

GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 851

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SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

The Directorate for Standards Setting and Development and the Standards Generating Body (SGB) for

Generic Management

publishes the following qualifications and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualifications. The qualifications 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 qualification and unit standards should reach SAQA at the address below and no later than 3 October 2005. All correspondence should be marked Standards Setting – SGB Generic Management and addressed to

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ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate: Preparation for Business

SAQA QUAL ID	QUALIFICATION TITLE		
49971	Further Education and Training Certificate: Preparation for Business		
SGB NAME	NSB 03	PROVIDER NAME	
SGB	Business, Commerce and Management Studies		
QUAL TYPE	FIELD	SUBFIELD	
Further Ed and Training Cert	Business, Commerce and Management Studies	Generic Management	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	144	Level 4	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

This qualification is designed to equip learners with the knowledge, skills, attitudes and values to participate effectively in the world of business and lifelong learning. This qualification is for individuals who are currently in business, are about to enter business or who intend furthering their education in a business direction.

This qualification is designed to develop foundational skills, knowledge and values that will prepare learners to perform professionally and productively within the business environment. The qualification focuses on developing fundamental business and life skills that will prepare learners to manage their personal, social and professional roles. Key performance areas such as professionalism, self-management, business communication, teamwork, and business ethics are developed through this qualification.

The qualification provides knowledge, understanding and skills relevant to Business at Levels 3 and 4.

Rationale:

The FETC: Preparation for Business is specifically designed to appeal to those who are already, or are aspiring to work in a business environment either through employment or through starting and managing their own business practice. It also prepares candidates for further business studies.

The qualification is primarily designed for the following candidates:

- > Those who wish to follow a business career path.
- > Those who are currently employed in business.
- > Those who are currently operating a small business or who intend to do so in the future.
- > Those preparing for or undertaking further business studies at NQF Level 4 and 5 and who wish to underpin these with a thorough grounding in the fundamental knowledge, understanding and skills associated with business practice and development.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that learners accessing this qualification are competent in Mathematical Literacy and Communication at NQF Level 3.

Recognition of Prior Learning:

This Qualification may be obtained in whole or in part through a process of RPL. Recognition of Prior Learning means the Comparison of the previous learning and experience of a learner howsoever obtained, against the learning outcomes required for this Qualification in terms of the Specific Outcomes of the constituent Unit Standard and the Exit Level Outcomes of the Qualifications as a whole and crediting the learner with the knowledge and skills and competencies already mastered. The learner will be credited with the Unit Standards already mastered and will not need to prove competence in them again. If competence can be shown in all the outcomes, the complete qualification can be awarded to the candidate.

Procedure for Recognition of Prior Learning:

A learner requesting RPL will have an initial informal discussion with the registered assessor to establish if there is a likely case for RPL. The basis for RPL will be that the learner has already mastered some or all of the knowledge, skills, attitudes and values contained in the Qualification and can demonstrate the required competence. The learner will be expected to present evidence that the outcomes have been covered to the required level.

The main sources of evidence of competence are:

- > Evidence from prior achievement.
- > Evidence from performance in the workplace.
- > Evidence from performance in specifically set activities.

A combination of the above sources of evidence is likely and where possible this should be collected in the candidate's work or learning environment. Regardless of the source of evidence, the assessment should be checked bearing in mind the following non-negotiables:

- > Validity: does the evidence relate to the specific outcomes to be assessed?
- > Authenticity: can the evidence be attributed to the learner?
- > Sufficiency: is there enough evidence to meet all the criteria needed to certify the learner as competent?
- > Currency: is the evidence related to current competence?

The assessor applying RPL could use any of the following tools and techniques to assess competence:

- > Questioning the learner about the task.
- > Verbal presentations.
- > Written evidence that the learner is able to undertake the task in terms of previous work experience.
- > Simulation of an accounting task.
- > Case studies.
- > Preparation of written reports.
- > Evidence from workplace appraisal.
- > Interpretation of accounting information.
- > Evidence of minutes, notes and working papers relating to meetings.
- > Verification of completed work.
- > Training records.
- > Testimonials.
- > In-company short courses.
- > Certificates and qualifications.

The learner could be required to prepare a portfolio, which will comprise a collection of evidence of prior learning.

Access to the qualification:

Any learner in possession of a GETC may access this qualification bearing in mind the learning assumed to be in place.

