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**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

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

**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 full Qualification and Unit Standards can be accessed via the SAQA web-site at [www.saga.org.za](http://www.saga.org.za). Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, SAQA House, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the Qualification and Unit Standards should reach SAQA at the address below and **no later than 26 October 2007**. All correspondence should be marked **Standards Setting – Generic Management** and addressed to

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## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**QUALIFICATION:****National Certificate: Generic Management**

| SAQA QUAL ID           | QUALIFICATION TITLE                           |                    |                         |
|------------------------|---|--------------------|-------------------------|
| 59201                  | National Certificate: Generic Management      |                    |                         |
| ORIGINATOR             | PROVIDER                                      |                    |                         |
| SGB Generic Management |   |                    |                         |
| QUALIFICATION TYPE     | FIELD   | SUBFIELD           |                         |
| National Certificate   | 3 - Business, Commerce and Management Studies | Generic Management |                         |
| ABET BAND              | MINIMUM CREDITS                               | NQF LEVEL          | QUAL CLASS              |
| Undefined              | 162   | Level 5            | Regular-Unit Stds Based |

**PURPOSE AND RATIONALE OF THE QUALIFICATION****Purpose:**

A person acquiring this qualification will be able to manage first line managers in an organisational entity. First line managers may include team leaders, supervisors, junior managers, section heads and foremen. The focus of this qualification is to enable learners to develop competence in a range of knowledge, skills, attitudes and values including:

- Initiating, developing, implementing and evaluating operational strategies, projects and action plans, and where appropriate, recommending change within teams and/or the unit so as to improve the effectiveness of the unit.
- Monitoring and measuring performance and applying continuous or innovative improvement interventions in the unit in order to attain its desired outcomes, including customer satisfaction, and thereby contributing towards the achievement of the objectives and vision of the entity.
- Leading a team of first line managers, by capitalising on the talents of team members and promoting synergistic interaction between individuals and teams, to enhance individual, team and unit effectiveness in order to achieve the goals of the entity.
- Building relationships using communication processes both vertically and horizontally within the unit, with superiors and with stakeholders across the value chain to ensure the achievement of intended outcomes.
- Applying the principles of risk, financial and knowledge management and business ethics within internal and external regulatory frameworks in order to ensure the effectiveness and sustainability of the unit.
- Enhancing the development of teams and team members through facilitating the acquisition of skills, coaching, providing career direction, and capitalising on diversity in the unit.

The skills, knowledge and understanding demonstrated within this qualification are essential for the creation of a talent pool of experienced and effective middle managers that represents the demographics of the South African society. This qualification will create a leadership cadre for the South African society throughout multiple industries and sectors both private and public.

**Rationale:**

The National Certificate: Generic Management, NQF Level 5 forms part of a learning pathway of management qualifications across various sectors and industries. It is specifically designed to develop management competencies required by learners in any occupation, particularly those who manage first line managers. The qualification builds on the FETC: Generic Management and further develops the key concepts, principles and practices of management that will enable learners to lead, manage, organise and control first line managers and team leaders. The learners will typically be managers who have other junior managers or team leaders reporting to them. In smaller organisations or entities, the managers could primarily be responsible for managing the supervisors and staff within their section, division or business unit.

The scope of generic management covers five domains: leadership, managing the environment, managing relations, managing knowledge and the practice of management. This qualification addresses each of these domains with generic competencies, so that it allows learning programmes to be contextualised for specific sectors and industries. It reflects a similar design to the FETC: Generic Management, in that it provides opportunities for learners to transfer between various specialisations within management. This leads to the strengthening of management competencies and will enable managers at this level to manage successfully systems, processes, resources, managers and teams in their various occupations and contexts.

This qualification is further intended to empower learners to acquire the knowledge, skills, attitudes and values required to operate confidently as individuals in South African communities and to respond to the challenging economic environment and constantly changing world of work. Ultimately, this qualification is aimed at improving the effectiveness and leadership abilities of middle managers in various occupations in South Africa, in private and public business entities as well as non-governmental organisations. For this reason, the word 'entity' includes a company, business unit, public institution, small business or non-profit organisation.

#### **RECOGNIZE PREVIOUS LEARNING?**

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#### **LEARNING ASSUMED IN PLACE**

It is assumed that the learner accessing this qualification is competent in:

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

Recognition of Prior Learning:

The qualification can be achieved wholly or in part through recognition of prior learning in terms of the defined Exit Level Outcomes and/or individual unit standards.

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

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

Access to the Qualification:

Access to the qualification is open keeping in mind the Learning Assumed to be in Place.

#### **QUALIFICATION RULES**

Fundamental Component:

The unit standards included in the fundamental component of the qualification total 49 credits. They are compulsory and must be contextualised according to the specialisation or the selected learning programme.

#### Core Component:

The unit standards in the core component total 78 credits and are compulsory. They must be contextualised according to the specialisation or selected learning programme.

#### Elective Component:

The elective component of the qualification consists of a number of unit standards, divided into specialisations. The learner must choose a specialisation and complete unit standards totalling a minimum of 35 credits from the unit standards listed under that specialisation.

