
GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 1006

13 October 2006

**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 Organising Field 03, Business, Commerce and Management, 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 website at www.saga.org.za. Copies may also be obtained from the Directorate for 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 13 November 2006.*** All correspondence should be marked **Standards Setting and Development – SGB for Generic Management** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D Mphuthing

Postnet Suite 248

Private Bag X06

Waterkloof

0145

Or faxed to 012 – 431-5144

E-mail: dmphuthing@saga.org.za

S BHIKHA
DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate: Generic Management

SAQA QUAL ID	QUALIFICATION TITLE		
57712	Further Education and Training Certificate: Generic Management		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Generic Management	3		
QUAL TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD	
Further Ed and Training Cert	Business, Commerce and Management Studies	Generic Management	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	150	Level 4	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

This qualification is intended for junior managers of small organisations, junior managers of business units in medium and large organisations, or those aspiring to these positions. Junior managers include team leaders, supervisors, foremen and section heads.

The focus of this qualification has been designed to enable learners to be competent in a range of knowledge, skills, attitudes and values including:

- > Gathering and analysing information.
- > Analysing events that impact on a business and its competitive environment.
- > Complying with organisational standards.
- > Motivating an individual or team.
- > Negotiating in a work situation.
- > Understanding the role of business strategy as it applies to junior management.
- > Managing the budget within a specific area of responsibility.
- > Applying management principles and practices within a specific area of responsibility.
- > Managing work unit performance to achieve goals.
- > Behaving ethically and promoting ethical behaviour in a work situation.
- > Demonstrating understanding of the consequences in a work unit of HIV/AIDS.

The learners who achieve this qualification will be able to demonstrate competencies in management relating to Planning, Organising, Leading, Controlling and Ethics. Overall, this qualification will ensure that learners are capable of:

- > Developing plans to achieve defined objectives.
- > Organising resources in accordance with a developed plan.
- > Leading a team to work co-operatively to achieve objectives.
- > Monitoring performance to ensure compliance to a plan.
- > Making decisions based on a code of ethics.

Rationale:

This qualification lays the foundation for the development of management qualifications across various sectors and industries. It specifically develops management competencies required by learners in any occupation, particularly those who are currently operating as junior managers. The qualification introduces key terms, rules, concepts, principles and practices of management that will enable learners to be informed managers in any occupation. It has also been developed to enable managers or prospective managers to access higher education and provide flexible access to life-long learning.

The scope of management covers four domains: leadership, self-management, people management and management practices. This qualification addresses each of these domains with generic competencies, thereby enabling learning programmes to be contextualised for specific sectors and industries. Provides opportunities for people to transfer between various specialisations within management. This will therefore enable management competencies to be strengthened, and enable managers to better manage systems, processes, resources, self, teams and individuals in various occupations. It is intended to empower learners to acquire knowledge, skills, attitudes and values required to operate confidently as individuals in the South African community and to respond to the challenges of the economic environment and changing world of work. Ultimately, this qualification is aimed at improving the productivity and efficiency of managers within all occupations in South Africa.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

- > Communication at NQF Level 3.
- > Mathematical Literacy at NQF Level 3
- > Computer Literacy at NQF Level 3.

Recognition of Prior Learning:

This qualification can be achieved wholly or in part through recognition of prior learning in terms of the defined Exit Level Outcomes and/or individual Unit Standards.

Evidence can be presented in various ways, including international and/or previous local qualifications, products, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

All such evidence will be judged in accordance with the general principles of assessment and the requirements for integrated assessment.

Access to the qualification:

Open access, bearing in mind the requirements of 'learning assumed to be in place' and that the learner has access to a work environment where management practice can be implemented.

QUALIFICATION RULES

> Fundamental components: All 56 credits are compulsory. The Fundamentals should be contextualised according to the specialisation chosen. Learners are required to achieve 20 credits for Communication at Level 4 in a first official language; 20 credits in a second official language at NQF level 3; as well as 16 credits for Mathematical Literacy at Level 4.

> Core component: All 72 credits are compulsory. The Core component must be contextualised according to the specialisation chosen.

> Elective component: The Elective Component is grouped into areas of specialisation. Learners are to choose one specialisation and choose unit standards totalling a minimum of 22 credits from the unit standards listed for the specialisation. Should the specialisation have insufficient unit standards to give 22 credits, the learner should choose additional unit standards from the generic management specialisation to give minimum of 22 credits.

