

No. 1456

17 December 2004



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

Generic Management

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, sub-fields, 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 76** January **2005**. All correspondence should be marked Standards Setting – **SGB** for Generic Management and addressed to

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate (FETC): Management in Manufacturing

SAQA QUAL ID	QUALIFICATION TITLE	
49278	Further Education and Training Certificate (FETC): Management in Manufacturing	
SGB NAME	SGB Generic Management	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
BUS-4-National Certificate	National Certificate	Generic Management
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
154	Level 4	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

The purpose of the Qualification is to develop Management and Leadership skills and qualities that enable learners to:

1. Strive for excellence and achieve globally competitive standards in the workplace
2. Meet all work related deadlines through effective use of project and time management skills
3. Adapt to change within a diverse working environment
4. Interact with all key role players to ensure sound communication and effective feedback to all parties
5. Apply the basics of good planning and leadership, organising and management of teams and departments within organisations
6. Be creative and systematic when making decisions and selecting the best-suited methods of problem solving to meet specific organisational needs
7. Effectively and appropriately use information and systems to achieve desired results
8. Demonstrate financial awareness and budgetary control skills in meeting the goals of the organisation, as well as to make motivated decisions on financial expenditure in the best interests of the organisation
9. Be able to manage physical resources efficiently so as to minimise costs and improve, as well as optimise productivity and workflow
10. Set an example of Management and Leadership that others may follow
11. Be able to effectively deal with and manage stress within the work environment
12. Demonstrate negotiation skills
13. Lead meetings

Learners will be able to apply the above competencies to the specific industry in which they are employed.

Rationale for the qualification:

The FETC: Management in Manufacturing at NQF Level 4 is designed to meet the needs of those learners who are already employed at a supervisory or managerial level in the Manufacturing Sector, or who enter the management or supervisory domain. This Qualification is a response to the workplace need for competent managers in the Manufacturing Sector. It will also enable the learner to pursue different career opportunities, as many of its competencies are generic enough to be applicable to other career paths, job roles and sectors.

This Qualification will allow a learner to obtain a nationally recognised Qualification in management. It will set a standard of professionalism within management, which will also assist in attracting and retaining quality learners.

The Qualification supports the objectives of the National Qualifications Framework in the following ways:

- > It facilitates access to, and mobility and progression within education, training and career paths

- > Enhances the quality of education and training
- > Accelerates the redress of past unfair discrimination in education, training and employment opportunities and thereby contributes to the full personal development of each learner and the social and economic development of the nation.

The Qualification is applicable to people who wish to be or are already employed in the Supervisory and/or Management fields within the Manufacturing Sector. The fundamental and core components deal with general management and leadership, managing staff and teams including their development, performance, communication and problem solving. Learners will embrace their tasks and strive to improve themselves and their team members developmentally through various techniques as outlined in the selected Unit Standards. It has a significant 'on-the-job' application component, and has been developed for incorporation in a Learnership.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

Learners should be competent in Communication and Mathematical Literacy at NQF 3 or equivalent.

Recognition of Prior Learning:

The structure of this Unit Standard based Qualification makes 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.

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 Unit Standards in this Qualification
- > Obtaining the Qualification in whole or in part.

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.

QUALIFICATION RULES

The FETC: Management in Manufacturing consists of Unit Standards, which are Fundamental, Core and Elective.

In this Qualification the credits are allocated as follows:

- > Fundamental: 60 Credits
- > Core: 78 Credits
- > Elective: 16 Credits

Motivation for the number of credits assigned to Fundamental, Core and Elective components:

Fundamental Component:

- The Fundamental component contains unit standards to the value of
- > 20 credits in Communication in a first South African language at Level 4
 - > 20 credits in Communication at Level 3 in a second South African Language
 - > 16 credits in Mathematical literacy at level 4
 - > 4 credits in HIV/AIDS Education at Level 3

These Unit Standards will add value to learners both socially and economically in terms of their ability to operate as literate and numerate people and more especially as managers in a global economy. The Communication and Mathematical Literacy components comply with the requirements for an FETC and the qualification should grant learners access to higher education.