#### Generic Management (Total 62 credits):

- ID 252030: Analyse compliance to legal requirements and recommend corrective actions, NQF Level 5, 4 credits.
- ID 15222: Promote a learning culture in an organisation, NQF Level 5, 5 credits.
- ID 114212: Explain the impact of organisational wellness on a business environment and indicate a strategy for a business unit NQF Level 4, 3 credits.
- ID 12140: Recruit and select candidates to fill defined positions, NQF Level 5, 9 credits.
- ID 12761: Demonstrate an understanding of macroeconomic principles as they apply to the South African business environment, NQF Level 4, 8 credits.
- ID 252024: Evaluate current practices against best practice, NQF Level 5, 4 credits.
- ID 252033: Develop ways of dealing with the impact of dreaded diseases and in particular HIV/AIDS, NQF Level 5, 8 credits.
- ID 252039: Develop a plan to combat corruption, NQF Level 5, 5 credits.
- ID 10048: Identify brand mix elements, NQF Level 5, 8 credits.
- ID 114226: Interpret and manage conflicts in the workplace, NQF Level 5, 8 credits.
- ID 252031: Apply the principles and concepts of emotional intelligence to the management of self and others, NQF Level 5, 4 credits.

#### Generic Manufacturing (Total 47 credits):

- ID 12999: Contribute to the management of cost and the enhancement of value, NQF Level 5, 10 credits.
- ID 119159: Maintain Manufacturing Efficiencies, NQF Level 5, 12 credits.
- ID 119166: Optimise Manufacturing processes, NQF Level 5, 24 credits.
- ID 9897: Manage Inventory, NQF Level 5, 3 credits.

#### Fast Moving Consumer Goods (Total 28 credits):

Learners are to choose additional unit standards from the Generic Management specialisation to give a minimum of 35 credits for the Elective component.

- ID 119801: Demonstrate an understanding of Microbiological principles and its application to a food handling environment, NQF Level 5, 12 credits.
- ID 119800: Optimise product and process quality in food or sensitive consumer product environment, NQF Level 5, 8 credits.
- ID 119796: Monitor and control quality assurance procedures in a food or sensitive consumer product environment, NQF Level 4, 8 credits.

#### Cement Manufacturing (Total 38 credits):

- ID 10462: Demonstrate an understanding of cement process technology, NQF Level 4, 22 credits.
- ID 10464: Demonstrate an understanding of lime process technology, NQF Level 4, 16 credits.

#### Customer Management (Total 95 credits):

- ID 10045: Identify product features, advantages and benefits to the customer, NQF Level 5, 10 credits.
- ID 10047: Close a deal with a customer, NQF Level 5, 5 credits.
- ID 10070: Develop and implement marketing plan in line with marketing strategy, NQF Level 5, 20 credits.
- ID 10048: Identify brand mix elements, NQF Level 5, 6 credits.
- ID 10052: Monitor handling of customer by frontline customer service, NQF Level 5, 8 credits.
- ID 10053: Manage customer requirements and needs and implement action plans, NQF Level 5, 8 credits.
- ID 10054: Identify and manage areas of customer service impact, NQF Level 5, 6 credits.
- ID 10066: Establish customer needs and relationships, NQF Level 5, 16 credits.
- ID 10067: Develop customer needs and relationships, NQF Level 5, 16 credits.

#### Disaster Risk Management (Total 87 credits)

- ID 251963: Utilise communication and information management systems, Level 5, 10 credits
- ID 251965: Create awareness and promote a culture of risk avoidance through advocacy activities, Level 4, 6 credits
- ID 251964: Develop and implement disaster risk reduction plans, Level 5, 10 credits
- ID 251962: Establish and co-ordinate forums for disaster risk management in a specific environment, Level 5, 6 credits
- ID 251966: Implement disaster risk management principles in response, recovery, relief and rehabilitation activities, Level 5, 15 credits
- ID 251967: Conduct disaster risk assessment, Level 5, 15 credits
- ID 251968: Develop and manage funding mechanisms for disaster risk management, Level 6, 10 credits
- ID 251961: Interpret and integrate disaster risk management theory into programmes and activities according to the Disaster Risk Management (DRM) Framework, Level 5, 15 credits

#### Financial Management for Sport Federations (Total 31 credits)

Learners should choose additional unit standards from the other Sport-related specialisations to give a minimum total of 35 credits for the Elective component.

- ID 252038: Prepare and manage a budget, Level 5, 5 credits
- ID 252181: Explain the role of governance structures in sport, Level 5, 5 credits
- ID 252176: Manage the business components of a sport organisation, Level 5, 6 credits
- ID 242650: Manage project finances, Level 5, 15 credits

#### Sport Event Management (Total 40 credits)

- ID 252175: Apply principles of marketing to sport, Level 5, 4 credits
- ID 242650: Manage project finances, Level 5, 15 credits
- ID 252180: Coordinate the logistics of a sports team on tour, Level 5, 8 credits
- ID 252179: Manage volunteers in sport, Level 5, 5 credits
- ID 243948: Monitor and maintain health, safety and security, Level 5, 4 credits
- ID 15230: Monitor team members and measure effectiveness of performance, Level 5, 4 credits

**Advanced Sport Management Administration (Total 54 credits)**

- ID 252182: Establish sustainable sport organisations structures, Level 5, 6 credits
- ID 252176: Manage the business components of a sport organisation, Level 5, 6 credits
- ID 252181: Explain the role of governance structures in sport, Level 5, 5 credits
- ID 115855: Create, maintain and update record keeping systems, Level 5, 5 credits
- ID 242650: Manage project finances, Level 5, 15 credits
- ID 252179: Manage volunteers in sport, Level 5, 5 credits
- ID 252177: Manage participants with disability in sport, Level 5, 8 credits
- ID 252178: Support sport and fitness participation for people living with HIV/AIDS, Level 5, 4 credits

**Adventure Based Learning (ABL) (Total 35 credits)**

- ID 252188: Develop a programme for Adventure Based Learning (ADL) experiences, Level 5, 8 credits
- ID 252184: Facilitate participation in an adventure based activity, Level 5, 6 credits
- ID 252187: Plan and conduct leading and mentoring of participants in outdoor adventure experiences, Level 5, 4 credits
- ID 252186: Prepare to lead and conduct physical activities, Level 5, 4 credits
- ID 252185: Promote sustainable use of the environment, Level 5, 3 credits
- ID 252183: Maintain safety in the conduct of Adventure Based Learning activities, Level 5, 5 credits
- ID 252189: Deal with sub standard performance in a team, Level 5, 5 credits

Additional specialisations in Mining, Wholesale and Retail, Contact Centre Management, Human Resource Management and Public Administration will be added at a later stage.