Administration:

- > 11003: Develop administrative procedures in a selected organisation, Level 4, 8 credits.
- > 110026: Describe and assist in the control of fraud in a office environment, Level 4, 4 credits.
- > 110009: Manage administration records, Level 4, 4 credits.
- > 109999: Manage service providers in a selected organisation, Level 4, 5 credits.
- > 15234: Apply efficient time management to the work of a department /division/ section, Level 5, 4 credits.
- > Total: 25 credits.

Archaeology:

- > 119867: Create a visual record of artefacts and features for archiving or publication, Level 4, 6 credits.
- > 119864: Demonstrate knowledge of Archaeology applied to Colonial sites, Level 4, 6 credits.

- > 119869: Demonstrate knowledge of Iron Age Archaeology, Level 4, 10 credits.
- > 119877: Demonstrate knowledge of Stone Age Archaeology, Level 4, 10 credits.
- > 119875: Investigate a maritime site, Level 4, 5 credits.
- > 119873: Record a rock art site, Level 4, 6 credits.
- > 119865: Recover human skeletal remains for analysis, Level 4, 6 credits.
- > 119870: Research a Southern African archaeological site from published and unpublished material, Level 4, 6 credits.
- > Total: 51 credits.

Food Manufacturing:

- > 8016: Maintaining occupational health, safety and general housekeeping, Level 3, 8 credits.
- > 8025: Controlling and locating stock, Level 3, 8 credits.
- > 11473: Manage individual and team performance, Level 4, 8 credits.
- > 10631: Demonstrate an understanding of manufacturing principles, methodologies and processes, Level 5, 7 credits.
- > 10708: Control and adjust utilities in a food or beverage manufacturing plant, Level 4, 10 credits.
- > 113852: Apply occupational health, safety and environmental principles, Level 3, 10 credits.
- > 114877: Formulate and implement an action plan to improve productivity within an organisational unit, Level 4, 8 credits.
- > 118043: Supervise stock counts, Level 4, 8 credits.
- > 119257: Produce and maintain work activity reports, Level 4, 8 credits.
- > 119796: Monitor and control quality assurance procedures in a food or sensitive consumer product operation, Level 3, 6 credits.
- > 120235: Demonstrate an understanding of the concept of microbiology in a food handling environment, Level 3, 6 credits.
- > 120239: Monitor critical control points (CCPs) as an integral part of a hazard analysis critical control point (HACCP) system, Level 3, 6 credits.
- > 120377: Identify, suggest and implement corrective actions to improve quality or project work, Level 4, 7 credits.
- > Total: 108 credits.

Generic Management:

- > 242812: Induct a member into a team, Level 3, 4 credits.
- > 13915: Demonstrate understanding of HIV/AIDS and its impact on the workplace, Level 3, 4 credits.
- > 242820: Maintain records for a team, Level 3, 4 credits.
- > 242818: Identify and explain the core and support functions of an organisation, Level 3, 4 credits.
- > 242813: Explain the contribution made by own area of responsibility to the overall organisational strategy, Level 4, 5 credits.
- > 242818: Describe the relationship of junior management to other management roles, Level 4, 5 credits.
- > Total: 26 credits.

Golf Management:

- > 120209: Apply basic concepts of sport psychology in a golfing context, Level 5, credits 12.
- > 120204: Apply knowledge of diet and nutrition to improving golf performance, Level 5, credits 10.
- > 120208: Apply the rules of golf in various contexts, Level 5, credits 8.
- > 120206: Describe, implement and teach the principles and building blocks of a golf swing, Level 5, credits 12.
- > 120212: Plan, manage and report on a golf tournament, Level 5, credits 8.
- > 120192: Apply anatomical and physiological knowledge to golfing activity, Level 5, credits 5.
- > 120211: Display a holistic understanding of golf and golfing, Level 5, credits 8.
- > 120197: Plan and implement personal and career development goals within a golfing environment, Level 5, credits 5.
- > Total: 68 credits.

Public Administration:

- > 110490: Demonstrate knowledge and understanding of the basic principles of public administration and management, Level 4, 4 credits.
- > 123460: Develop and apply administrative principles in the implementation of Municipal Office Administration, Level 4, 6 credits.
- > 120381: Implement Project Administration processes according to requirements, Level 4, 5 credits.
- > 120307: Apply South African legislation and policy affecting public administration, Level 5, 10 credits.
- > 119346: Manage and develop oneself in the Public Sector work environment, Level 5, 10 credits.

- > 113955: Apply the Batho Pele principles to own work role and context, Level 3, 4 credits.
- > Total: 39 credits.