All the Fundamental unit standards are compulsory.

Core Component:

There are Unit Standards to the value of 78 credits in the Core component and all are compulsory. They

deal with the core knowledge and skills related to management of people, which can be applied in a manufacturing environment.

Elective Component:

Unit Standards to the value of 88 credits have been listed in this component to enable the learner to gain specialist knowledge and skills in related areas and so advance the quality of work delivered. The learner should select unit standards totalling a minimum of 16 credits for the elective component.

Although there are no specific rules for the selection of elective credits the following guidelines may be useful to learners when making their selection:

For learners who are operating in Production or related areas within a Manufacturing environment the following electives are recommended:

- > Quality Management - (ID No.10053, ID No.14586)
- > Managing Health, Safety and the Environment - (ID No.13950)
- > Managing Resources Efficiently - (ID No.114877)

For learners who are operating in Support areas within a Manufacturing environment the following electives are recommended:

- > Managing Financial Resources - (ID No.13941, ID No.10388)
- > Staff Selection - (ID No.15235)
- > Performance Management - (ID No.13949, ID No.15224)

The following electives would be recommended for learners from either of the above environments:

- > Project Management - 13835, 10145, 10140
- > Negotiation - 13948

The learner may also choose elective unit standards from other learning areas with the permission of the relevant ETQA.

EXIT LEVEL OUTCOMES

The Outcomes are specified in terms of a combination of Specific and Critical Cross-Field Outcomes as defined in the different Unit Standards. On achieving this Qualification, a learner is able to:

1. Improve own and team performance.
2. Manage self and teams.
3. Communicate effectively with peers, clients or within teams/departments/divisions to achieve goals.
4. Apply the various levels of management within an organisation.
5. Improve quality and increase productivity.
6. Manage change.
7. Solve problems and create solutions and strategies to correct problems.
8. Apply effective financial management procedures.
9. Contribute to health, safety and security in the workplace.

ASSOCIATED ASSESSMENT CRITERIA

1.
 - > Various structured techniques are identified and applied to improve and streamline the workforce and to increase productivity
 - > Teams are empowered through utilising their individual and collective strengths and harnessing diversity
 - > Plans to enhance own and team performance are developed and applied when appropriate

2.
 - > Theories of emotional and spiritual intelligence are applied in daily life
 - > Appropriate opportunities for personal development and growth are applied when the opportunities present themselves
 - > Self-evaluation is applied to monitor own progress
 - > Effective time management and stress management techniques are applied on an on-going basis
 - > Supervision and monitoring techniques are applied to one's own team.
3.
 - > Existing productive working relationships are developed and maintained through effective communication
 - > Oral and written communication with clients is effective through use of appropriate language
4.
 - > The various roles that managers have to play are exercised at all times in the work situation
 - > Levels of authority are acknowledged and decisions are taken at the appropriate level
5.
 - > Customer service levels and satisfaction are measured in relation to customer needs
 - > Resources are efficiently and effectively managed and utilised to increase productivity and to streamline work processes
 - > Stock is efficiently requisitioned, stored and utilised according to organisational policy and procedures
6.
 - > Areas in need of change are identified and plans drawn up to make the change
 - > Change management techniques are applied to manage necessary change processes and situations
7.
 - > Methods that can be used to identify problems and define the causes thereof are identified and applied on an on-going basis
 - > Effective methods to stop recurrence of problems are created and applied on an on-going basis
 - > Effective problem-solving techniques are applied when problems occur
8.
 - > The principles of budgeting including drawing up a budget and ensuring that expenditure remains within the budget are applied to own team/division/section
 - > Expenditure for section is motivated as per organisational policy and procedures
 - > Systems and measures of internal financial control are applied at all times to ensure compliance with organisational and legislative requirements
9.
 - > An understanding of HIV/AIDS within the workplace and its effects on a business are explained to team members
 - > Health and Safety requirements are complied with at all times by the team

Integrated Assessment:

The applied competence (practical, foundational and reflective competencies) of this Qualification will be achieved if a learner is able to achieve all the exit level outcomes of the Qualification. The identification and solving of problems, working in a team, organising self, using data, understanding the implications of actions and reactions in the world as a set of related systems must be assessed using a combination of practical, foundational and reflexive competency assessment methods and tools.