**EXIT LEVEL OUTCOMES**

1. Initiate, develop, implement and evaluate operational strategies, projects and action plans, and where appropriate, recommend change within teams and/or the unit so as to improve the effectiveness of the unit.
2. Monitor and measure performance and apply continuous or innovative improvement interventions in the unit in order to attain its desired outcomes, including customer satisfaction, and thereby contributing towards the achievement of the objectives and vision of the entity.
3. Lead and manage a team of first line managers, by capitalising on the talents of team members and promoting synergistic interaction between individuals and teams, to enhance individual, team and unit effectiveness in order to achieve the goals of the entity.
4. Build relationships using communication processes both vertically and horizontally within the unit, with superiors and with stakeholders across the value chain to ensure the achievement of intended outcomes.
5. Apply the principles of risk, financial and knowledge management and business ethics within internal and external regulatory frameworks in order to ensure the effectiveness and sustainability of the unit.
6. Enhance the development of teams and team members through facilitating the acquisition of skills, coaching, providing career direction, and capitalising on diversity in the unit.

**Critical Cross-Field Outcomes:**

The learner will be expected to demonstrate the ability to:

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

### **ASSOCIATED ASSESSMENT CRITERIA**

Associated Assessment Criteria for Exit Level Outcome 1:

- Priorities are identified by considering a broad range of factors in solving problems and making decisions on operational strategies.
- The need for and the benefits of change are explained and recommendations are made to achieve intended results.
- The initiatives to be undertaken by the unit are linked to organisational goals and objectives.
- Operational strategies, projects and action plans are initiated and developed.
- Operational strategies, projects and action plans are implemented and evaluated.

Associated Assessment Criteria for Exit Level Outcome 2:

- The performance of the teams and the unit is monitored and measured according to entity's systems and procedures.
- Innovative and/or continuous improvement strategies are applied according to generally accepted theory and practice.
- Results are evaluated in relation to intended outcomes.

Associated Assessment Criteria for Exit Level Outcome 3:

- The talents of each team member are evaluated according to the needs and operational requirements of the unit.
- The team is provided with direction towards fulfilment of organisational goals.
- Resources are identified and used by the leader to accomplish the objectives of the unit.

Associated Assessment Criteria for Exit Level Outcome 4:

- Relationships are built through the provision and solicitation of unit-relevant information.
- Communication processes that contribute towards building relationships are implemented both vertically and horizontally.
- Team effectiveness and desired outcomes are achieved through partnership and information sharing.
- Customer needs are interpreted and distilled through effective communication processes in order to ensure that relationships are sustained.

Associated Assessment Criteria for Exit Level Outcome 5:

- Risk in the unit is managed by considering the impact and likelihood of a variety of internal and external factors.
- The intended outcomes of the unit are achieved by applying accepted principles and practices of financial management.
- The intellectual assets of the unit are identified, developed and protected through the application of the principles of knowledge management.
- The desired outcomes of the unit are achieved within an individual ethical framework and according to the value system of the entity.

#### Associated Assessment Criteria for Exit Level Outcome 6:

- The acquisition and enhancement of skills is facilitated through people development processes.
- Direction is given to first line managers on their possible career progression within the entity through coaching and other personal interaction.
- The diversity in the team is recognised and harnessed in order to add value to team effectiveness.

#### Integrated Assessment:

Assessment practices must be fair, transparent, valid and reliable and should ensure that the learner is not disadvantaged in any way. Integrated assessment provides the opportunity for learners to demonstrate that they are able to integrate concepts, actions and ideas achieved across a range of unit standards and contexts. Integrated assessment must evaluate the quality of competence attained by the learner.

The assessment strategies used must ensure that that all Specific Outcomes, Essential Embedded Knowledge and Critical Cross-Field Outcomes are assessed. The assessment of the Critical Cross-Field Outcomes should be integrated with the assessment of the Specific Outcomes.

The learner who has provided the required evidence for all the exit level outcomes of the qualification will be assessed as competent and awarded the qualification. This will ensure that learning and competence are not achieved only in the building blocks of the unit standards but also in the integration and application of the fundamental, core and elective building blocks to a particular context, i.e. the exit level outcomes.

#### **INTERNATIONAL COMPARABILITY**

This National Certificate: Generic Management qualification at NQF Level 5 is primarily about managing junior managers in a business unit. The qualification broadly addresses a broad range of competencies including monitoring and measuring the performance of junior managers, leading and managing a team, and enhancing the development of teams and team members. Hence, the focus of this qualification is on showing leadership in the management of people.

Most universities that offer management courses have a first degree as an entry level qualification, with the possibility of the learner, in many cases, being able to pursue a Masters in Business Administration. This Generic Management qualification is a certificate and hence limited in terms of the extent of the competencies it can offer as compared to many degree offerings in management. However, the qualification compares favourably with what many universities and colleges call Executive Development Programmes. These constitute a series of high level short courses, designed to meet the needs of the individual who will be managing junior managers.