EXIT LEVEL OUTCOMES

Planning

1. Develop plans to achieve defined objectives.

Organising

2. Organise resources in accordance with developed plan.

Leading

3. Lead a team to work co-operatively to achieve objectives.

Controlling

4. Monitor performance to ensure compliance to a developed plan.

Ethics

5. Make decisions based on a code of ethics.

Critical Cross-Field Outcomes:

The learner will be expected to demonstrate the ability to:

- > Identify and solve problems and make responsible ethical decisions within own limit of authority.
- > Work effectively with others as a member of a team, group, organisation or community to achieve work unit objectives.
- > Organise and manage oneself and one's activities responsibly and effectively to plan, lead, organise and control towards achievement of work unit objectives.
- > Collect, organise and critically evaluate information in order to measure performance.
- > Communicate effectively using visual, mathematics and language skills in the modes of oral and/or written presentations to lead a team.
- > The learner will be required to demonstrate an understanding of the world as a set of related systems by aligning work unit objectives to organisational strategy.
- > Be culturally and aesthetically sensitive across a range of social contexts in managing and interacting with diverse people in the workplace.
- > Use science and technology effectively in researching, recommending and implementing management solutions, showing responsibility towards the environment and health of others.

ASSOCIATED ASSESSMENT CRITERIA

Planning

1.

- > Information is analysed and presented according to organisational objectives and requirements.
- > A plan is developed by using a systematic process.
- > Tasks, resources, timeframes and measurement criteria are defined and aligned to meet organisational objectives.

Organising

2.

- > Methods, procedures and techniques to organise a work unit are applied in accordance with organisational requirements.
- > The activities of the work unit are analysed and adjusted in order to align to the organisational strategies.
- > Resources are allocated to achieve the developed plan.

Leading

3.

- > The principles of leadership are explained and applied within a work unit.
- > The organisation's objectives and Standard Operating Procedures (SOPs) are analysed in order to determine the direction of work units.
- > Knowledge of group dynamics is applied to build a team.

Controlling

4.

- > Work unit performance is measured against organisational objectives.
- > Corrective action is taken in response to performance variances in accordance with Standard Operating Procedures (SOPs).

Ethics

5.

- > The concept of ethics is explained in terms of its influence on the activities of a work unit.
- > The value of a code of ethics is explained in terms of its impact on decision making.
- > Ethical decisions are made in the workplace.

Integrated Assessment:

Integration implies that theoretical and practical components are assessed together. It also implies that learning in different unit standards could and should be assessed in an integrated way where possible. Integrative assessment techniques may be used to assess multiple specific outcomes within multiple unit standards within the learner's work context. Within each unit standard, the specific outcomes and associated assessment criteria guide the learning process. The assessment determines whether the outcomes have been attained.

Assessments should be flexible and must cater for a wide range of options and contexts. Assessment must be fair, transparent, valid and reliable and should ensure that no learner is disadvantaged.

Assessment of Communication and Mathematical Literacy should be contextually based in accordance with the specialisation and context chosen and applied. Assessment has a formative monitoring function. Formative assessment should be used to assess gaps in the learner's skill and knowledge level. Its goal is to assess the learner's competence providing feedback to both learner and facilitator for further learning. It is continuous and is used to plan appropriate learning experiences to meet the learner's needs. It provides information about problems experienced at different stages in the learning process.

Assessment must also have a summative component. Summative assessment may be used on completion of a unit standard, but should not be the only form of assessment.

A variety of methods must be used in assessment, and tools and activities must be appropriate to the context in which the learner is working. Where it is not possible to assess all competencies in the workplace, simulations, case studies and other techniques should be used to provide a context appropriate to the assessment.

INTERNATIONAL COMPARABILITY

The Bologna Process

The most researched and systematic coverage of the subject of 'generic qualifications' is to be found in what is loosely termed 'The Bologna Process', which originated in the Bologna Declaration by European Ministers of Education of 19 June 1999 and is still in progress today. This project has resulted in a myriad of publications, one numbering 200 pages, dealing with almost every conceivable facet of qualification design, qualification frameworks, qualification articulation and portability, quality assurance, assessments, lifelong learning and related matters. One of the most comprehensive reference works on this is the February 2005 publication 'A Framework for Qualifications of the European Higher Education Area', Appendix 6 of which sets out an expose of what is termed the 'Dublin Descriptors'.

The 'Dublin Descriptors' come the closest to defining various generic descriptors for higher education across Europe, which have been widely debated by those participating in the Bologna Process. They embody knowledge and understanding; the application of knowledge and understanding; the ability to make judgment, and the ability to communicate and learning skills. Within these nests, a more detailed view of the 'sub-descriptors' is given.