QUALIFICATION RULES

Credit allocation and rules of combination:

The total credit value for this qualification is 67 for the core, 56 credits for fundamental and 21 credits as elective giving a total of 144 credits.

All Fundamental and Core Unit Standards are compulsory and the learner must choose a minimum of 21

credits for the Elective component. The elective standards may be chosen from the list of unit standards given in the qualification or a choice may be made of appropriate unit standards that will enhance the learner's work performance or in which the learner has a particular interest, subject to the approval of the relevant ETQA.

EXIT LEVEL OUTCOMES

1. Apply rational and creative thinking and follow appropriate procedures to identify and solve problems.
2. Identify, apply and manage goals and strategies for personal and professional development.
3. Communicate clearly, constructively, politely and persuasively to a variety of audiences in learning and work situations.
4. Apply basic numeracy, financial and analytical procedures and principles to make sound judgements and predictions.
5. Set clear achievement and productivity goals and plan and work systematically to achieve them.
6. Understand & illustrate business environments, functions & practices.
7. Identify and implement a community development project.
> Range: Short Term.
8. Interact productively with team members to contribute towards the achievement of a common goal.

Electives:

9. Identify social issues of controversy and concern and implement basic counselling and negotiation skills.
10. Identify and successfully carry out and evaluate a business venture.
11. Produce word processing documents for business.
12. Produce presentation documents for business.
13. Produce and use spreadsheets for business.

ASSOCIATED ASSESSMENT CRITERIA

1:

- > Examples are given of problems in personal and work environments, clearly identifying exactly what the problems are and determining their root causes.
- > Problems are identified and contained until realistic solutions can be implemented.
- > Problems are solved using creative thinking to solve problems, and the solutions appropriateness is determined.

2:

- > A personal analysis is conducted and the way in which own values and beliefs influence the way in which one approaches and addresses various situations is analysed.
- Realistic and achievable goals and paths for development are identified and a selection of goals is motivated in order to determine paths to achieve these goals and assertive behaviour in the achievement of goals is demonstrated.
- > Time management skills and strategies in the use of a diary, calendar, year planner and work roster effectively and in the punctual attendance of work and learning sessions is applied.
- > An understanding of stress management is shown and applied in a relationship, as well as learning and work situations (e.g. deal with relationships constructively, conduct a balanced and integrated lifestyle).

3:

- > Written texts are produced making use of correct structure, style, vocabulary, and grammar.
- > Information is summarised and forms completed.
- > The speaker addresses the audience clearly and audibly with confidence using the appropriate tone for topic.
- > Visual aids, basic graphs and accurate interpretations are compiled and discussed and decisions and predictions with information that is presented graphically.

> Information from a variety of sources is comprehended, identifying key elements of information and sequences key elements to produce a summary for a particular audience.

4:

- > The communication cycle is demonstrated and explained including barriers to communication and identifying and initiating ways to overcome personal communication barriers.
- > Basic calculations are performed, including, but not limited to all aspects of addition, subtraction, multiplication and division, ratios and percentages.
- > An understanding of and interpretation of results of calculations are shown, including, but not limited to, mark up percentage and profits, interest on investment and time value of money.
- > ~~Appropriate economic and business data is identified and analysed and predictions are made~~ Based on derived data and define and determine profit.
- > The various types of budgets are identified and defined and personal and master budgets that realistically present income and expenditure and explain how banking services work are prepared.
- > The concept of double entry, record income and receipts recorded in books of first entry and post to the ledger accounts are explained.
- > An initial trial balance is prepared from the balanced ledger accounts and financial statements are prepared from given information.

5:

- > Areas in personal and work contexts are identified and SMART goals are set and the impact they could have on others determined.
- > An action plan to achieve goals, develop alternatives, and determine when and how goals will be reviewed and initiate implementation of action plan is developed.
- > Goals and record adjustments to goals are reviewed.

6:

- > The components of the market, micro and macro business environment are identified, and the relationship between these environments as well as how they impact on business is explained.
- > The business functions and the management cycle and what is meant by the management cycle and organisation structures is explained and analysed and specific organisations structures are compared across organisations.
- > Explain what is meant by needs and wants and supply and demand and illustrate how business functions in relation to these as well as analyse and interpret information gathered to make decisions related to supply and demand.
- > Basic legal principles are applied to given situations and different legal business entities and how their legal definition impacts on their functioning is described.
- > Different contracts and their relevance to business is explained.