The School of Management of Cranfield University in the United Kingdom offers a series of two to three week intensive short courses that cover a number of competencies offered by this qualification. The Developing General Management Potential programme is designed to accelerate the early development of promising managerial careers and allows a manager to



develop his/her visibility, credibility and maturity. The manager will make a wider business contribution through personal development and the acquisition of managerial knowledge. The programme has an unconventional design with a strong personal development focus. Managerial knowledge is translated into action through a powerful development process emphasising personal contribution, style and impact.

The programme challenges the manager to:

- Realise her/his own organisational leadership capability and influence.
- Add managerial value without formal authority and power.

Some of the specific competencies that a learner will acquire during the course are:

- Make the transition from an operational into a managerial role.
- Develop a wider perspective on management and business.
- Become better informed about management thinking.
- Understand the politics and social dynamics of organisations.
- Challenge the status quo in constructive ways.
- Differentiate between good and bad managerial practice.
- Creating change through pockets of good practice.

Some of the specific areas of focus that overlap with this qualification are:

- Developing managerial potential: Understanding managerial roles distinguishing between managerial and operational contributions assessing and developing individual management style and impact.
- Organisational culture and change: Exploring how different ways of thinking affect managerial contribution determining the role of individual managers in organisational change creating change through pockets of good practice.
- Leadership and teamwork: Understanding the roles of leadership and management applying the concept of leadership at all levels understanding how to develop as a leader from within the organisation, appraising the use of teams in organisations exploring the role of the individual in teams.
- Finance and management accounting: Understanding and using financial information ratio analysis managing the budgetary process investment appraisal interpreting corporate finance issues.
- Operations management: Defining the role of manufacturing and service operations managing the relationship between operations and marketing management improving operational processes.
- Strategic management of people: Identifying strategic people processes and the implications for design and implementation examining the role and relevance of the HR function in the strategic management of people.

Cranfield University also offers a series of short courses under 'leadership', which covers most of the leadership and people management competencies of this qualification. The course explores the many diverse issues that need to be addressed so that the manager can be an effective and successful leader. The personal awareness programmes assist one in understanding own leadership style, drivers, successes and the challenges one faces.

The management development programmes stimulate the learner to think about his/her contribution as a strategic leader. In addition the course assists the learner to lead and influence

teams, lead through change and understand organisational politics to aid her/his your leadership contribution.

Some of the short courses that constitute the Leadership module are:

- High Performance Leadership (duration 10 days full-time):
  - It provides a unique, sustainable pathway to high performance and also provides a vision and motivation for others.
- The Director as Strategic Leader (duration 5 days full-time):
  - It addresses the question of an effective leader by understanding strategic leadership and one's role in the process.

The university also runs a series of short courses on strategy which is a useful comparison for the competencies in this qualification.

Ashridge Business School in the United Kingdom has a 5-day leadership programme called the Ashridge Leadership Process Fact File. It is a blend of small group development activities and one-to-one leadership coaching and delivers real impact and lasting change for the learner and her/his organisation.

Some of the specific competencies that a learner will acquire during the course are:

- Different leadership styles and an action plan to help apply them to the workplace.
- Enhanced self awareness and confidence to meet the challenges of leadership and increased responsibility.
- More effective thinking skills.
- New personal and organisational visions and goals.
- Techniques for leading high performance teams.
- Invaluable insights into lifestyle planning.

Ashridge also runs another programme that covers the key competencies of managing relationships. The course is entitled 'Interpersonal skills for managing relationships'.

Leaders and executives in contemporary society are increasingly recognising that in addition to their technical and professional capability, their ability to establish, develop and create effective and lasting relationships is critical to long-term business success. This programme focuses on key communication, interpersonal and social skills-in today's parlance known as 'emotional intelligence'.

Communication, intrapersonal awareness and interpersonal skills are the bedrock for success in relationship management. This programme will help the learner understand own communication and interpersonal style and skills, and will enable her/him to raise their self-awareness and confidence for managing relationships at work more effectively.

This practical and experiential workshop is designed to introduce the learner to a range of skills, techniques and approaches that will ensure effective communication. It will give her/him an opportunity to practise the acquired communication and interpersonal skills in a range of typical work related situations.

Some of the specific areas of focus that overlap with this qualification are:

- Increase confidence and impact.
- Understand the importance of impression management, impact and perception in managing relationships.
- Gain greater awareness of own communication style and approach.

- Learn the different tools, techniques and approaches to draw upon when working with others.
- Develop the skills to communicate more effectively in a wide range of situations.
- Improve ability to make relationships work.
- Develop skills to help one understand one's colleagues better.
- Enhance own performance in relationship management.
- Practise the skills and get feedback in a variety of real-life situations.

Insead, which has campuses in Europe (Paris) and Singapore, offers several management programmes of a short duration. The following is a brief comparison of the their programmes. They offer an Advanced Management Programme, an International Executive Programme and a Management Acceleration Programme. From the description of the programmes it would seem that some of the competencies of the National Certificate: Generic Management (NQF Level 5) are similar to those in the Management Acceleration Programme, with the International Executive Programme reflecting more or less the competencies of the NQF Level 6 in Generic Management, a qualification currently under construction.

The Management Acceleration Programme (MAP) is for those who are in their early stages of their careers as managers, with approximately five years of work experience. The programme is to help high-potential executives and future leaders move up the chain of authority and responsibility.

Acting as a navigation tool for early career high-potential executives, MAP equips them with a general management perspective. It broadens their general business knowledge, deepens competence in key functional disciplines and expands leadership skills through coaching. Framed by the crucial concept of value-based management, participants learn how to create- and capture-value while forging a community with international like-minded high potentials.