The Bologna papers make it clear that the integration of vocational education and training into academic education are central to the success of the system as a whole.

While the above does not directly correlate with work on the FETC: Management, it is clear that this qualification is not at variance with the broad principles enunciated by the leading researchers in Europe.

As shared by, including, or typical of are common synonyms for the term 'generic', it is clear that a qualification in generic management must include all which is common to management in all disciplines.

and should attempt to exclude all that which applies to specific applications of management in any one of these disciplines.

Other International Developments

Moving beyond Bologna, in a paper by Pete Dalton & Kate Levinson read at the 66th International Federation of Library Associations and Institutions Council and General Conference in Jerusalem, a strong case is made for a generic academic qualification process. The authors state, however, that 'NARIC may be useful as a model for comparing academic reciprocity of qualifications between countries that do not have additional professional accreditation. However, this would create a system which ignored professional standards and accreditation and which would be unsuitable for those countries where professional accreditation takes place'.

The term 'generic management', 'generic qualification' and 'vocational qualification' is used loosely in a number of contexts in the international literature throughout diverse fields of knowledge, as illustrated below.

It receives considerable attention in the Financial Services Industry in Australia. The Commissioner of Local Government in Australia has issued a strong endorsement of the importance of generic qualifications and a diagram is depicted illustrating what he has in mind.

In an article by Fiona Becker and Judith Niechcial published in April 2004 the importance of generic qualifications to the social worker community in the UK is stressed. Also in a UK health context, an NHS report on Health Informatics Qualifications Mapping dated March 2006 makes numerous references to the importance of generic qualifications. Again in the UK, the public sector IT Industry is seeing the benefits of generic learning. Britain's Public Management Institute has introduced generic management qualifications coupled to a professional qualification. The Institute of Leadership and Management (ILM), a member of the City and Guilds Group, has a range of generic management qualifications on offer which also offer professional linkages. In a study by Birmingham University, Katy Lancaster and Pete Dalton (edited by Fiona Parsons) make a particularly strong case for well-honed generic management skills in the IT Industry. The UK motor industry has also introduced a 10-unit work-based Certificate Course in generic management. In an article in Questionline in September 2005 dealing with vocational qualifications for members of the armed forces, the role of a generic technique (PRINCE 2) is alluded to as follows: 'The most common generic method is PRINCE2, with over 20,000 people attempting its exams (pass rate is 65 per cent) since its introduction in 1996'.

In Singapore, an initiative called 'Generic Skills' empowers what is termed a 'National Skills Recognition System' which overlays 'Workforce Skills Qualifications' in the Retail, Financial and Training industries, to enable upward mobility of these 'learner-workers'.

New Zealand has developed one qualification in IT and has begun to develop generic unit standards. (This URL requires a search for 'Generic'). New Zealand has also developed a number of so-called 'Maori Management' unit standards. The University of Auckland offers generic programmes in nursing up to Masters level.

Conclusion

Generic qualifications are either being used or developed throughout the world with considerable success. Their role seems in some applications (particularly in industry) to be that of a precursor to more advanced specialisation qualifications, while in others it is applicable to the most advanced levels of purely academic knowledge. Given the accepted understanding of the term 'generic' seen against the latter observations, the FETC: Management at Level 4 would seem to be in line with best practice internationally.

Some detailed practical applications of Generic Qualifications internationally

The Hybrid Information Management Skills for Senior Staff (HIMSS) Project in the UK identified strategic management and leadership; ability to manage change and an understanding of customer focus and service orientation as the most widespread generic skills lacking in potential managers. Generic management skills stood at the top of a host of other desirable skills for an IT professional in their estimation. Generic Management development programmes were strongly endorsed.

In Australia, the Financial Services Industry has designed two distinct pathways, one leading to a generic qualification, and the other to a specialist qualification. The chief difference between the two approaches is that the generic route offers elective units, while the specialist route requires specialist units to be selected. It points out, however, that certain sectors have mandatory competency pathways, which must be met in order to gain employment. Similar observations are made under the discussion of NARIC, below.

The University of Auckland Faculty Education Unit offers an interesting array of tools provided via their Generic Centre. These chiefly cover assessment, rubric grading and curriculum design, rather than qualifications, per se.

