	10
14926	Describe information systems departments in business organisations	4	3
14927	Apply problem solving strategies	4	4
14963	Investigate the use of computer technology in an organisation	4	6
14952	Describe and install a facsimile machine	4	2
14945	Describe and install computer printers	4	2
14936	Describe and install scanning systems	4	3
14946	Describe and install photocopier machines	4	3
14950	Install a personal computer or handheld computer and peripherals	4	7
Total for Elective component			71 min 20
MINIMUM TO ACHIEVE QUALIFICATION			140

10. Access to the Qualification

There is open access to this Qualification for all learners. It is preferable that learners first complete the National Certificate: Business Administration Services – NQF Level 3

11. Learning assumed to be in place

It is assumed that learners are competent in:

- Communication at **NQF Level 3**
- Mathematical Literacy at **NQF Level 3**

12. Exit Level Outcomes and Associated Assessment Criteria

Qualifying learners will be able to:

1. Communicate at an effective and appropriate level in a business environment in *two* languages

Associated assessment criteria:

- Sustained oral communication is engaged in and spoken texts can be evaluated and responded to as shown in a business meeting.
- Written reports are produced over a wide range of contexts.
- A variety of texts are read, analysed and responded to according to organisational requirements.

2. Use mathematics and numeracy to advantage in a commercial setting

Associated assessment criteria:

- Mathematics **is** used correctly in business calculations.
- Mathematical computations are correctly used in personal everyday situations mentally and/or using a calculator

3. Develop an understanding of the fundamentals of governance

Associated assessment criteria:

- Legal contracts in the business context are interpreted and explained in a presentation on the topic.
- Legal requirements relating to businesses are complied with.
- People related risks are analysed in an organisation in order to control the risk.
- Knowledge and understanding of South African law as it applies to risk management is demonstrated in a discussion with a *coach/mentor*.
- Risk exposure is **determined** in order to manage the risk in a specific situation.
- The nature of risk and the risk management process is explained to a group of peers.

4. Use the fundamentals of accounting correctly

Associated assessment criteria:

- Accurate accounting reports are produced in the accepted formats.
- Workplace transactions are correctly and accurately recorded and processed.

5. Perform office administration tasks

Associated assessment criteria:

- Administrative procedures in a selected organisation are utilised according to organisational procedures.
- The comprehensive, accurate and appropriate record keeping of a company **is** managed according to organisational procedure.
- Efficient time management is applied to the work of a department/division or section.

6. Gain insight into the foundation areas of entrepreneurship

Associated assessment criteria:

- Entrepreneurial competence is demonstrated in the formation of a small business.

- Entrepreneurial finance and funding is managed in a business setting.
- Marketing information flow is monitored and collected in order to process marketing data for a new business venture.
- Marketing resources are identified and utilised in order to meet business objectives.

7. Apply business methods in a new venture

Associated assessment criteria:

- A range of customers can be liaised with for a series of business issues.
- Features, advantages and benefits of a range of products or services can be described to a group of peers.
- Basic business principles can be applied to a new venture.

8. The role of information technology in a small business can be explained

Associated assessment criteria:

- Information systems departments can be described as they apply to business organisations.
- Problem solving strategies can be applied.
- The use of computer technology in an organisation is investigated and applied.

13. **Critical Cross-Field Outcomes**

The various constituent Core parts of the qualification, namely Fundamentals of governance, Fundamentals of accounting and Office administration, as well as the Fundamental and Elective components, present numerous opportunities to develop each of the Critical Cross-Field Outcomes. It is anticipated that accredited service providers will readily be able to do so.

It is apparent that the following Critical Cross-Field Outcomes will easily be developed as an intrinsic part of any learning programme:

1. The nature of the Exit Level Outcomes and Associated Assessment Criteria is such that creative problem-solving is explicitly required.
2. Team and group work is a functional necessity and the Associated Assessment Criteria specify this.
3. The same considerations as in 2 above apply to the capacity of the individual learner in "managing and organising him/herself and his/her activities responsibly and effectively".
4. In participating in defining a solution to various related problems at hand, each learner is required to "collect, analyse, organise and critically evaluate information".
5. Communicating effectively is explicitly part of the requirements built into the Fundamental component of the qualification.

6. In Governance and Administration development within an organisational setting, a systemic approach is encouraged throughout.

More detail will be provided within each Unit Standard of how the Critical Cross-Field Outcomes need to be emphasised.

14. International Comparability

The unit standards set out in this document have been developed in line with international standards for the same level of learning and application, whilst remaining cognisant of the South African context.

This qualification compares favourably with similar offerings based abroad. Options include Certificate and Bachelor level qualifications in Business, Business Administration and Office Administration. Alternatives from Australia, America and Cyprus were reviewed and can be found at:

www.informaticsgroup.com/tbs/uol_am.htm
www.tauondi.sa.edu.au/business/
www.kes.ac.cy/college/courses/

15. Integrated Assessment

The qualification and its associated assessment criteria have been designed so that assessment is fully integrated with the learning. The learner must, in an authentic setting:

- demonstrate competence by means of the practical application of the embedded knowledge in a manner that meets the required performance standards,
- illustrate a clear understanding of the concepts, theory and principles that underpin the practical action taken.

The emphasis throughout the qualification should be on continuous, formative assessment. Much of this is achieved in "sites of application" and involves a range of assessment tools, which will include a degree of self and peer assessment. A number of appropriate summative assessments should be planned at specific times, by assessor and learner jointly, throughout the learning process.

As a result of a range of ongoing assessment approaches in terms of testing and evaluating the fundamental, practical and reflexive competence of the learner, a skills matrix should be produced. This will clearly indicate not only the knowledge gaps and skills deficits of the individual, but also highlight the learner's strengths and weaknesses related to the other elements of applied competence, namely:

- information processing and the power of analysis
- problem solving and a decision making capacity
- communication skills.

The assessment process should be capable of being applied to RPL, subject to the policy and criteria of the relevant Education and Training Quality Assurance body (ETQA).

16. Recognition of prior learning (RPL)

This qualification can be achieved wholly or in part through the Recognition of Prior Learning and the qualification may be granted to learners who have acquired the skills and knowledge without attending formal courses, providing they can demonstrate competence in the outcomes of the individual unit standards as required by the Fundamental, Core and Elective areas stipulated in the qualification and by the exit level outcomes.

An RPL process may also be used to credit learners with individual unit standards in which they have developed the necessary competency as a result of workplace and experiential learning

Learners submitting themselves for RPL assessment should be thoroughly briefed prior to the assessment, and will be required to submit a Portfolio of Evidence in the prescribed format to be assessed for formal recognition. While this is primarily a workplace-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit level outcomes.

The approach taken to RPL in this qualification most certainly reflects the objectives of the NQF in that it will allow access to qualifications for a large section of previously disadvantaged persons who were marginalised from mainstream education and training. RPL will also provide access for the youth and unemployed to embark on learning and career path progression. However RPL is perhaps more relevant to provide recognition of experience acquired over many years in the workplace for those already employed. RPL will allow these persons to accumulate credits for experiential learning gained. In this way, as a result of RPL, each of these groups of individuals will be able to receive portable, nationally recognised formal qualifications.

17. Articulation Possibilities

This qualification has been developed for mobility across industries and is intended to allow for further learning towards higher level qualifications in Business Administration, or specialisation within a component of Business Administration (for example, human resource related administration).