Key benefits:

- Acquire a thorough knowledge of all the major management disciplines, leading to greater awareness of how the organisation operates and resulting in better decision-making skills.
- Test newly-learned skills by "running the business" in a real-life simulation.
- Increase and accelerate career potential while broadening perspectives to take on greater responsibilities in the future.
- Build their competences in managing and leading people and strategy.

Insead also offers a number of Leadership Programmes whose competencies are reflected in the National Certificate: Generic Management at NQF Level 5. Some of the components of the Leadership Programme are:

- Consulting and Coaching for Change-Creating reflective change agents. The purpose is to build the psychoanalytical dimension into organisational change initiatives or coaching and gain new approaches to resolving issues of human behaviour.
- The Leadership Transition: Becoming a leader is within your reach. The purpose is to personalise leadership style to influence and inspire those one leads as a senior manager.
- Leadership for Creativity: Build high performance organisations. The purpose is to address the challenges senior leaders face and to understand the importance of emotional intelligence, creativity and innovation to successful leadership.
- Learning to Lead: The transition from "Doing" to "Getting it done" through others. The purpose is to develop people skills and learn how to manage your own team of subordinates as you progress from an individual contributor to a new manager.

Below is an expansion of just two of several Leadership short courses:

#### Leadership for creativity:

- Any senior executive wanting to create or manage an effective organisation needs to understand the dynamics of leadership, creativity, teams, and organisational culture. The understanding of individual psychology, creative process, group dynamics and the social and environmental context in which organisations are operating is more relevant than ever before given the increased pace of change in our global world.

#### Key Benefits:

- Understand the importance of emotional intelligence and what makes for successful leadership in a global world.
- Manage for creativity and innovation.
- Create high performance teams and high performance organisations 4 day.

#### Leadership in Transformation:

- The transition from being a great individual contributor to being a leader of other individual contributors is one of the most important and challenging steps in one's career.

This leadership development programme is designed to help participants understand the nature of this transition and develop the people skills that are often the difference between longer term career success and failure.

It is specifically relevant for the new managers, preparing them before they take on the new roles or assisting them very soon after they take up the challenge.

#### Key Benefits:

- Gain clear insights into personal people management skills.
- Build frameworks for motivating people and keeping their behavior and performance on track.
- Improve capacity for new managers to become effective future leaders.

The Institute of Leadership and Management (ILM), based in the United Kingdom, is Europe's largest awarding body for leadership and management qualifications. It is also a professional membership body for leaders and managers-providing a wide range of career support services to members.

ILM qualifications are practically based, designed to complement the individual's role at work. Aligned to the UK's National Qualifications Framework (NQF), ILM qualifications begin at Level 2 and continue right up to Level 7. Other specialist qualifications cover skills in volunteer management, business start-up, coaching, and personnel management. All ILM qualifications have been accredited by the Qualifications and Curriculum Authority (QCA).

The ILM offers the following Generic Management Qualifications:

- Level 2 Introductory Certificate in Team Leading.
- Level 2 Certificate in Team Leading.
- Level 3 Introductory Certificate in First Line Management.
- Level 3 Certificate in First Line Management.
- Level 5 Introductory Diploma in Management.
- Level 5 (new NQF) Diploma in Management.
- Level 7 (new NQF) Introductory Executive Diploma in Management.
- Level 7 (new NQF) Executive Diploma in Management.

The Generic Management at Level 5 approximates to the Level 5 Introductory Diploma in Management.

The ILM Level 5 (new NQF) Diploma in Management qualifications are for those people who are likely to be either practising or aspiring middle managers, particularly those who are already in post but have had little or no formal training. They may work in factories and offices, in hospitals, in call centres, on building sites, in leisure centres, in the armed services and in the voluntary sector. Wherever people and resources are employed, middle managers with an ILM Level 5 (new NQF) Diploma qualification ensure that they are employed effectively.

Both qualifications are designed to improve performance in the organisation through their strong focus on your specific job role. These highly practical programmes can generate significant payback for the employer in terms of cost savings and quality improvements in the workplace. They may also have internal short training sessions in the organisation which can be incorporated into the programme structure.

Monash University in Australia has a similar programme called Executive Certificate in Management. This course has been designed for experienced managers without a first degree to enable them to obtain an introductory qualification in management. The course content focuses on an appreciation of the management role and the crucial contribution that managers make to organisational effectiveness. The course examines major theories and concepts concerning the behaviour and performance of individuals and groups in organisations. Moreover, it explores the importance of self-awareness, learning and learning styles, self-management and specific managerial competencies.

Course structure:

- Students must complete two core units (12 points):
  - Managing people and organisations.
  - Managerial effectiveness.
- Students must complete two elective units (12 points) from 9000-level units taught by the Department of Management.

The Indian School of Business (ISB), one of the top performing business schools in the world, like most other providers does not have structured certificates or diplomas like those in South Africa, in management. Their minimal qualification is a undergraduate degree. However, like most of these institutions the Centre for Executive Education at the ISB provides a range of short courses for managers who are already employed but who wish to move up the management chain. These short courses take place all the time. There is no indication if these short courses are part of a structured programme. The courses do revolve around, inter alia, Strategic Thinking, Leadership Skills, Marketing Strategies and Strategic Talent Management.

In a similar vein, Makerere University in Uganda offers Executive Development Programmes for the public. The Division exists to develop and equip participants from different organisations with creative and imaginative skills to attack business challenges in the environment and enable organisations to take on competition. The Division conducts Off-the-Shelf, Tailor Made (In-house) training programmes, Research and Consultancy Extension services that are intended to enhance skills and improve business performance.