New Zealand and offers a large number of unit standards termed 'generic' under various domains such as self-management; social and cooperative skills and work and study skills. It also offers further unit standards in a subfield called 'Maori Business and Management' with domains entitled finance - Maori; Maori Management - generic; Maori Management in Maori organisations and Maori Office systems. No generic qualifications exist at this time. The various unit standards serve as a useful international benchmark of the perceived components and levels of complexity of management.

Research conducted in the UK within the Health Industry has identified three main types of qualifications, namely dedicated Health Industry (HI) qualifications; those that combine health and information in some manner and generic qualifications that have application to (all) working in the HI. Examples of generic qualifications include a Postgraduate Certificate from the University of York; National Vocational Qualifications for IT; Institute of IT Training (ITT) qualifications; the Information Systems Examinations Board (ISEB) and the European Computer Driving License (ECDL).

The report concludes that 'It is clear from the number and variety of vocational awards available, that individual qualifications in ITC are well catered for'.

The Social Work profession in the UK offers a generic degree in social work based on the national occupational standards for social work and the Quality Assurance Agency (QAA) subject benchmark statement for social work.

The Chartered Management Institute in the UK offers one of the most comprehensive ladders of learning for generic management studies. These range from (UK) Level 2 right through to (UK) Level 5 - i.e. team leading through to Management. All qualifications consist of mandatory units and optional units over and above these, the latter greatly outnumbering the former. This also serves as a useful international benchmark of the perceived components and levels of complexity of management. The auto industry in the UK has also introduced a Business and Administration National Vocational Qualification (NVQ) at (UK) Level 2. It is claimed that this generic qualification is of benefit throughout the auto industry to both technical and non-technical staff.

The Open University in the UK offers a variety of generic courses at a variety of levels in IM and ICT. Research has also indicated that some National Health Service (NHS) employees believe that a generic qualification will give them greater transferability in the future. [It is interesting to observe that UK literature in particular uses the terms 'vocational' and 'generic' interchangeably].

The International Federation of Library Associations and Institutions (IFLA) undertook research into methods of determining the equivalency of Library and Information Science (LIS) qualifications worldwide. They identified three approaches, namely professional association approach; generic academic qualification equivalency approach and institutional course approach. In researching the generic option, the National Academic Recognition Information Centre for the UK (NARIC) was closely investigated. The conclusion was that while NARIC was a useful tool for academic comparison purposes, it ignores the additional requirements for professional accreditation.

ARTICULATION OPTIONS

Horizontal Articulation:

This qualification articulates horizontally with the following qualifications:

- > FETC: New Venture Creation, SAQA ID: 23953
- > FETC: Leadership Development, SAQA ID: 50081
- > FETC: Business Systems Operations: End User (ERP), SAQA ID: 49176
- > FETC: Small Business Advising (Information Support), SAQA ID: 48883

Vertical Articulation:

- > The FETC: Management articulates with the National Certificate: Management at Level 5, SAQA ID: 1093

MODERATION OPTIONS

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

providers must be accredited by a relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

N/A

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	242810 Manage Expenditure against a budget	Level 4	6	Draft - Prep for P Comment
Core	242811 Prioritise time and work for self and team	Level 4	5	Draft - Prep for P Comment
Core	242815 Apply the organisation's code of conduct in a work environment	Level 4	4	Draft - Prep for P Comment
Core	242816 Conduct a structured meeting	Level 4	5	Draft - Prep for P Comment
Core	242817 Solve problems, make decisions and implement solutions	Level 4	8	Draft - Prep for P Comment
Core	242819 Motivate and Build a Team	Level 4	10	Draft - Prep for P Comment
Core	242821 Identify responsibilities of a team leader in ensuring that organisational standards are met	Level 4	6	Draft - Prep for P Comment
Core	242822 Employ a systematic approach to achieving objectives	Level 4	10	Draft - Prep for P Comment
Core	242824 Apply leadership concepts in a work context	Level 4	12	Draft - Prep for P Comment
Core	242829 Monitor the level of service to a range of customers	Level 4	5	Draft - Prep for P Comment
Elective	8016 Maintaining occupational health, safety and general housekeeping	Level 3	8	Reregistered
Elective	8025 Controlling and locating stock	Level 3	8	Reregistered
Elective	13915 Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace	Level 3	4	Reregistered
Elective	113852 Apply occupational health, safety and environmental principles	Level 3	10	Registered
Elective	113955 Apply the Batho Pele principles to own work role and context	Level 3	4	Registered
Elective	119802 Perform quality control practices in a food or sensitive consumer product operation	Level 3	6	Registered
Elective	120235 Demonstrate an understanding of the concept of microbiology in a food handling environment	Level 3	6	Registered
Elective	120239 Monitor critical control points (CCPs) as an integral part of a hazard analysis critical control point (HACCP) system	Level 3	6	Registered
Elective	242812 Induct a member into a team	Level 3	4	Draft - Prep for P Comment
Elective	242814 Identify and explain the core and support functions of an organisation	Level 3	6	Draft - Prep for P Comment
Elective	242820 Maintain records for a team	Level 3	4	Draft - Prep for P Comment
Elective	10708 Control and adjust utilities in a food or beverage manufacturing plant	Level 4	10	Reregistered
Elective	11473 Manage individual and team performance	Level 4	8	Reregistered
Elective	110003 Develop administrative procedures in a selected organisation	Level 4	8	Registered
Elective	110009 Manage administration records	Level 4	4	Registered
Elective	110026 Describe and assist in the control of fraud in an office environment	Level 4	4	Registered
Elective	110490 Demonstrate a knowledge and understanding of the basic principles of public administration and management	Level 4	4	Registered
Elective	114877 Formulate and implement an action plan to improve productivity within an organisational unit	Level 4	8	Registered
Elective	118043 Supervise stock counts	Level 4	8	Registered
Elective	119257 Produce and maintain work activity reports	Level 4	8	Registered
Elective	119796 Monitor and control quality assurance procedures in a food or sensitive consumer product environment	Level 4	8	Registered
Elective	119864 Demonstrate knowledge of archaeology applied to Colonial sites	Level 4	6	Registered