18. Moderation

- 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 (MOU) 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 an MOU with the relevant ETQA.
- Assessment and moderation of assessment will be overseen by the relevant ETQA according to the policies and guidelines for assessment and moderation of that ETQA, in terms of agreements reached around assessment and moderation between various ETQAs (including professional bodies), and in terms of the moderation guideline detailed immediately below.
- Moderation must include both internal and external moderation of assessments at all exit points of the qualification, unless ETQA policies specify otherwise. Moderation should

also encompass achievement of the competence described both in individual unit standards as well as the integrated competence described in the exit level outcomes of 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**, or with an **ETQA** that has an **MOU** with the relevant **ETQA**.

The options as listed above provide the opportunity to ensure that assessment and moderation can be transparent, affordable, valid, reliable and non-discriminatory. Iteration of the process, and continued review and maintenance of this qualification will ensure development of the **NQF** and this framework in particular.

In terms of quality assurance, the following criteria for the registration of assessors and moderators apply:

1. **TITLE** : Apply basic business principles
2. Unit Standard number:
3. NQF level: **4**
4. Credit **value**: **15**
5. Field: Business, Commerce and Management Studies
Sub field: Office administration
6. Issue date:
7. Review date:
8. Purpose:

A person credited with this Unit Standard is able to apply various theories of economics, marketing and management. **Skills** obtained after successfully completing this Unit Standard will provide learners with generic business competencies.

In particular, on completion of this Unit Standard, the learner is able **to**:

- Apply the profit motive to a going concern
- Demonstrate an understanding of basic economics
- Undertake basic marketing activities
- Operate according to an organisational structure
- Discuss business objectives and goals

9. Learning assumed to be in place:

Learners are competent in:

- Communication at NQF Level 3
- Mathematical Literacy at NQF Level 3

10. Specific Outcomes and Assessment Criteria:

Specific Outcome **1**: Apply the profit motive to a going concern

Assessment Criteria:

- 1.1 The concept of a going concern is discussed with examples.
- 1.2 The profit motive can be applied to a selected organisation.
- 1.3 The advantages and limitations of a particular form of business ownership are explained with examples.

Specific Outcome **2**: Apply production theory in a selected workplace

Assessment Criteria:

- 2.1 Principles of demand and supply are utilised in decision making and related to a pricing structure for a range of products and/or services.
- 2.2 Break-even sales in Rand and unit terms can be determined for a range of products and/or services.
- 2.3 The theory of economies of scale can be explained in an essay on the topic.
- 2.4 The role and cost of labour and equipment, as factors of supply or delivery of products/services can be presented to a group of peers.

Specific Outcome 3: Segment a market and undertake appropriate marketing measures

Assessment Criteria:

- 3.1 Market research is conducted, data is collated and evaluated and presented to a coach/mentor.
- 3.2 A buying market can be segmented and a marketing mix applied to a range of products/services.
- 3.3 Advertising can be composed for a target market and appropriate media selected for placement.

Specific Outcome 4: Operate within a company reporting structure

Assessment Criteria:

- 4.1 An organisational chart is constructed for a particular company.
- 4.2 Staff and line functions are clarified, and reporting lines are identified within a selected company's hierarchical structure.
- 4.3 The mission, vision and values of a company are described to a relating them to function.
- 4.4 Supervisory and managerial roles are defined in a presentation using examples.

Specific Outcome 5: Align business unit goals with overall business strategy and objectives

Assessment Criteria:

- 5.1 Organisational objectives are interpreted and a business plan analysed for a particular company.
- 5.2 Action plans to meet organisational objectives are implemented efficiently.
- 5.3 Unworkable objectives are reported on and contingency plans constructed to ensure that business goals remain achievable.

11. Accreditation and moderation:

- An individual wishing to be assessed (including through RPL) against this Unit Standard may apply to an assessment agency, assessor with the relevant Education and Training Quality Assurance body (ETQA).

- Anyone assessing a learner against this Unit Standard must be registered as an assessor with the relevant **ETQA**
- Any institution offering learning that will enable achievement of this Unit Standard or assessing this Unit Standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. Range statement:

- Although the learner will gain knowledge of various business principles, this Unit Standard will not prepare him/her to become responsible for the management of a company;

13. Notes:

Embedded knowledge:

The knowledge underpinning the above specific outcomes is:

- o The theories of:
 - o The profit motive;
 - o The going concern;
 - o Forms of business ownership;
 - o Demand and supply;
 - o Economies of scale;
- A business plan;
- An organizational chart.

Critical Cross-Field Outcomes:

The following critical outcomes relate to this Unit Standard and will be elaborated upon within the learning context:

1. Problem identification and solution in creative ways when aligning business strategy to business goals;
2. Working in teams throughout the **work**
3. Organising and managing self when applying the project motive;
4. Critically collecting, evaluating and analysing information and operating the reporting system;
5. Appropriate use of information technology equipment and systems when operating the reporting system.

- 1.** Title: Assess legal contracts for business
- 2.** Unit Standard number:
- 3.** NQF Level: 4
- 4.** Credits: 8
- 5.** Field: Business Commerce and Management Studies
Sub-field: Office Administration
- 6.** Issue date:
- 7.** Review date:
- 8.** Purpose:

The purpose of this Unit Standard is to enable learners to demonstrate the ability to apply the required legal requirements in the performance of relevant business activities. Special emphasis is drawn to contracts primarily used in the business context.

In particular, on completion of this Unit Standard, the learner is able to:

- Demonstrate an understanding of the nature, role, history and sources of South African Law
- Assess the legal rules that relate to the validity of various contracts
- Demonstrate an understanding of the rights, duties of parties to a contract.
- Demonstrate an understanding of the relevant terms and concepts used within contracts

- 9.** Learning assumed to be in place:

Learners should be competent in:

- Communication skills at NQF Level 3
- Mathematical Literacy at NQF Level 3

- 10.** Specific Outcomes and Assessment Criteria

Specific Outcome 1: Demonstrate an understanding of the nature, role, history and sources of South African Law

Range: South African Law will include Constitutional Law, Commercial Law, Civil Law

Assessment Criteria

- 1.1** An assessment of the concept "law" and "right" is made and a brief explanation is given in written form.
- 1.2** The concepts "natural person" and "juristic person" are explained to a peer group with examples.
- 1.3** The various sources of South African law are identified and a brief explanation is given on the history of each.
- 1.4** A list of the various court structures relevant within the context of South African Law is presented.

- 1.5 The accepted conflict resolution procedures, relevant to disputes arising within the ambit of the South African legal framework, are outlined in a flow-diagram.

Specific Outcome 2: Assess the legal rules that relate to the validity of various contracts

Range: Contracts will include *contracts of sale, lease contracts, insurance contracts*

Assessment Criteria

- 2.1 The term "contractual capacity" is explained to a peer group with examples.
- 2.2 The concept "breach of contract" is explained and an example is outlined of three possibilities.
- 2.3 The terms and conditions of a contract are identified and a brief explanation is given on the understanding thereof.
- 2.4 A flow-diagram is produced outlining the administrative procedure to be applied in terminating a contract.

Specific Outcome 3: Demonstrate an understanding of the rights and duties of parties to a contract

Range: Contracts will include *contracts of sale, lease contracts, insurance contracts*

Assessment Criteria

- 3.1 The rights and duties of "buyers" and "sellers" are explained and a brief definition is given of the terms used.
- 3.2 The rights and duties of "lessors" and "lessees" are explained and a brief definition is given of the terms used.
- 3.3 The rights and duties of "insurers" and "an insured" are explained and a brief description is given of the terms used.