Off-the-shelf training programmes include the following. There is no indication that these are part of a structured programme. Only those aspects that resonate with the competencies in the National Certificate: Generic Management at NQF Level 5 have been selected:

- Managing the Operations of Micro-Finance Institutions.
- Capital Markets Operations.
- Commercial Bank Portfolio Management.

- Financial Management.
- Managing Budgets.
- Marketing for Financial Institutions.
- Corporate Governance.
- Re-engineering the Organisation.
- Change Management.
- The Legal Business Concept.
- Market & Marketing Research.
- Effective Management of Retail Businesses.
- Focus on Management for Young Executives.
- Effective Communication & Negotiation Skills.
- Effective Human Resource Management.
- Customer Care Service.
- Effective Management Skills.
- Effective Leadership Skills for Senior Executives.
- Training of Trainers.
- Results Oriented Management.
- Strategic Planning & Management.
- Project Planning & Management I.
- Performance Appraisal.

However, Makerere University also offers certificates and diplomas - similar to the ones in South Africa - in the Faculty of Management. Details of two programmes-the Certificate and Diploma in Business Administration - are available and these qualifications resemble the South African versions in the sense that the certificate is over a one-year period and the diploma over a two-year period. The Faculty of Management offers the following qualifications related to generic management:

- Diploma in Human Resource Management.
- Diploma in Entrepreneurship and Small Business Management.
- Diploma in Local Government Administration Management.
- Diploma in Local Government Finance Management.
- Certificate in Business Administration.

It would seem from the website of the University of Ghana that the minimum qualification at its Business School is a degree. Thereafter the graduate can pursue higher qualifications in management.

In conclusion, most universities investigated in the course of this exercise do not offer certificates and diplomas in the field of management-their minimum is a first degree. However, some universities do offer certificates and diplomas. In terms of management qualifications, there also seems to be a focus on the Masters in Business Administration and the first degree is seen as a stepping stone towards that qualification. In any case, many of the universities offer Executive Development Programmes for those who are already employed - and this qualification is targeting mainly that category. Seen from that point of view this qualification has much more content and structure than all the others that formed part of this study. This qualification brings together most of the applied competencies in the field of management in a very structured way and paves the way for the generation of many elective streams.

### **ARTICULATION OPTIONS**

This qualification will enable the qualifying candidate to progress to learning for other national management diplomas on NQF Level 6 and national first degrees in management on NQF Level 7. This qualification provides entry to qualifications in management, business management, business administration, and organisational leadership.

This qualification articulates horizontally with: all management qualifications at Certificate, Diploma and Bachelors Degree Level, as well as with qualifications in Project Management and Education Management. This would facilitate articulation with the following qualifications:

- National Certificate: Marketing Management, NQF Level 5.
- ID 48847: National Certificate: Business Consulting, NQF Level 5.
- ID 49554: National Diploma: Public Finance Management and Administration, NQF Level 5.
- ID 20892: National Diploma: Human Resources Management and Practices, NQF Level 5.
- ID 58395: National Certificate: Project Management, NQF Level 5.

Vertical articulation is possible with the following qualifications:

- ID 57712: Further Education and Training Certificate: Generic Management, NQF Level 4.
- ID 23953: Further Education and Training Certificate: New Venture Creation, NQF Level 4.
- National Diploma: Management, NQF Level 6.
- National Degree: Management, NQF Level 6.
- ID 20901: National Diploma: Marketing Management, NQF Level 6.
- ID 20909: National Diploma: Customer Management, NQF Level 6.
- ID 20240: National Diploma: Public Finance Management and Administration, NQF Level 6.

### **MODERATION OPTIONS**

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

Anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

### **CRITERIA FOR THE REGISTRATION OF ASSESSORS**

For an applicant to register as an assessor, the applicant needs:

- Well-developed interpersonal skills, subject matter and assessment experience.
- The assessor needs to be competent in the planning and conducting assessment of learning outcomes as described in the unit standard 'Plan and conduct assessment of learning outcomes' on NQF Level 5.
- The subject matter experience must be well developed with in the field of management.
- The subject matter experience of the assessor can be established through Recognition of Prior Learning.
- Assessors need to be registered with the relevant ETQA.