Elective	119865 Recover human skeletal remains for analysis	Level 4	6	Registered
Elective	119867 Create a visual record of artefacts and features for archiving or publication	Level 4	8	Registered
Elective	119869 Demonstrate knowledge of Iron Age archaeology	Level 4	10	Registered
Elective	119870 Research a Southern African archaeological site from published and unpublished material	Level 4	6	Registered
Elective	119873 Record a rock art site	Level 4	6	Registered
Elective	119875 Investigate a maritime site	Level 4	5	Registered
Elective	119877 Demonstrate knowledge of Stone Age archaeology	Level 4	10	Registered
Elective	120377 Identify, suggest and implement corrective actions to improve quality of project work	Level 4	7	Registered
Elective	123460 Develop and apply administrative principles in the implementation of Municipal Office Administration	Level 4	6	Registered
Elective	242813 Explain the contribution made by own area of responsibility to the overall organisational strategy	Level 4	5	Draft - Prep for P Comment
Elective	242818 Describe the relationship of junior management to other roles	Level 4	5	Draft - Prep for P Comment
Elective	10631 Demonstrate an understanding of manufacturing, principles, methodologies and processes	Level 5	7	Reregistered
Elective	119346 Apply sound communication principles in the coordination of selected public sector communications programmes	Level 5	10	Registered
Elective	120192 Apply anatomical and physiological knowledge to golfing activity	Level 5	5	Registered
Elective	120197 Plan and implement personal and career development goals within a golfing environment	Level 5	5	Registered
Elective	120204 Apply knowledge of diet and nutrition to improving golf performance	Level 5	10	Registered
Elective	120206 Describe, implement and teach the principles and building blocks of a golf swing	Level 5	12	Registered
Elective	120208 Apply the rules of golf in various contexts	Level 5	8	Registered
Elective	120209 Apply basic concepts of sport psychology in a golfing context	Level 5	12	Registered
Elective	120211 Display a holistic understanding of golf and golfing	Level 5	8	Registered
Elective	120212 Plan, manage and report on a golf tournament	Level 5	8	Registered
Elective	120307 Apply South African legislation and policy affecting public administration	Level 5	10	Registered
Fundamental	119457 Interpret and use information from texts	Level 3	5	Registered
Fundamental	119465 Write/present/sign texts for a range of communicative contexts	Level 3	5	Registered
Fundamental	119467 Use language and communication in occupational learning programmes	Level 3	5	Registered
Fundamental	119472 Accommodate audience and context needs in oral/signed communication	Level 3	5	Registered
Fundamental	7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6	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	9016 Represent, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts	Level 4	4	Reregistered
Fundamental	12153 Use the writing process to compose texts required in the business environment	Level 4	5	Reregistered
Fundamental	119459 Write/present/sign for a wide range of contexts	Level 4	5	Registered
Fundamental	119462 Engage in sustained oral/signed communication and evaluate spoken/signed texts	Level 4	5	Registered
Fundamental	119469 Read/view, analyse and respond to a variety of texts	Level 4	5	Registered



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Manage Expenditure against a budget