Specific Outcome 4: Demonstrate an understanding of the relevant terms and concepts used within contracts

Range: Contracts will include *contracts of sale, lease contracts, insurance contracts*

- 4.1 The term "latent defects", as applied in contracts of sale/lease, is described and an example is identified with a possible and appropriate remedy.
- 4.2 The concept "transfer of ownership" is explained together with an outline of the procedure.
- 4.3 A written comparison and distinction is drawn between indemnity and non-indemnity insurance.
- 4.4 The duty of the insured to disclose, and an explanation of the term "disclosure", is given in a simulated environment.

11. Accreditation and moderation

- An individual wishing to be assessed (including through **RPL**) against this Unit Standard may apply to an assessment agency, assessor with the relevant Education and Training Quality Assurance body.
- Anyone assessing a learner against this Unit Standard must be registered as an assessor with the relevant Education and Training Quality Assurance body
- Any institution offering learning that will enable achievement of this Unit Standard or assessing this Unit Standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. Range Statements

- At least three dispute resolution methods are included
- Latent defects should include warranties

13. Notes**Critical Cross-Field Outcomes**

This Unit Standard supports the following critical cross-field outcomes:

1. Collect, organise and critically evaluate information when assessing legal rules or gathering information sources;
2. Communicate effectively in the correspondence with clients using oral and written skills;
3. Organising and managing the administrative processes responsibly and effectively;
4. Identifying and solving problems which arise during the execution of duties and tasks in ways that display critical and creative thinking;
5. **Work** effectively;
6. Demonstrate an understanding of the impact of the relevant legislation on the parties to a contract by recognising that problem-solving contexts do not exist in isolation;
7. **Use** technology effectively and critically to record, draft and present correspondence;
8. **Be** culturally and aesthetically sensitive to the a wide range of clients.

1. Title: Comply to legal requirements in business
2. Number:
3. NQF Level: 4
4. Credits: 7
5. Field: Business, Commerce and Management Studies
Sub Field: Office Administration:
6. Issue Date:
7. Re-issue Date:
8. Purpose:

The purpose of the learning for this Unit Standard is that learners are able to comply to legal requirements when performing their business activities. This Unit Standard does not deal with assessing contracts, but places more emphasis on labour and other aspects of law. **Skills** that will be acquired include performing duties within the boundaries of the South African legal framework

9. Learning assumed to be in place

Learners are competent in:

- Communication at NQF Level 3
- Mathematical Literacy at NQF Level 3

Specific Outcomes and Assessment Criteria

Specific Outcome 1: Demonstrate an understanding of the purpose and application of labour statutes

Range: Labour legislation will include Labour Relations Act, **Basic** Conditions of Employment Act. Applications would include inclusions, exclusions and temporary employees)

Assessment Criteria

- 1.1 The major purpose and application of the Basic Conditions of Employment Act are outlined with examples
- 1.2 The major purpose and application of the Labour Relations Act are outlined with examples
- 1.3 Identify the various categories of conduct dismissals and unfair labour practices that may be referred to the appropriate dispute resolution bodies in terms of the Labour Relations Act.
- 1.4 The salient features of an employment contract are identified with examples of correct practice
- 1.5 Statutory requirements, such as "pay as you earn" (PAYE), unemployment insurance (UIF), **skills** development levy (SKL), workmens compensation (**WC**) and regional services council levies (RSCL) are explained orally.

Specific Outcome 2: Demonstrate an understanding **of** the Insolvency Law

Assessment Criteria

- 2.1 The salient features **of** the Insolvency Act, in particular the voluntary surrender clause, and compulsory sequestration clauses are identified and listed in written form.
- 2.2 The consequences of sequestration for the insolvent/ sequestratee, are identified and an explanation given in an essay format.
- 2.3 The administrative processes required for the sequestration of an estate are outlined and explained orally.
- 2.4 The requirements for rehabilitation are listed and explained in a simulated environment.

Specific Outcome 3: Demonstrate an understanding **of** legal security

Assessment Criteria

- 3.1 The concept and terms "legal security", "lien" and "tacit hypothec" are explained orally.
- 3.2 A comparison is drawn between "real" and "personal" security with an example **of** each.
- 3.3 The relationship existing between a "creditor" and a "principal debtor" and/or "surety", are explained orally.

Specific Outcome 4: Demonstrate an understanding **of** the **law of** partnership

Assessment Criteria

- 4.1 The various elements **of** partnerships are defined and explained orally.
- 4.2 The rights, duties, benefits and obligations **of** a partner, within a partnership relationship, are explained and presented in written form.
- 4.3 The termination process of a partnership relationship is explained to a peer group.

11. Accreditation Process and Moderation

- **An** individual wishing to be assessed (including through RPL) against this Unit Standard may apply to an assessment agency, assessor with the relevant Education and Training Quality Assurance body (ETQA).
- Anyone assessing a learner against this Unit Standard must be registered **as** an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement **of** this Unit Standard or assessing this Unit Standard must be accredited **as** a provider with the relevant **ETQA**
 - Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. Range Statements

- **At** least three dispute resolution methods are included
- Latent defects should include warranties
- Two sequestration procedures must be included

13. Notes:

Critical **Cross-field** Outcomes

Learners have acquired the generic ability **to**:

- Identify and solve problems
 - **Work** effectively with others in a team

- Employ self management
- Manage information
- Communicate effectively
- Demonstrate basic technological competence
- Understand contextual world-systems

14. **Essential Embedded Knowledge**

Qualified learners understand and can explain:

- 4 **Labour Relations Act**
- Basic conditions of Employment Act
 - Employment Equity Act
 - Insolvency Act

1. Title : Manage finance in a small business
2. Unit Standard number:
3. NQF level: 4
4. Credit value: 8
5. Field: Business, Commerce and Management Studies
Sub field: Office administration
6. **Issue** date:
7. Review date:
8. Purpose:

A person credited with this Unit Standard is able to demonstrate an understanding of entrepreneurial finance; South African legislation related to company finance; sources of finance, and financial supervision related both to start-up and operational finance.

In particular, on completion of this Unit Standard, the learner is able to:

- Apply for finance and negotiate terms of any loan
- Understand how various pieces of legislation affect the finances of a company operating in South Africa
- Perform costing and a break-even analysis
- Supervise Debtor and Creditor control
- Ensure that accurate financial record keeping takes place
- Oversee the cash **flow** of an organisation

9. Learning assumed to **be** in place:

Learners should be competent in:

- Communication at NQF Level 4
- Mathematical Literacy at NQF Level 4

10. Specific Outcomes and Assessment Criteria:

Specific Outcome 1: Raise financial support externally

Assessment Criteria

- 1.1 Sources of funds are identified and contacted in order to compile a list of potential financiers, their requirements and possible capital injection values.
- 1.2 The most suitable source of funds is followed up and any required collateral is assessed and offered against funding.

- 1.3 Application for the loan or funding is compiled and submitted together with a business plan and any other required documentation.
- 1.4 Repayments including any interest are determined, matched to the budget in the business plan; and if feasible the agreement is entered into.

Specific Outcome 2: Calculate the break-even budget

Assessment Criteria

- 2.1 Fixed and variable costs are assessed, based on the business plan.
- 2.2 The contribution margin ratio is determined per unit of product/service offered.
- 2.3 Trading expenses per a revised business plan are included in order to produce a budget of all anticipated costs and expenses.
- 2.4 Break-even point is established in terms of rands and units of required sales per period to meet this total budget.