Integrated assessments should assess combinations of practical, applied, foundational and reflective competencies. Formative and summative assessment must be used to determine the development of the whole person and the integration of applied knowledge and skills in the field of management.

Assessors should assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience.

Assessors should check that the learner can demonstrate an ability to consider a range of options, make decisions and apply the above listed skills and knowledge in an integrated manner in a management environment.

Formative Assessment:

The assessment criteria for formative assessment are described in the various Unit Standards. Formative assessment takes place during the process of learning and assessors should use a range of assessment methods and tools that support each other to assess competence. These tools include the following:

- > On-site (on-the-job) observations
- > Role-play simulations
- > Structured group discussions
- > Knowledge tests, exams, case studies, projects, registers, logbooks, workbooks
- > Verbal report backs (presentations)
- > Portfolios of evidence
- > Projects
- > Experiential learning
- > Working in teams
- > Scenario sketching

Assessment tools must encourage learners to give an account of the thinking and decision making that underpins their demonstrated performance. Some assessments will be of a more practical nature, while others will be more theoretical.

The assessment method and/or tools used by the assessor must be:

- > Fair, so as not to hinder or advantage a specific learner
- > Valid, in that it measures what it intends to measure
- > Reliable, in that it is consistent and delivers the same output across a range of learners
- > Practical, so that it takes into account available financial resources, facilities, equipment and time.

Learners will produce evidence of the following:

- > A developed strategy and an action plan, as well as evidence of application/ implementation
- > A system for implementing, supervising and monitoring the achievement of objectives
- > Interaction with all role players in a documented report
- > A record measuring individual and team Performance against the achieved objectives of the team, division or department
- > The effective and appropriate use of information and systems in achieving the objectives of the team, department or division
- > Documented financial records for use in meeting the goals of the organisation
- > Implemented best practice and change strategies within the team, department or division
- > Implemented legislation, code of conduct and current industry trends within the team, department or division

There will need to be a continuous process of evaluation of results achieved which will include the demonstration of all the outcomes in the context where learners carry out their management function.

Summative Assessment:

Summative assessment may be carried out internally by the provider, but in accordance with the guidelines of the relevant ETQA and subject to moderation by the ETQA in question. Summative assessment is used to assess the overall achievement by the learner of the exit level outcomes.

A detailed portfolio of evidence can be used to prove the practical, applied and foundational competencies of the learner as part of both the formative and summative assessment processes.

It is critical that the Fundamental, Core and Elective Unit Standards are integrated in the learner's working context. This overall integration will ultimately show the impact of the Qualification improving management competence.

Co-operation between ETQAs may be required for the assessment and moderation of the Fundamental and Core Competencies, as well as for Elective competencies chosen from the workplace.

INTERNATIONAL COMPARABILITY

The Qualification compares with the UK NVQ (National Vocational Qualification) at Technical and Junior Management Level (UK NVQ Level 3).

Existing South African Unit Standards contributing towards this qualification were chosen to match this UK based NVQ.

ARTICULATION OPTIONS

This qualification articulates horizontally with the following qualifications:

- > FETC: Management (ID No. 23656)
- > FETC: Business Administration Services (ID No. 35928)

It articulates vertically with the following:

- > National Certificate in Management: Level 5 (ID No. 23614)

MODERATION OPTIONS

> Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with a relevant accredited ETQA or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

> Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA or with an ETQA that has a Memorandum of Understanding with relevant ETQA.

> Moderation of assessment will be overseen by the relevant ETQA or by an ETQA that has a Memorandum of Understanding with the relevant ETQA, according to the relevant ETQA's policies and guidelines for assessment and moderation.