### **NOTES**

**UNIT STANDARDS*****This qualification is not based on Unit Standards.***

|             | ID     | UNIT STANDARD TITLE   | LEVEL   | CREDITS |
|-------------|--------|---|---------|---------|
| Fundamental | 120300 | Analyse leadership and related theories in a work context   | Level 5 | 8       |
| Fundamental | 252026 | Apply a systems approach to decision making   | Level 5 | 6       |
| Fundamental | 252036 | Apply mathematical analysis to economic and financial information.  | Level 5 | 6       |
| Fundamental | 252042 | Apply the principles of ethics to improve organisational culture  | Level 5 | 5       |
| Fundamental | 252022 | Develop, implement and evaluate a project plan  | Level 5 | 8       |
| Fundamental | 252040 | Manage the finances of a unit   | Level 5 | 8       |
| Fundamental | 12433  | Use communication techniques effectively  | Level 5 | 8       |
| Core        | 252044 | Apply the principles of knowledge management  | Level 5 | 6       |
| Core        | 252037 | Build teams to achieve goals and objectives   | Level 5 | 6       |
| Core        | 252020 | Create and manage an environment that promotes innovation   | Level 5 | 6       |
| Core        | 252032 | Develop, implement and evaluate an operational plan   | Level 5 | 8       |
| Core        | 252027 | Devise and apply strategies to establish and maintain workplace relationships                                       | Level 5 | 6       |
| Core        | 252021 | Formulate recommendations for a change process  | Level 5 | 8       |
| Core        | 252029 | Lead people development and talent management   | Level 5 | 8       |
| Core        | 252043 | Manage a diverse work force to add value  | Level 5 | 6       |
| Core        | 252034 | Monitor and evaluate team members against performance standards   | Level 5 | 8       |
| Core        | 252025 | Monitor, assess and manage risk   | Level 5 | 8       |
| Core        | 252035 | Select and coach first line managers  | Level 5 | 8       |
| Elective    | 251965 | Create awareness and promote a culture of risk avoidance through advocacy activities                                | Level 4 | 6       |
| Elective    | 10462  | Demonstrate an understanding of cement technology   | Level 4 | 22      |
| Elective    | 10464  | Demonstrate an understanding of lime technology   | Level 4 | 16      |
| Elective    | 12761  | Demonstrate an understanding of macroeconomic principles as they apply to the South African business environment    | Level 4 | 8       |
| Elective    | 114212 | Explain the impact of organisational wellness on a business environment and indicate a strategy for a business unit | Level 4 | 3       |
| Elective    | 119796 | Monitor and control quality assurance procedures in a food or sensitive consumer product environment                | Level 4 | 8       |
| Elective    | 252030 | Analyse compliance to legal requirements and recommend corrective actions   | Level 5 | 4       |
| Elective    | 252023 | Apply financial practices and ratio analysis  | Level 5 | 8       |
| Elective    | 252175 | Apply principles of marketing to sport  | Level 5 | 5       |
| Elective    | 252031 | Apply the principles and concepts of emotional intelligence to the management of self and others                    | Level 5 | 4       |
| Elective    | 10047  | Close a deal with a customer  | Level 5 | 5       |
| Elective    | 251967 | Conduct disaster risk assessment  | Level 5 | 15      |
| Elective    | 117853 | Conduct negotiations to deal with conflict situations   | Level 5 | 8       |
| Elective    | 12999  | Contribute to the management of costs and the enhancement of value  | Level 5 | 10      |
| Elective    | 252180 | Coordinate the logistics of a sports team on tour   | Level 5 | 8       |
| Elective    | 115855 | Create, maintain and update record keeping systems  | Level 5 | 5       |
| Elective    | 252189 | Deal with sub standard performance in a team  | Level 5 | 5       |
| Elective    | 119801 | Demonstrate an understanding of microbiological principles and its application in a food handling environment.      | Level 5 | 12      |
| Elective    | 252033 | Demonstrate ways of dealing with the effects of dreaded diseases and in particular HIV/AIDS                         | Level 5 | 8       |
| Elective    | 252039 | Develop a plan to combat corruption   | Level 5 | 5       |
| Elective    | 252188 | Develop a programme for adventure based learning (abl) experiences  | Level 5 | 8       |
| Elective    | 251964 | Develop and implement disaster risk reduction plans   | Level 5 | 10      |
| Elective    | 10070  | Develop and implement marketing plan in line with marketing strategy  | Level 5 | 20      |
| Elective    | 10067  | Develop customer needs and relationships  | Level 5 | 16      |



|          | ID     | UNIT STANDARD TITLE  | LEVEL   | CREDITS |
|----------|--------|--|---------|---------|
| Elective | 251962 | Establish and co-ordinate forums for disaster risk management in a specific environment  | Level 5 | 6       |
| Elective | 10066  | Establish customer needs and relationships   | Level 5 | 16      |
| Elective | 252182 | Establish sustainable organisational structures for sport  | Level 5 | 8       |
| Elective | 252024 | Evaluate current practices against best practice   | Level 5 | 4       |
| Elective | 252181 | Explain the role of governance structures in sport   | Level 5 | 5       |
| Elective | 252184 | Facilitate participation in an adventure based activity  | Level 5 | 6       |
| Elective | 10054  | Identify and manage areas of customer service impact   | Level 5 | 6       |
| Elective | 10048  | Identify brand mix elements  | Level 5 | 8       |
| Elective | 10045  | Identify product features, advantages and benefits to the customer   | Level 5 | 10      |
| Elective | 251966 | Implement disaster risk management principles in response, recovery, relief and rehabilitation activities  | Level 5 | 15      |
| Elective | 251961 | Interpret and integrate disaster risk management theory into programmes and activities according to the Disaster Risk Management (DRM) Framework | Level 5 | 15      |
| Elective | 114226 | Interpret and manage conflicts within the workplace  | Level 5 | 8       |
| Elective | 119159 | Maintain manufacturing efficiencies  | Level 5 | 12      |
| Elective | 252183 | Maintain safety in the conduct of adventure based learning activities  | Level 5 | 5       |
| Elective | 252179 | Manage Volunteers in sport   | Level 5 | 5       |
| Elective | 10053  | Manage customer requirements and needs and implement action plans  | Level 5 | 8       |
| Elective | 9897   | Manage inventory   | Level 5 | 3       |
| Elective | 252177 | Manage participants with disabilities in sport   | Level 5 | 8       |
| Elective | 242650 | Manage project finances  | Level 5 | 15      |
| Elective | 252176 | Manage the business components of a sport organisation   | Level 5 | 6       |
| Elective | 252028 | Manage working capital   | Level 5 | 10      |
| Elective | 243948 | Monitor and maintain health, safety and security   | Level 5 | 4       |
| Elective | 10052  | Monitor handling of customers by frontline customer service  | Level 5 | 6       |
| Elective | 15230  | Monitor team members and measure effectiveness of performance  | Level 5 | 4       |
| Elective | 119166 | Optimise manufacturing processes   | Level 5 | 24      |
| Elective | 119800 | Optimise product and process quality in a food or sensitive consumer product environment   | Level 5 | 8       |
| Elective | 252187 | Plan and conduct leading and mentoring of participants in outdoor adventure experiences  | Level 5 | 4       |
| Elective | 252038 | Prepare and manage a budget  | Level 5 | 5       |
| Elective | 252186 | Prepare to lead and conduct physical activities  | Level 5 | 4       |
| Elective | 252041 | Promote a learning culture in an organisation  | Level 5 | 5       |
| Elective | 252185 | Promote sustainable use of the environment   | Level 5 | 3       |
| Elective | 12140  | Recruit and select candidates to fill defined positions  | Level 5 | 9       |
| Elective | 252178 | Support sport or fitness participation for people living with HIV/AIDS   | Level 5 | 4       |
| Elective | 251963 | Utilise communication and information management systems   | Level 5 | 10      |
| Elective | 251968 | Develop and manage funding mechanisms for disaster risk management   | Level 6 | 10      |