7:

- > Basic research principles are used to identify community development needs and support research with documentation.
- > The way in which business is currently involved in community development and how business can address identified community needs is analysed and discussed.
- > A project is developed and presented to address an identified community needs with an action plan and budget for project implementation, discuss dynamics of community project implementation.
- > Basic project evaluation processes are identified and discussed and a community development project is evaluated against set criteria, lessons learnt are documented and recommendations are made for the improvement of the project.

8:

- > Roles required in a team are identified and own fulfilment of team roles explored.
- > The procedures and standards for teams to follow are identified and teams performance is monitored and their progress against criteria is recorded at regular intervals.
- > Interact respectfully with team members, recognise and respect contributions made by fellow team members and identify and address conflict issues.
- > Goals and responsibilities are organised and collective goals and responsibilities identified.
- > Sound knowledge and understanding of principles of leadership, different leadership styles and opportunities is shown.
- > Present self positively and assertively, promote morale and productivity and adapt behaviour where needed as a result of feedback.

Electives:

9:

- > Areas of concern and controversy in societies is identified and analysed, and the root causes or **concerns** and controversies and issues related to cultural diversity are discussed.
- > Realistic interventions to address areas of **concern** and crisis are proposed and support initiatives and structures that can assist in addressing problems are identified.
- > Basic counselling skills are used to handle simple counselling scenarios.
- > Basic conflict management and resolution skills are applied.

10:

- > A SWOT analysis is conducted of a business opportunity.
- > A business plan for a manageable business venture is compiled.
- > The criteria to carry out a manageable business venture based on business plan is determined.
- > Good customer service, business etiquette and professionalism is explained.
- > A business venture is evaluated against identified criteria and recommendations for improvement of future business ventures are made.

11:

- > The appearance of created documents is changed through the use of different templates, **styles**, inserted page breaks, headers and footers and other relevant document information.
- > The spelling and grammar in documents is checked and an electronic thesaurus is used.
- > Numbered or bulleted lists and standard tables are created in documents.
- > A mailing list or data file is created and this data is merged with a letter, label document or envelope.
- > A document is saved in a variety of different file formats.

12:

- > Presentation documents are prepared through being able to add, modify and move objects on a slide.
- > Charts are created and manipulated within a presentation slide (including bar chart, pie chart, stacked bar chart).
- > Images are imported, managed and adjusted within a slide (including border effects & hyperlinks).
- > Pre-set animation effects are applied to a slide (including sound effects).
- > A slide show is presented and viewed making use of skills such as on screen navigation and being able to hide slides and start from any slide.
- > A presentation is saved in another file format such as rich text format (rtf), presentation template, image file format, software type, Hyper Text and Mark up Language (HTML) format.

13:

- > Computer spreadsheet documents are planned and designed to solve a business problem.
- > A computer spreadsheet file is produced to solve a business problem (enter data making use of labels and values, use relevant formulae, time, date, financial and logical functions and produce template files).
- > A computer spreadsheet file is ~~used~~ to solve a business problem (chart cell ranges to meet user requirements, implement "what if" exercises to accommodate changes and make use of on-screen help facility).
- > The data in a spreadsheet is manipulated through use of functions such as alignment, cell widths, text **style**, font, **colour**, number, date and time formats and sort selected files numerically and alphabetically.

Integrated assessment:

Providers will internally assess each of the Units through means of assignments, projects and formal knowledge-based assessments (written or verbal). Some of the Units will require observation of the performance of skills in stimulated or real contexts and assessments linked to these performances (i.e. team work and leadership). All Learners should compile a Portfolio of Evidence that will be internally assessed by the Provider and externally assessed by a registered assessor and moderator. Candidates are permitted to have access to books and notes when completing the assignment for Unit 8 (i.e. 'open book') but are not permitted to communicate with any other person other than the invigilator.

All assignments will be directly related to the learning outcomes of the Units with which they are associated. Over time (i.e. several series of assignments), the assignments will cover all of the learning outcomes of Units. In completing their assignments, candidates will be required to carry out all tasks accurately and in keeping with book-keeping and financial management practice in the context of a small business. Assessment criteria will reflect these requirements.

In order to achieve a Pass, candidates will be required to achieve the minimum **criteria for a pass** associated with each assignment.