Specific Outcome 3: Assess the impact of tax and other statutory expenses

Assessment Criteria

- 3.1 The impact of company tax is determined in accordance with the type of business ownership constructed.
- 3.2 Value Added Tax is managed in accordance with statutory requirements.
- 3.3 All monthly statutory returns are timeously completed and remitted with the appropriate payment.
- 3.4 Taxes and other statutory payments are estimated and included in the budget.

Specific Outcome 4: Supervise financial record keeping and cashflow

Assessment Criteria

- 4.1 Source documents of all income, expense and balance sheet items are appropriately filed and stored.
- 4.2 Data is captured on the accounting system in use, in order for the appropriate reports to be compiled.
- 4.3 Debtors and creditors are controlled in order to keep the cashflow in a positive or acceptable position.
- 4.4 Overdraft facilities are negotiated with a financial institution.

11. Accreditation and moderation:

- An individual wishing to be assessed against this Unit Standard (including through RPL) may apply to an assessment agency, assessor or provider institution accredited by the relevant Education and Training Quality Assurance body (ETQA), or one with an appropriate memorandum of understanding (MOU) with the relevant ETQA.
- Anyone assessing a learner against this Unit Standard must be registered as an assessor with the relevant ETQA, or one with an appropriate MOU with the relevant ETQA.

- Any institution offering learning that will enable achievement of this Unit Standard, or assessing this Unit Standard, must **be** accredited **as a** provider with the relevant ETQA, or one with an appropriate MOU with the relevant ETQA.
- Moderation of assessment will be conducted by the relevant ETQA, or one with an appropriate MOU with the relevant **ETQA**.

12. Range statement:

- Although the learner **will** gain knowledge of various forms of capital injection **he/she** will not be expected to act as an expert in any of these methods, based solely on the achievement of this Unit Standard;

13. Notes:

Embedded knowledge:

The knowledge underpinning the above specific outcomes is:

- The process of applying for financing;
- Negotiation skills;
- The ability to calculate costs in total and per unit of product or service offered;
- Break-even calculation and analysis;
- An employer's knowledge of company tax and Value Added Tax and statutory commitments such as Pay As You Earn, the Unemployment Insurance Fund, **RSC** Levies, Skills Development Levies and Workmen's Compensation;
- An overview of Debtors and Creditors control.

Critical Cross-Field Outcomes:

The following critical outcomes relate to this Unit Standard and will be elaborated upon within the learning context:

1. Problem identification and solution in creative ways when supervising record keeping;
2. Organising and managing self within the context of organisational transformation;
3. Critically **collecting**, evaluating and analysing information when **determining** which the best source **of** external financing is;
4. Appropriate use of information technology equipment and systems when keeping financial records.

1. **Title:** Produce accounting reports
2. **Unit Standard number:**
3. **NQF level:** 4
4. **Credits:** 10
5. **Field:** Business, Commerce and Management Studies
Sub field: Office Administration
6. **Issue date:**
7. **Review date:**
8. **Purpose:**

A person credited with this Unit Standard is able to demonstrate an understanding of a double-entry accounting system, and will be able to input data into an appropriate accounting system, reconcile particular accounts and produce appropriate accounting reports for a company operating in South Africa.

In particular, on completion of this Unit Standard, the learner is able to:

- Operate within the context of a double-entry accounting system in a particular organisation
- Input data, including a budget, and keep accurate financial records
- Balance a general ledger and produce a trial balance
- Prepare and input journal entries
- Reconcile various accounts
- Produce or compile an income statement, a balance sheet and a cashflow statement
- Prepare supporting analyses including those for debtors and creditors

9. **Learning assumed to be in place:**

It is assumed that learners are competent in:

- Communication at **NQF Level 3**
- Mathematical Literacy at **NQF Level 3**

10. **Specific Outcomes and Assessment Criteria:**

Specific Outcome 1: Understand the double-entry accounting system

Assessment Criteria:

- 1.1 Accounting terminology is understood, particularly relating to the double-entry system.
- 1.2 All income, expense and journal items are entered into the manual or computerised accounting system in a manner that retains its balance.
- 1.3 A trail-balance can be produced when required.
- 1.4 All source documentation is retained to validate any data entered.

Specific Outcome 2: Compile the accounts of a company

Assessment Criteria:

- 2.1 All monthly income and expense accounts are reviewed with regard to highlighting potential errors or omissions.
- 2.2 All general ledger accounts, but particularly fixed assets, debtors, creditors, stock and bank are reconciled to detailed listings or analyses.
- 2.3 Journal entries such as accruals, prepayments and depreciation are calculated and captured into the accounting system.

Specific Outcome 3: Compile accounting reports

Assessment Criteria:

- 3.1 The budget is captured into the system for comparison purposes.
- 3.2 Regular reports are compiled showing the financial position of the business, including an income (or profit and loss) statement, a balance sheet and a cashflow statement.
- 3.3 Specific reports are compiled on a regular basis for control purposes, including an asset register, a stock-holding list, a debtors analysis and a creditors analysis.
- 3.4 The income statement, and balance sheet, is compared with budgeted expectations and material variances are investigated.

11. Accreditation and moderation:

- An individual wishing to be assessed against this Unit Standard (including through RPL) may apply to an assessment agency, assessor or provider institution accredited by the relevant Education and Training Quality Assurance body (ETQA), or one with an appropriate memorandum of understanding (MOU) with the relevant ETQA.
- Anyone assessing a learner against this Unit Standard must be registered as an assessor with the relevant ETQA, or one with an appropriate MOU with the relevant ETQA.
- Any institution offering learning that will enable achievement of this Unit Standard, or assessing this Unit Standard, must be accredited as a provider with the relevant ETQA, or one with an appropriate MOU with the relevant ETQA.
- Moderation of assessment will be conducted by the relevant ETQA, or one with an appropriate MOU with the relevant ETQA.

12. Range statement:

- Although the learner will produce reports relating to company finance he/she will not be expected to analyse any of these reports or to act in any capacity overseeing entrepreneurial finance, based solely on the achievement of this Unit Standard;

13. Notes:

Embedded knowledge:

The knowledge underpinning the above specific outcomes is:

- Accounting skills in the South African context;
- Development of a trial-balance, income statement, balance sheet and cashflow statement;
- Creation of, and inputting into, a general ledger;
- The fundamentals of reconciling specific accounts;
- A basic knowledge of fixed assets, stock, debtors and creditors.

Critical Cross-Field Outcomes:

The following critical outcomes relate to this Unit Standard and will be elaborated upon within the learning context:

1. Problem identification and solution in creative ways;
2. Team and group work;
3. Organising and managing self within the context of organisational transformation;
4. Critically collecting, evaluating and analysing information;
5. Appropriate use of information technology equipment and systems.

Additionally, communication is established as an area of development in its own right. Also, aspects of personal development feature throughout the achievement of this Unit Standard.

1. **Title:** **Record and process workplace transactions**
2. **Unit Standard number:**
3. **NQF level:** **4**
4. **Credit value:** **10**
5. **Field:** **Business, Commerce and Management Studies**
Sub field: Office Administration
6. **Issue date:**
7. **Review date:**
8. **Purpose:**

A person credited with this Unit Standard is able to demonstrate an understanding of various trading and bookkeeping transactions, the role they play in financial reporting and how they represent the trading results of a business; and also be able to record and process those transactions.