<i>SAQA US ID</i>	<i>UNIT STANDARD TITLE</i>		
242810	Manage Expenditure against a budget		
<i>SGB NAME</i>		<i>ORGANISING FIELD ID</i>	<i>PROVIDER NAME</i>
SGB Generic Management		3	
<i>UNIT STANDARD TYPE</i>		<i>ORGANISING FIELD DESCRIPTION</i>	<i>SUBFIELD DESCRIPTION</i>
Regular		Business, Commerce and Management Studies	Generic Management
<i>ABET BAND</i>	<i>CREDITS</i>	<i>NQF LEVEL</i>	<i>UNIT STANDARD TYPE</i>
Undefined	6	Level 4	Regular

SPECIFIC OUTCOME 1

Explain the concept of budgeting pertinent to an area of responsibility.

SPECIFIC OUTCOME 2

Determine the elements of a budget in an area of responsibility.

SPECIFIC OUTCOME 3

Monitor and control actual expenses against budget.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Prioritise time and work for self and team

SAQA US ID	UNIT STANDARD TITLE		
242811	Prioritise time and work for self and team		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Generic Management	3		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Generic Management	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 4	Regular

SPECIFIC OUTCOME 1

Create a task list.

SPECIFIC OUTCOME 2

Prioritise personal and team tasks.

SPECIFIC OUTCOME 3

Use and maintain a diary.

SPECIFIC OUTCOME 4

Implement and maintain personal and team task list.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Induct a member into a team

SAQA US ID	UNIT STANDARD TITLE		
242812	Induct a member into a team		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Generic Management	3		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Generic Management	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 3	Regular

SPECIFIC OUTCOME 1

Prepare to receive a member into a team.

SPECIFIC OUTCOME 2

Introduce the new member of the team.

SPECIFIC OUTCOME 3

Explain how the performance of a team is monitored.

SPECIFIC OUTCOME 4

Create awareness of career opportunities in an organisation.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Explain the contribution made by own area of responsibility to the overall organisational strategy

SAQA US ID	UNIT STANDARD TITLE		
242813	Explain the contribution made by own area of responsibility to the overall organisational strategy		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Generic Management	3		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Generic Management	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 4	Regular

SPECIFIC OUTCOME 1

Demonstrate an understanding of the overall strategy of an organisation.

SPECIFIC OUTCOME 2

Demonstrate an understanding of how the activities of own area of responsibility align with the overall strategy of the organisation.

SPECIFIC OUTCOME 3

Communicate to the members of the team how its area of responsibility aligns to the overall strategy.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Identify and explain the core and support functions of an organisation

SAQA US ID	UNIT STANDARD TITLE		
242814	Identify and explain the core and support functions of an organisation		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Generic Management	3		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Generic Management	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	6	Level 3	Regular

SPECIFIC OUTCOME 1

Identify and explain the core business of an organisation.

SPECIFIC OUTCOME 2

Explain the types of work done within the various core activities of an organisation.

SPECIFIC OUTCOME 3

Explain the role of a selected work unit in an organisation in relation to the core business.

SPECIFIC OUTCOME 4

Identify and explain the difference between the line and support functions within a selected organisation.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Apply the organisation's code of conduct in a work environment

SAQA US ID	UNIT STANDARD TITLE		
242815	Apply the organisation's code of conduct in a work environment		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Generic Management	3		
UNIT STANDARD TYPE	ORGANISING 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

Explain the concept of ethics in relation to the 'moral compass'.

SPECIFIC OUTCOME 2

Describe the role of a code of conduct in a work environment according to ethical principles.

SPECIFIC OUTCOME 3

Uphold the code of conduct within the work team.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Conduct a structured meeting

SAQA US ID	UNIT STANDARD TITLE		
242816	Conduct a structured meeting		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Generic Management	3		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Generic Management	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 4	Regular

SPECIFIC OUTCOME 1

Prepare for a meeting.

SPECIFIC OUTCOME 2

Conduct a meeting.

SPECIFIC OUTCOME 3

Demonstrate techniques to deal with differing views during a meeting.

SPECIFIC OUTCOME 4

Distribute records for a meeting.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

8

Solve problems, make decisions and implement solutions

SAQA US ID	UNIT STANDARD TITLE		
242817	Solve problems, make decisions and implement solutions		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Generic Management	3		
UNIT STANDARD TYPE	ORGANISING 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

Define the problem.

SPECIFIC OUTCOME 2

Investigate the problem.

SPECIFIC OUTCOME 3

Generate problem solutions.