Evidence of competence can be demonstrated in a variety of ways, however the following guidelines need to be borne in mind when learners are assessed:

- > All the Specific Outcomes in the Unit Standard and the Exit Level Outcomes must be assessed.
- > The evidence of competence must relate clearly to the Unit Standards and Exit Level Outcomes.
- > The evidence should cover the range of contexts for the Unit Standards and Exit Level Outcomes. In circumstances where it is not possible to assess performance across the whole range of situations, the collection of supplementary evidence should ensure that the full range is covered.
- > Assessors must be able to distinguish between those who are competent and those who are not yet competent.
- > The assessment methods must be capable of verification.

Assessors should design assessment tools and conduct assessments against the Unit Standards **specified** in the Qualification as well as the exit level outcomes in an integrated way. Assessment of competence **will** be done through a combination of formative and summative assessment tools, techniques and procedures, which do not discriminate against learners in an unjust or invalid way. Formative assessment will integrate theory with practice.

Learning Programmes should span a number of Unit Standards and can provide opportunity for a variety of outcomes simultaneously. Major projects can be identified for summative assessment purposes and a number of unit standards can **be** assessed through these key projects (e.g. the community intervention and business venture projects).

A final summative assessment combining theory and practical competencies will be done through learners writing a series of Examinations covering all learning areas.

INTERNATIONAL COMPARABILITY

This qualification compares well with similar Australian (AQF) and United Kingdom (NVQ) and Scottish Standards (**SVQ**) at the same level. Examples of these qualifications are the Certificate of General Education (CGEA) (AQF), Business Vocational Certificates of Education (NVQ), and Business related courses at the Scottish Higher level (**SVQ3**).

ARTICULATION OPTIONS

This Qualification articulates horizontally with:

- > The FETC in New Venture Creation.
- > The FETC in Small Business Financial Management.
- > The FETC in Payroll Administration Services.
- > The FETC in Business Administration Services.

It relates vertically with:

- > The National Certificate in Management: Level 5.
- > The National Certificate in Payroll Administration Services: Level 5.

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 ETQA or 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 Association with the relevant ETQA.

> Assessment and 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 **ETQA's** policies and guidelines for assessment and moderation; in terms of agreements reached around assessment and moderation between ETQA's (including professional bodies); and in terms of the moderation guideline detailed immediately below.

> Moderation must include both internal and external moderation of assessments at exit points of the Qualification, unless ETQA policies specify otherwise.

> Anyone wishing to be assessed against this Qualification may apply to be assessed by an assessment agency, assessor or provider institution that is accredited by the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.

> The provider will conduct formative assessment internally with moderation being done by the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Anyone performing assessment to determine competence for this Qualification should:

- > Hold a business linked qualification that is registered at NQF 5 or above.
- > 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	114952 Apply problem-solving techniques to make a decision or solve a problem in a real life context	Level 3	2	Registered
Core	116930 Use a Graphical User Interface (GUI)-based presentation application to enhance presentation appearance	Level 3	5	Registered
Core	13940 Demonstrate knowledge and application of ethical conduct in a business environment	Level 4	4	Registered
Core	14138 Presenting information to clients to enable informed decisions to be made	Level 4	8	Registered
Core	114598 Demonstrate an understanding of an entrepreneurial profile	Level 4	5	Registered
Core	120163 Apply basic numeracy, financial and analytical procedures and principles to make sound judgements and predictions	Level 4	10	Draft - Prep for P Comment
Core	120164 Set clear achievement and productivity goals	Level 4	7	Draft - Prep for P Comment
Core	120165 Identify, apply and manage goals and strategies for personal and professional development	Level 4	4	Draft - Prep for P Comment
Core	120167 Identify and implement a community development project	Level 4	8	Draft - Prep for P Comment
Core	120168 Illustrate business environments, functions and practices	Level 4	10	Draft - Prep for P Comment
Core	15231 Create and use a range of resources to effectively manage team, sections, departments or divisions	Level 5	4	Registered
Elective	116940 Use a Graphical User Interface (GUI)-based spreadsheet application to solve a given problem	Level 3	6	Registered
Elective	116942 Use a GUI-based word processor to create merged documents	Level 3	3	Registered
Elective	119078 Use a GUI-based word processor to enhance a document through the use of tables and columns	Level 3	5	Registered
Elective	114478 Conduct basic lay counselling in a structured environment	Level 4	15	Registered
Elective	114600 Apply innovative thinking to the development of a small business	Level 4	4	Registered
Elective	120166 Identify and use various learning styles, assessment and research methods and techniques in different learning environments	Level 4	5	Draft - Prep for P Comment
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	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	8977 Evaluate literary texts	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	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