In particular, on completion of this Unit Standard, the learner is able to:

- Process invoices, credit-notes and debit notes on a system in place in a particular company;
- Cater for Value Added Tax and the effect on a stock system for the above transactions;
 - Prepare goods received vouchers and debit notes or other proof of delivery required by the procedures in a particular organisation;
- Deal with stock transfers to ensure that stock counts remain accurate;
- Create journal entries for transactions not based on invoices, credit-notes or debit notes;
- Accurately record and retain for safe-keeping **any** documentation required **to** validate any transaction;
- Compile reports accumulating totals related to numerous transactions within a particular time-frame;
- Explain how individual transactions are accumulated and, eventually influence the financial reports of a selected organisation.

9. **Learning assumed to be in place:**

Learners should be competent in:

- Communication at **NQF Level 3**
- Mathematical Literacy at **NQF Level 3**

10. **Specific Outcomes and Assessment Criteria:**

Specific Outcome 1: Understand the processing of basic transactions

Assessment Criteria:

- 1.1 Source documents relating to invoices, credit-notes and debit-notes can **be** identified and an explanation is given of their use.
- 1.2 Invoices, credit-notes and debit-note transactions are processed according to the procedures of a selected company.
- 1.3 The allocation of Value Added Tax is correctly handled in business transactions
- 1.4 The effect of the transactions on stock figures are discussed **with** examples.
- 1.5 All parts of the transaction, including items such as date, quantities, amounts and discounts, are recorded and processed according to general accounting practice. accurately demonstrated.

Specific Outcome 2: Process stock transactions

Assessment Criteria:

- 2.1 Documentation such as goods transfer issues, goods received notes, delivery notes (or other proof of delivery documents) are used to complete transactions relating to stock.
- 2.2 Reports are compiled showing the accumulated totals for various transactions related to this and the previous specific outcome.
- 2.3 Orders can **be** captured, and back-orders fulfilled or cancelled.

Specific Outcome 3: Compile accounting reports

Assessment Criteria:

- 3.1 Journal entries can be captured from documents or journals, including all entries related to petty cash as well as all types **of** accounts held **with** financial institutions.
- 3.2 Value Added Tax is correctly accounted for in these transactions.
- 3.3 Important features such as date, value and general ledger account are accurately captured.
- 3.4 The impact all the transactions in this Unit Standard can have on the General Ledger, and thus the **financial** reporting, of a particular company can be discussed.
- 3.5 The role of complete and accurate record-keeping in the context **of** this Unit Standard can be presented to a group of peers.

11. Accreditation and moderation:

- An individual wishing to be assessed against this Unit Standard (including through RPL) may apply to an assessment agency, assessor or provider institution accredited by the relevant Education and Training Quality Assurance body (ETQA), or one with an appropriate memorandum *of* understanding (MOU) with the relevant ETQA.
- Anyone assessing a learner against this Unit Standard must be registered as an assessor with the relevant **ETQA**, or one with an appropriate MOU with the relevant ETQA.

- Any institution offering learning that will enable achievement of this Unit Standard, or assessing this Unit Standard, must **be** accredited as a provider with the relevant ETQA, or one with an appropriate MOU with the relevant ETQA.
- Moderation of assessment **will** be conducted by the relevant ETQA, or one with an appropriate MOU with the relevant **ETQA**.

12. Range statement:

- Although the learner will produce reports relating to company finance **he/she** will not be expected to analyse any of these reports or to act in any capacity overseeing entrepreneurial finance, based solely on the achievement of this Unit Standard;
- This Unit Standard alone does not represent an introduction to company finance;
- The learner **will** not have to prepare any financial reports other than those totaling the appropriate transactions in terms of this Unit Standard;
- The learner should have an understanding of the accounting system in place in a particular organisation but the skills needed to use that system are not included in the achievement of this Unit Standard;
- The learner is expected to complete all transactions included in this Unit Standard in various forms.

13. Notes:

Embedded knowledge:

The knowledge underpinning the above specific outcomes is:

- The business cycle and its relation to stock movement;
- Business transactions resulting in invoices, credit-notes and debit-notes;
- Documentation related to the movement of stock;
- Journal entries;
- The role and mechanics of Value Added Tax;
- Accurate record-keeping;
- The flow of financial information from source documents and transactions to the General Ledger and financial statements.

Critical Cross-Field Outcomes:

The following critical outcomes relate to this Unit Standard and will be elaborated upon within the learning context:

1. Problem identification and solution in creative ways;
2. Team and group work;
3. Organising and managing self within the context of organisational transformation;
4. Critically collecting, evaluating and analysing information;
5. Appropriate use of information technology equipment and systems.

Additionally, communication is established as an area of development in its own right. **Also**, aspects of personal development feature throughout the achievement of this Unit Standard.

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PART 3 OF 5



AIDS HELPLINE: 0800-0123-22 Prevention is the cure

SOUTH AFRICAN QUALIFICATIONS AUTHORITY



Established in terms of Act 58 of 1995

**NATIONAL CERTIFICATE
IN GOVERNANCE AND ADMINISTRATION: NQF LEVEL 5**

Field	Business, Commerce and Management Studies
Sub-fields :	Finance, Economic and Accounting
Level	5
Credits	129
Issue date :	
Review date :	

1. Rationale for the Qualification

The Certificate in Governance and Administration is the second Qualification in Governance and Administration with the first one being the FETC Governance and Administration.

Prospective learners range from junior clerical position to supervisor level. Junior positions will typically be data entry clerks, word processors, bookkeepers, etc.

The Qualification is broad-based and does not focus on a single business skill (such as accounting) but the common theme is administration and governance.

There is sufficient demand for this Qualification from within communities and on the part of employers. Examples of this are learners in communities who are able to run the accounts for spaza shops and taxi owners. Employers are continually looking for qualified and committed staff.

For an unemployed learner, the Qualification will add value to the qualifying learner's employability. The employed learner will be able to apply his or her newly-acquired

knowledge to the job, which enhances confidence and abilities.

There is a huge need for qualified staff of any sort in South Africa and this Qualification partly addresses this shortfall, thus benefiting the economy. This can be either through qualified learners entering the market as entrepreneurs able to run their own businesses, or as employees in NGOs, the corporate world, governmental agencies or parastatal bodies. As such, they become wage/salary earners, thus contributing to the economy.

2. Level, credits, minimum credits required at specific level and learning components assigned to the Qualification

Fundamental learning component

Information Systems:	25 credits
Communication:	25 credits
Total: 50 credits	

Core learning component

Commercial Law:	15 credits
Financial Accounting 1:	18 credits
Governance:	17 credits
Total: 50 credits	

Elective learning component

Office administration:	40 credits
Interpreting financial accounts:	12 credits
Economics:	17 credits
Total: 69 credits	
Min 29	

In the Elective Component, a minimum of 29 must be chosen.

TOTAL 129

Minimum 129 credits

3. Access to the Qualification

Access to this qualification is open to any learner in possession of an FETC or equivalent qualification.

4. Purpose of the Qualification

The Qualification provides the learner with a level of knowledge and competence that can be applied in a practical workplace environment, and recognition for the level of learning that he or she has achieved.

The Qualification provides the learner with the knowledge and skills that can be applied in a variety of entities as well as an understanding of their philosophy and operational requirements. It also provides a step to a higher phase of learning in governance, administration and finance, and widens the learner's opportunities for advancement.

The learner will be equipped with the primary skills to handle a variety of administrative functions within the scope of financial, contractual, information technology, economic and communication skills. This infers the ability to absorb new learning as well as being able to apply the learning to a variety of familiar and new situations.