SPECIFIC OUTCOME 4

Implement solution(s).

SPECIFIC OUTCOME 5

Evaluate the effectiveness of the solution.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

9

Describe the relationship of junior management to other roles

SAQA US ID	UNIT STANDARD TITLE		
242818	Describe the relationship of junior management to other roles		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Generic Management	3		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Generic Management	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 4	Regular

SPECIFIC OUTCOME 1

Explain the relationship between the type, ownership, size of an organisation and its management structure.

SPECIFIC OUTCOME 2

Explain the relationship between various management roles.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

10

Motivate and Build a Team

SAQA US ID	UNIT STANDARD TITLE		
242819	Motivate and Build a Team		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Generic Management	3		
UNIT STANDARD TYPE	ORGANISING 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 1

Explain the importance of motivating a team.

SPECIFIC OUTCOME 2

Demonstrate an understanding of self and team members in a workplace.

SPECIFIC OUTCOME 3

Apply theories of motivation and group dynamics.

SPECIFIC OUTCOME 4

Implement a plan of action to strengthen a team.

SPECIFIC OUTCOME 5

Provide feedback and recognise achievements.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

11

Maintain records for a team

<i>SAQA US ID</i>	<i>UNIT STANDARD TITLE</i>		
242820	Maintain records for a team		
<i>SGB NAME</i>		<i>ORGANISING FIELD ID</i>	<i>PROVIDER NAME</i>
SGB Generic Management		3	
<i>UNIT STANDARD TYPE</i>		<i>ORGANISING FIELD DESCRIPTION</i>	<i>SUBFIELD DESCRIPTION</i>
Regular		Business, Commerce and Management Studies	Generic Management
<i>ABET BAND</i>	<i>CREDITS</i>	<i>NQF LEVEL</i>	<i>UNIT STANDARD TYPE</i>
Undefined	4	Level 3	Regular

SPECIFIC OUTCOME 1

Explain why organisations record and keep information.

SPECIFIC OUTCOME 2

Identify and describe the type of records used to manage the team.

SPECIFIC OUTCOME 3

Record and report team performance against team output.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

12

Identify responsibilities of a team leader in ensuring that organisational standards are met

SAQA US ID	UNIT STANDARD TITLE		
242821	Identify responsibilities of a team leader in ensuring that organisational standards are met		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Generic Management	3		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Generic Management	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	6	Level 4	Regular

SPECIFIC OUTCOME 1

Explain the role of a team leader in an organisation.

SPECIFIC OUTCOME 2

Explain the purpose of the team.

SPECIFIC OUTCOME 3

Contract with the team members to obtain commitment to achieve organisational standards.

SPECIFIC OUTCOME 4

Implement, monitor and evaluate performance against team objectives and organisational standards.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

13

Employ a systematic approach to achieving objectives

SAQA US ID	UNIT STANDARD TITLE		
242822	Employ a systematic approach to achieving objectives		
SGB NAME		ORGANISING FIELD ID	PROVIDER NAME
SGB Generic Management		3	
UNIT STANDARD TYPE		ORGANISING 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 1

Identify and develop objectives.

SPECIFIC OUTCOME 2

Formulate a plan to meet the objective.

SPECIFIC OUTCOME 3

Implement the plan.

SPECIFIC OUTCOME 4

Monitor activities.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

14

Apply leadership concepts in a work context

SAQA US ID	UNIT STANDARD TITLE		
242824	Apply leadership concepts in a work context		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Generic Management	3		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Generic Management	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	12	Level 4	Regular

SPECIFIC OUTCOME 1

Explain the concept of leadership.

SPECIFIC OUTCOME 2

Differentiate between the concepts of leadership and management.

SPECIFIC OUTCOME 3

Apply leadership techniques to individuals and teams within the work context.

SPECIFIC OUTCOME 4

Evaluate the impact of the leadership techniques applied.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

15

Monitor the level of service to a range of customers

SAQA US ID	UNIT STANDARD TITLE		
242829	Monitor the level of service to a range of customers		
SGB NAME	ORGANISING FIELD ID	PROVIDER NAME	
SGB Generic Management	3		
UNIT STANDARD TYPE	ORGANISING FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Generic Management	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 4	Regular

SPECIFIC OUTCOME 1

Identify internal and external customers, where applicable.

SPECIFIC OUTCOME 2

Explain standards of customer service expected by the organisation.

SPECIFIC OUTCOME 3

Measure customer satisfaction on an ongoing basis.

SPECIFIC OUTCOME 4

Recommend corrective action.