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UNIT STANDARD:

1

SAQA US ID		UNIT STANDARD TITLE	
120163		Apply basic numeracy, financial and analytical procedures and principles to make sound judgements and predictions	
SGB NAME		NSB 03	PROVIDER NAME
SGB Generic Management		Business, Commerce and Management Studies	
UNIT STANDARD TYPE		FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Business, Commerce and Management Studies	Generic Management
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	10	Level 4	Regular

SPECIFIC OUTCOME 3

Apply skills and principles to effectively manage personal and business finances and make investment decisions.

SPECIFIC OUTCOME 4

Perform basic record keeping transactions to record income and receipts.



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UNIT STANDARD:

2

SAQA US ID	UNIT STANDARD TITLE		
120164	Set clear achievement and productivity goals		
SGB NAME	NSB 03	PROVIDER NAME	
SGB Generic Management	Business, Commerce and Management Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Generic Management	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	7	Level 4	Regular

SPECIFIC OUTCOME 2

Set clearly defined productivity goals.

SPECIFIC OUTCOME 3

Develop and implement an action plan.

SPECIFIC OUTCOME 4

Continuously review progress of achievement of goals set.



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UNIT STANDARD:

3

SAQA US ID		UNIT STANDARD TITLE	
120165		Identify, apply and manage goals and strategies for personal and professional development	
SGB NAME		NSB 03	PROVIDER NAME
SGB Generic Management		Business, Commerce and Management Studies	
UNIT STANDARD TYPE		FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Business, Commerce and Management Studies	Generic Management
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 4	Regular

SPECIFIC OUTCOME 1

Assess personal areas of strength and development.

SPECIFIC OUTCOME 2

Identify and motivate goals and paths for personal and professional development.

SPECIFIC OUTCOME 3

Plan and use time effectively.

SPECIFIC OUTCOME 4

Adopt a balanced and integrated lifestyle.



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UNIT STANDARD:

4

SAQA US ID	UNIT STANDARD TITLE		
120166	Identify and use various learning styles, assessment and research methods and techniques in different learning environments		
SGB NAME	NSB 03	PROVIDER NAME	
SGB Generic Management	Business, Commerce and Management Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Generic Management	
ABET BAND CREDITS	NQF LEVEL	UNIT STANDARD TYPE	

SPECIFIC OUTCOME 1

Identify, demonstrate and integrate learning styles.

SPECIFIC OUTCOME 2

Assess own learning and research progress.

SPECIFIC OUTCOME 3

Assess others in learning situations.

SPECIFIC OUTCOME 4

Analyse information from different sources and draw conclusions.



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UNIT STANDARD:

5

Identify and implement a community development project

SAQA US ID	UNIT STANDARD TITLE		
120167	Identify and implement a community development project		
SGB NAME	NSB 03	PROVIDER NAME	
SGB Generic Management	Business, Commerce and Management Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Generic Management	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 4	Regular

SPECIFIC OUTCOME 1

Identify community development needs and discuss how business can meet these needs.

SPECIFIC OUTCOME 2

Develop a project outline and plan to address identified community needs and formally present this.

SPECIFIC OUTCOME 3

Initiate a community project to meet identified community needs.

SPECIFIC OUTCOME 4

Conduct an evaluation of a community development project.



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UNIT STANDARD:

6

SAQA US ID	UNIT STANDARD TITLE		
120168	Illustrate business environments, functions and practices		
SGB NAME	NSB 03	PROVIDER NAME	
SGB Generic Management	Business, Commerce and Management Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Generic Management	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE

SPECIFIC OUTCOME 1

Identify and illustrate the concepts of market, micro and macro business environment.

SPECIFIC OUTCOME 2

Describe, analyse and discuss various business functions and organisational structures.

SPECIFIC OUTCOME 3

Illustrate and explain the concept of supply and demand and how this impacts on business functions and activities.

SPECIFIC OUTCOME 4

Interpret and apply legal principles within a business context.