This Certificate in Governance and Administration provides an indication of the achieved level of competence of the learner and recognises valid and pertinent prior learning experiences. The Qualification therefore provides the opportunity to individual learners to achieve recognition of their learning abilities through competence testing and recognition of prior learning (RPL) to help address the skewed demographics which South Africa has inherited.

5. Learning assumed to be in place

It is assumed that Learners are competent in:

- e Communication at NQF Level 4
- e Mathematics at NQF Level 4
- Accounting at NQF Level 4

6. Exit Level Outcomes and the Associated Assessment Criteria

A. Fundamental learning component (50 credits)

Information systems (25 credits)

Macro descriptor: Understand the principles and applications of Information and Communications Technology (ICT)

Exit-level outcomes:

ELO 1 Demonstrate a working knowledge of computers and elementary networks

Associated Assessment Criteria

- 1.1 *The basic components of a personal computer are identified and a demonstration is given of the purpose of each*
- 1.2 *A demonstration is given of a basic ability to use the facilities contained in a PC's operating system*

- 1.3 *An explanation is given of the purpose and functioning of a simple local area network*
- 1.4 *An explanation is given of how the application of simple local area networks is used to address business needs*

ELO 2 Explain criteria for consideration prior to the computerisation of business processes, including hardware and software selection

Associated Assessment Criteria

- 2.1 *A business needs analysis is undertaken to determine whether or not a particular business process should be computerised*
- 2.2 *A selection process, using analysis techniques such as weighting and reference checking, is demonstrated to determine the best hardware options and/or software solutions for the computerisation of business processes*
- 2.3 *A demonstration is given to show a basic knowledge of the implementation of a computerised business process*

ELO 3 Demonstrate the ability to use office application software

[Range statement: word processing, spreadsheets, presentations and databases]

Associated Assessment Criteria

- 3.1 *An explanation is given to show the functional differences and uses of various office application software packages*
- 3.2 *Business documents are drafted using a word processing package*
[Range statement: memorandum, report, letter, invoice, tabular data]
- 3.3 *Business calculations are performed using a spreadsheet package*
[Range statement: data analysis, linked spreadsheets, charts, graphs]
- 3.4 *A simple presentation "slide show" is created using a presentations package*
[Range statement: at least 6 slides, using text, image and graphical data presentation]
- 3.5 *Business information is collated using a database package*
[Range statement: MS Access or a database package that is equivalent]

- 3.5** *E-mail and web browsing software are used effectively in a business environment*

- ELO 4** Apply best practice relating to hardware and software security and associated risk mitigation

Associated Assessment Criteria

- 4.1** *Files and folders are properly managed and secured through passwords to ensure ease of retrieval and security techniques*

[Range statement: Folder structure, naming conventions and file types are included]

- 4.2** *Basic information security procedures are demonstrated using different media and a discussion is presented on the advantages of each*

[Range statement: Diskettes, memory sticks, tapes, back-ups to file servers]

- 4.3** *Best practices for hardware and software security are implemented in a business environment*

[Range statement: passwords, access control, change control, off-site storage and disaster recovery]

Communication (25 credits)

Macro-descriptor: Understand and apply the principles, concepts and strategies of communication

Exit-level outcomes:

- ELO 1** Explain basic communication concepts and analyse communication processes

[Range statement: Verbal, written, advertising, publication, electronic medium]

Associated Assessment Criteria:

- 1.1** *A variety of communication media are utilised effectively in the commercial environment*

- 1.2** *An analysis is undertaken to measure the success or otherwise of a specific communication process/event*

[Range statement: communication process, communication concepts, barriers to communication]

- 1.3 *The follow-up strategies required following an analysis of a communication strategy are designed to improve the strategy.*

ELO 2 Explain the issues involved in the focus of media communication

Associated Assessment Criteria:

- 2.1 *An explanation is given of how inter-cultural differences are determined and taken into account for a specific communication process/event*
- 2.2 *An explanation is given of how organisational differences within a business entity are determined and taken into account for a specific communication process/event*
- 2.3 *An outline is given showing the various communication methods and procedures available in a commercial context*

ELO 3 Apply the strategies of description, persuasion and illustration in a variety of workplace contexts

Associated Assessment Criteria:

- 3.1 *An outline is given of the different formats of communication media, as well as their intended uses and target audiences*
- 3.2 *Three different formats of communication are applied in appropriate workplace situations*
- 3.3 *The content of each communication format is analysed for effectiveness*

**ELO 4 Present data in a variety of graphical forms
[Range statement: Use of spreadsheet packages is encouraged]**

Associated Assessment Criteria:

- 4.1 *Numerical data are prepared and presented in tabular, chart and graph formats
[Range statement: graph format will include bar, column, pie charts, scatter diagrams and distribution curves]*
- 4.2 *Graphic information is integrated into oral and written media*
- 4.3 *An evaluation is presented of the efficacy of devices used in written and oral presentations*

ELO 5 Produce a variety of business texts

Associated Assessment Criteria:

- 5.1 *Written communication, including the organisation of information therein is formatted, drafted and edited*
- 5.2 *An explanation is given of the style of business communication together with the content and tonal criteria*
- 5.3 *The techniques required for specific media are applied correctly*
[Range statement: facsimiles, telegrams, telexes, messages, memoranda, reports, letters, advertisements, press releases]

B. Core learning component (50 credits)

Commercial Law (15 credits)

Macro descriptor: Understand and demonstrate the sources of law and transactions that affect business entities

Exit-level outcomes:

- ELO 1** Demonstrate a knowledge of the nature, sources and classification of the law which affect business relationships together with the means by which law is enforced through the judicial system

Associated Assessment Criteria

- 1.1 *The sources of law are outlined to show an understanding of how South African law has been and continues to be derived*
[Range statement: Roman Dutch and English law, statute law, case law and common law]
- 1.2 *The nature of the law is explained to demonstrate its purpose within the commercial world*
- 1.3 *The functions of the Constitutional Court, Supreme Court of Appeal, High Courts and Magistrate's Courts are explained to demonstrate the roles of each court*

- ELO 2** Distinguish between the different forms of business entities from a legal point of view

[Range statement: Sole trader, partnership, close corporation, company and other incorporated bodies]

Associated Assessment Criteria

- 2.1 *An explanation is provided of the legal rights pertaining to each form of business entity*
- 2.1.1 *Contrasts are drawn between the legal rights of the entities listed in the range*

statement given above

- 2.2 *Contrasts are drawn between each of the business entities regarding their formation, how they function and their liabilities, to explain their relationships from a legal perspective*

ELO 3 Demonstrate a detailed understanding of the law of contract

[Range statement: Contracts for purchase and sale, letting and hiring, lease and suretyship, transfer and acquisition of ownership, restraint of trade, Credit Agreements Act]

Associated Assessment Criteria

- 3.1 *An outline is provided for each of the requirements of a valid contract*

[Range statement: Contractual capacity of parties, offer and acceptance, unenforceable and illegal contracts, performance, breach and remedies for injured parties, effect of death and insolvency]

- 3.2 *An explanation is given regarding the form and application of contract*

[Range statement: oral and written contracts, terms and representation, misrepresentation and mistake, enforceability]

- 3.3 *A description is given of the requirements for specific types of business contracts*

[Range statement: Purchase and sale, letting and hiring, leases and suretyship, transfer and acquisition of ownership]