> Moderation must include both internal and external moderation of assessments at 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 in the Exit Level Outcomes described in the Qualification.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

For an applicant to register as an assessor for this qualification, the applicant should:

- > Hold a Management Qualification that is minimum NQF Level 5
- > Be registered as an assessor with the relevant ETQA or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

NOTES

N/A

UNIT STANDARDS

(Note: A blank space after this line means that the qualification is not based on Unit Standards.)

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	13914 Conduct a formal meeting	Level 3	3	Registered
core	13918 Manage time and the work process in a business environment	Level 3	4	Registered
core	13919 Investigate and explain the structure of a selected workplace or organisation	Level 3	10	Registered
core	113909 Coach a team member in order to enhance individual performance in work environment	Level 3	5	Registered
core	13940 Demonstrate knowledge and application of ethical conduct in a business environment	Level 4	4	Registered
core	13944 Describe the relationship of junior management to the general management function	Level 4	5	Registered
core	13947 Motivate a team	Level 4	6	Registered
core	13952 Demonstrate basic understanding of the Primary labour legislation that impacts on a business unit	Level 4	8	Registered
core	14667 Describe and apply the management functions of an organization	Level 4	10	Registered
core	14927 Apply problem solving strategies	Level 4	4	Registered
core	15094 Demonstrate insight into the application of theories of Emotional and Spiritual Intelligence in personal development	Level 5	5	Registered
core	15096 Demonstrate an understanding of stress in order to apply strategies to achieve optimal stress levels in personal and work situations	Level 5	5	Registered
core	15214 Recognise areas in need of change, make recommendations and implement change in the team, department or division	Level 5	3	Registered

core	15233 Harness diversity and build on strengths of a diverse working environment	Level 5	3	Registered
Core	15238 Devise and apply strategies to establish and maintain relationships	level 5	3	Registered
Elective	13911 Induct a new member into a team	Level 3	3	Registered
Elective	10140 Apply a range of project management tools	Level 4	8	Registered
Elective	10388 Interpret basic financial statements	Level 4	3	Registered
Elective	13835 Contribute to project initiation, scope definition and scope change control	Level 4	9	Registered
Elective	13941 Apply the budget function in a business unit	Level 4	5	Registered
Elective	13948 Negotiate an agreement or deal in an authentic work situation	Level 4	5	Registered
Elective	13949 Apply technical knowledge and skill to align business unit performance to business goals	Level 4	5	Registered
Elective	13950 Apply technical knowledge and skill in order to manage risk in occupational health and occupational hygiene	Level 4	8	Registered
Elective	14586 Monitor and control quality control practices in a manufacturing/engineering environment	Level 4	8	Registered
Elective	114877 Formulate and implement an action plan to improve productivity within an organisational unit	Level 4	8	Registered
Elective	10053 Manage customer requirements and needs and implement action plans	Level 5	8	Registered
Elective	14214 Evaluate and improve the project team's performance	Level 5	8	Registered
Elective	15224 Empower team members through recognising strengths, encouraging participation in decision making and delegating tasks	level 5	4	Registered
Elective	15235 Prepare and conduct staff selection interviews	Level 5	3	Registered
Elective	15237 Build teams to meet set goals and objectives	Level 5	3	Registered
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Reregistered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Reregistered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Reregistered
Fundamental	8972 Interpret a variety of literary texts	Level 3	5	Reregistered
Fundamental	13915 Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace	Level 3	4	Registered
Fundamental	7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6	Reregistered
Fundamental	8974 Engage in sustained oral communication and evaluate spoken texts	Level 4	5	Reregistered
Fundamental	8975 Read analyse and respond to a variety of texts	Level 4	5	Reregistered
Fundamental	8976 Write for a wide range of contexts	Level 4	5	Reregistered
Fundamental	9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6	Reregistered
Fundamental	12153 Use the writing process to compose texts required in the business environment	Level 4	5	Registered
Fundamental	12417 Measure, estimate & calculate physical quantities & explore, critique & prove geometrical relationships in 2 and 3 dimensional space in the life and workplace of adult with increasing responsibilities	Level 4	4	Reregistered