ELO 4 Demonstrate a knowledge of the law of agency as it affects companies, close corporations, partnerships and third parties

Associated Assessment Criteria

- 4.1 *The basic principles of the law of agency are enumerated to show how a person or corporate body is appointed as an agent*

- 4.2 *An outline is given of the relationship between a principal and his/her agent together with the powers and duties of each party*

ELO 5 Explain the law of negotiable instruments

[Range statement: cheques, bills of exchange, promissory notes, bankers' credits and bills of lading]

Associated Assessment Criteria

- 5.1 *An explanation is provided of the effect and application of the law relating to the*

use of negotiable instruments

ELO 6 Demonstrate a working knowledge of other applicable commercial law

[Range statement: Law of partnership, law of delict, law of insurance, law of insolvency excepting the provisions of the Companies Act regarding liquidations and judicial management]

6.1 *An explanation is given of the principles of other aspects of commercial legislation commonly applied in business situations*

Financial Accounting 1 (18 credits)

Macrodescriptor: Understand and apply the basic principles of bookkeeping and accounting to the preparation of a simple set of accounting records

Exit-level outcomes:

ELO 1 Outline the framework for the preparation and presentation of financial statements

Associated Assessment Criteria:

- 1.1** *An explanation is given of the purposes of accounting*
- 1.2** *The accounting principles are applied in the preparation of financial statements*
- 1.3** *The needs of users of financial statements are taken into account in the presentation of financial statements*

ELO 2 Use the double-entry system of bookkeeping

Associated Assessment criteria:

- 2.1** *An explanation is given of the accounting equation together with its background, and history*
- 2.2** *Debits and credits are correctly positioned in the prime books of entry*
- 2.3** *Journal entries are prepared and posted to the appropriate ledger accounts*
- 2.4** *A trial balance is prepared from the ledger*
- 2.5** *Adjusting, correcting and closing entries are prepared for the final accounts*
- 2.6** *An income statement, balance sheet and statement of changes in equity are prepared from the trial balance*

ELO 3 Explain basic concepts in the valuation of assets*Associated Assessment Criteria:*

- 3.7** *The accounting requirements for the disposal of non-current assets are illustrated in the appropriate books of entry*
- [Range statement: The concept of cost, basic methods and calculation of depreciation]*
- 3.2** *The differentiated methods of valuation of inventories are illustrated using FIFO, weighted average and specific cost (taking into account the distinction between valuation at the lower of cost or net realisable value)*
- 3.3** *The value of accounts receivable is taken into account in the completion of financial statements*
- 3.4** *The distinction is made between cash and bank; and a reconciliation statement is prepared of the bank account(s)*

ELO 4 Correctly account for liabilities, revenue and expenses*Associated Assessment Criteria:*

- 4.1** *An examination is undertaken of the differences between non-current and current liabilities*
- 4.2** *A reconciliation Statement is correctly prepared of creditors' account(s)*
- 4.3** *The methods of accounting for prepayments and accruals are reflected in the appropriate books of entry and financial statements*

Governance (17 credits)**Macro-descriptor: Understand and apply the basic principles of corporate governance****Exit-level outcomes:****ELO 1 Explain the concept of governance***Associated Assessment Criteria*

- 1.1** *A definition is provided to explain the concept of governance*
- 1.2** *The application of governance best-practice is demonstrated within the organisation*

ELO 2 Outline statutory law relating to business entities

[Range statement: Sole trader, partnership, close corporation, company]
Associated Assessment Criteria

2.1 *An enumeration is given of the provisions of statutory law relating to the different forms of business entity*

[Range statement: Companies Act, Close Corporation Act, Insider Trading Act, Financial Services Act]

2.2 *An outline is given to show the provisions of statutory law which require compliance by business entities*

ELO 3 Explain and point out the relevance of the concept of ethics as related to business entities

Associated Assessment Criteria

3.1 *A definition is given which explains the concept of "ethics" relating to business entities*

3.2 *The relevance of the principle of "ethics" is explained with reference to the business enterprise*

3.3 *The consequences are elucidated for an organisation which ignores or disregards ethical principles*

ELO 4 Explain the concept of sustainable business and administration practice

Associated Assessment Criteria

4.1 *The concept of business sustainability is defined to support decision making*

4.2 *A demonstration is given of how the application of the principles of sustainable business and administration practice will ensure the long-term survival and viability of the business enterprise*

C. Elective learning component (69 credits)

Learners to choose learning components to the value of 29 credits

Office administration (40 credits)

Macro-descriptor: Carry out the office administration functions that support sound governance of a business entity

Exit-level outcomes:

ELO 1 Execute monthly statutory returns effectively

[Range statement: VAT, UIF, Tax, etc.]*Associated Assessment Criteria:*

- 1.1 *Legal requirements in respect of monthly statutory returns are outlined with a view to prompt compliance*
- 1.2 *Monthly statutory returns are filled out correctly and submitted to the relevant authorities promptly*

ELO 2 Effect registration for employee benefits**[Range statement: UIF, Provident Fund, Medical Aid, etc.]***Associated Assessment Criteria:*

- 2.1 *Legal requirements in respect of registration for employee benefits are outlined with a view to prompt compliance*
- 2.2 *Requirements for registration for employee benefits are met promptly and completely*

ELO 3 Design and implement an appropriate document management system within an organisation or office*Associated Assessment Criteria:*

- 3.1 *The requirements of the organisation in respect of the management of documentation are analysed to optimise efficiency and security*
- 3.2 *A system for managing documentation is designed to support the smooth flow of information within the organisation and between the organisation and its publics*
- 3.3 *A system for managing documentation is implemented in a way that optimises the deployment of available resources*

ELO 4 Demonstrate a range of advanced office skills*Associated Assessment Criteria:*

- 4.1 *Hardware and software is used competently to ensure the smooth functioning of the office*

[Range statement: Any combination of appropriate hardware, operating system and suite of office applications]

- 4.2 *Communications are prepared competently to ensure the smooth functioning of the organisation*

- 4.3 *Meetings are arranged promptly in harmony with the required meeting procedures*

ELO 5 Execute event and function management efficiently

Associated Assessment Criteria:

- 5.1 *Necessary arrangements for events and functions are made timeously and competently*
- 5.2 *Arrangements for events and functions are made in harmony with budgetary constraints*
- 5.3 *Arrangements for events and functions are made that are suited to the purposes served by these occasions*
- 5.4 *Arrangements for events and functions are communicated to all intended attendees timeously and in the appropriate format*

ELO 6 Act as the **PR** face of the **CEO**

Associated Assessment Criteria:

- 6.1 *Such public relations functions are performed as are appropriate to the requirements of the organisation in the absence of an established PR department*
- 6.2 *Media liaison is conducted to facilitate communication between the office of the **CEO** and the organisation's publics*

ELO 7 Oversee the development (mentor) of admin personnel within an organisation

Associated Assessment Criteria:

- 7.1 *New members of the administrative staff are trained with a view to capacity building within the organisation*
- 7.2 *The work of administrative staff is overseen with a view to minimising errors and maximising staff deployment*

ELO 8 Administer the **HR** function of an organisation in the absence of an **HR** organisation

Associated Assessment Criteria:

- 8.1 *Files containing staff members' profiles and employment histories are kept up-to-*

date for the efficient handling of the HR function within the organisation

- 8.2** *Complaints, grievances and workplace conflicts are handled correctly with reference to relevant legislation*

Interpreting financial accounts (**12** credits)

Macro-descriptor: Analyse and interpret simple financial statements of account both qualitatively and quantitatively.

Exit-level outcomes:

- ELO 1.** *Meet the accounting requirements relating to equity of various types of business entities*

[Range statement: sole proprietors, partnerships, close corporations and non-profit organisations]

Associated Assessment Criteria:

- 1.1** *Accounting procedures are demonstrated for equity*
1.2 *Financial statements are prepared from formal or incomplete records*

ELO 2. Analyse and interpret simple financial statements

Associated Assessment Criteria:

- 2.1** *Ratios and percentages are utilised to calculate indicators which indicate the financial health of the organisation*

[Range statement: Activity, profitability, liquidity, gearing and capital ratios]

- ELO 3.** Perform quantitative techniques and interpret basic business calculations relating to accounting and the analysis and interpretation of financial statements of various types of business entities

[Range statement: sole proprietors, partnerships, close corporations and non-profit organisations]

Associated Assessment Criteria:

- 3.1** *Applicable calculations are performed to analyse and interpret financial statements of an organisation*

[Range statement: Simple and compound interest, depreciation, loan repayments, the time value of money, budgets, projections and discounted cash flow]

- 3.2 *Financial information is interpreted and applied to the relevant business decision-making processes*

[Range statement: Simple and compound interest, depreciation, loan repayments, the time value of money, budgets, projections and discounted cash flow]

- 3.3 *The use of quantitative techniques and the interpretation of basic business financial calculations is demonstrated to reveal an overall knowledge of statistics and probability theory*

Economics (20 credits)

Macro-descriptor: Demonstrate an understanding of economic principles in the South African context

Exit-level outcomes:

- ELO 1** Explain the monetary policy followed by the Reserve Bank

Associated Assessment Criteria:

- 1.1 *An explanation is given of the use and function of standard economic reports*
- 1.2 *An explanation is given of the factors which influence movements (increases or reductions) in the repo rate*
- 1.3 *The consequences of movements in the repo rate are discussed to show their effects on businesses and consumers*

- ELO 2** Give an account of the market mechanism

Associated Assessment Criteria:

- 2.1 *The laws governing supply and demand are outlined in terms of their influence in determining market prices*
- 2.2 *An explanation is given of the cause and effect of the movements of the Johannesburg Securities Exchange and other financial markets*

- ELO 3** Explain the concept of "balance of trade"

Associated Assessment Criteria:

- 3.1 *A description is given of the components that make up the balance of trade*
- 3.2 *A demonstration is given to show the effects that variations in the foreign exchange rates have on the country's balance of trade*
- 3.3 *An explanation is provided on the concept of "balance of payments"*

3.4 An enumeration is made on the conditions for and consequences of a surplus or a deficit in the "balance of trade"

ELO 4 Outline the principles governing the accounting system followed by the state

Associated Assessment Criteria:

- 4.7 A description and analysis is given of the basic concepts and principles which explain Government's economic activities
- 4.2 The sources of government revenue are identified regarding direct and indirect taxation
- 4.3 An enumeration is provided of the various forms of Government expenditure
- 4.4 An explanation is given showing the implications of the national budget policies on the economy of the country

7. Coverage of Critical Cross-field Outcomes for Core Exit Level Outcomes

Exit Level Outcome	Critical Cross-field Outcomes supported by the Exit Level Outcome							
	Solve problems	Team Work	Organisation	Information	Communicate	Technology	Related Systems	Personal Development
Core: Commercial law								
Demonstrate sources of law and governance that affects business entities				*			*	*
Distinguish between the different forms of business entities				*				*
Describe the salient features of contracts		*	*		*			*
Explain the law of negotiable instruments		*	*		*			*
Core: Financial accounting 1								
Outline the framework for the preparation and presentation of financial statements			*	*			*	*
Use the double-entry system of bookkeeping	*		*	*			*	*

Explain basic concepts in the valuation of assets	*							*
Correctly account for liabilities, revenue and expenses	*						*	*
Core: Governance								
Explain the concept of governance				*	*			
Outline statutory law relating to business entities				*			*	
Explain and point out the relevance of the concept of ethics as related to business enterprises				*	*		*	*
Explain the concept of sustainable business and administration practice	*		*	*	*		*	

8. International comparability

The Certificate in Governance and Administration compares exactly with the Foundation Programme ICSA in the following countries: United Kingdom, New Zealand, Australia, Singapore, Malawi, Canada, Nigeria, Kenya, Botswana, Swaziland, India, Ghana.

The Exit Level Outcomes and Associated Assessment Criteria formulated above are based on the requirements for the qualification applicable in each of the above-mentioned countries. The degree of difficulty and notional learning time are comparable to that of the course as presented in each of the above-mentioned countries.

9. Rules of Combination

The fundamental and core component are compulsory while the learner must choose elective components that suit him/her to the value of 29 credits. These electives will depend on the direction of further learning to be embarked upon and/or the job requirements of the learner's present position.

10. Integrated Assessment

The Qualification and its associated assessment criteria have been designed so that assessment is fully integrated into the body of the learning. The learner must, in an authentic setting:

- 1 demonstrate competence by means of the practical application of the embedded knowledge in a manner that meets the required performance standards,
- 2 illustrate a clear understanding of the concepts, theory and principles that underpin the practical action taken by means of explanation or examination.

The emphasis throughout the Qualification is a continuous formative mode of assessment. This involves a range of assessment tools, which will include a degree of self and peer assessment. The varied nature of the required learning programmes will make a single summative assessment virtually impossible. It does not discount,

however, a number of appropriate summative assessments being planned at specific times, by assessor and learner jointly, throughout the learning process.

The assessments are designed to indicate not only the knowledge gaps and skills deficits of the learner, but also highlight the learner's strengths and weaknesses related to the other elements of applied competence, namely:

- 3 information processing and the power of analysis
- 4 problem solving and a decision making capacity
- 5 communication skills.

Appropriate coaching methods and training interventions will therefore become apparent.

The assessment process is capable of being applied to RPL, subject to the rules and criteria of the relevant ETQA related to the **SETA** in question.

10. Recognition of prior learning (RPL)

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

This Recognition of Prior Learning may allow for:

- accelerated access to further learning at this or higher levels on the NQF
- gaining of credits towards a Unit Standard in this Qualification
- obtaining this Qualification in whole or in part.

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

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

11. Articulation Possibilities

This qualification is the first step in a qualification-set from NQF Level 5 to NQF Level 7. There is direct articulation of this qualification with the diploma that follows namely:

- National Diploma in Governance and Administration NQF Level 5

There would also be articulation with a B.Comm Degree depending upon the admission requirements of the provider institution.

12. Moderation

The assessment of the learner's competence, and moderation thereof, has been borne in mind in the compilation of this Qualification. In particular the following apply:

- Anyone assessing a learner, or moderating the assessment of a learner, against this Qualification must be registered as an assessor 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.
- Assessment and moderation of assessment will be overseen by the relevant ETQA according to the policies and guidelines for assessment and moderation of that ETQA, in terms of agreements reached around assessment and moderation between various ETQAs (including professional bodies), and in terms of the moderation guideline detailed immediately below.
- Moderation must include both internal and external moderation of assessments at **all** exit points of the Qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual exit-level outcomes **as** well as the integrated competence described in the Qualification.

13. Criteria for the registration of moderators and assessors

Candidates should:

- 13.1 Be registered as an assessor with the relevant ETQA
- 13.2 Be in possession of a qualification in Governance, Administration or management at **NQF Level 6** or above.