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Create and manage an environment that promotes innovation***

| <b>SAQA US ID</b>                             | <b>UNIT STANDARD TITLE</b>                                |                  |                |
|---|---|------------------|----------------|
| 252020  | Create and manage an environment that promotes innovation |                  |                |
| <b>ORIGINATOR</b>                             | <b>PROVIDER</b>   |                  |                |
| SGB Generic Management                        |   |                  |                |
| <b>FIELD</b>                                  | <b>SUBFIELD</b>   |                  |                |
| 3 - Business, Commerce and Management Studies | Generic Management  |                  |                |
| <b>ABET BAND</b>                              | <b>UNIT STANDARD TYPE</b>                                 | <b>NQF LEVEL</b> | <b>CREDITS</b> |
| Undefined                                     | Regular   | Level 5          | 6              |

**SPECIFIC OUTCOME 1**

Analyse own unit in terms of opportunities for innovation.

**SPECIFIC OUTCOME 2**

Demonstrate understanding of the techniques for promoting creativity.

**SPECIFIC OUTCOME 3**

Develop a plan for creating an environment conducive to innovation.

**SPECIFIC OUTCOME 4**

Lead a team through a creative thinking process.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Formulate recommendations for a change process***

| SAQA US ID                                    |                    | UNIT STANDARD TITLE                            |         |
|---|--------------------|--|---------|
| 252021  |                    | Formulate recommendations for a change process |         |
| ORIGINATOR                                    |                    | PROVIDER                                       |         |
| SGB Generic Management                        |                    |  |         |
| FIELD   |                    | SUBFIELD                                       |         |
| 3 - Business, Commerce and Management Studies |                    | Generic Management                             |         |
| ABET BAND                                     | UNIT STANDARD TYPE | NQF LEVEL                                      | CREDITS |
| Undefined                                     | Regular            | Level 5  | 8       |

**SPECIFIC OUTCOME 1**

Demonstrate knowledge of and insight into the need for change within the context of environment change.

**SPECIFIC OUTCOME 2**

Analyse an area requiring the implementation of a change process.

**SPECIFIC OUTCOME 3**

Select a model for implementing a change management process.

**SPECIFIC OUTCOME 4**

Formulate recommendations on implementing the change process.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:***Develop, implement and evaluate a project plan*

| <b>SAQA US ID</b>                             |                           | <b>UNIT STANDARD TITLE</b>                     |                |
|---|---------------------------|--|----------------|
| 252022  |                           | Develop, implement and evaluate a project plan |                |
| <b>ORIGINATOR</b>                             |                           | <b>PROVIDER</b>                                |                |
| SGB Generic Management                        |                           |  |                |
| <b>FIELD</b>                                  |                           | <b>SUBFIELD</b>                                |                |
| 3 - Business, Commerce and Management Studies |                           | Generic Management                             |                |
| <b>ABET BAND</b>                              | <b>UNIT STANDARD TYPE</b> | <b>NQF LEVEL</b>                               | <b>CREDITS</b> |
| Undefined                                     | Regular                   | Level 5  | 8              |

**SPECIFIC OUTCOME 1**

Select a work-based project for a unit.

**SPECIFIC OUTCOME 2**

Scope a work-based project for a unit.

**SPECIFIC OUTCOME 3**

Develop a project plan.

**SPECIFIC OUTCOME 4**

Develop tools to measure key performance parameters.

**SPECIFIC OUTCOME 5**

Implement the plan and evaluate project progress.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Apply financial practices and ratio analysis***

| <b>SAQA US ID</b>                             | <b>UNIT STANDARD TITLE</b>                   |                    |                |
|---|--|--------------------|----------------|
| 252023  | Apply financial practices and ratio analysis |                    |                |
| <b>ORIGINATOR</b>                             |  | <b>PROVIDER</b>    |                |
| SGB Generic Management                        |  |                    |                |
| <b>FIELD</b>                                  |  | <b>SUBFIELD</b>    |                |
| 3 - Business, Commerce and Management Studies |  | Generic Management |                |
| <b>ABET BAND</b>                              | <b>UNIT STANDARD TYPE</b>                    | <b>NQF LEVEL</b>   | <b>CREDITS</b> |
| Undefined                                     | Regular                                      | Level 5            | 8              |

**SPECIFIC OUTCOME 1**

Create an income statement and balance sheet.

**SPECIFIC OUTCOME 2**

Calculate ratios using the income statement and balance sheet of own unit.

**SPECIFIC OUTCOME 3**

Analyse the income statement and balance sheet using the ratios.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Evaluate current practices against best practice***

| <b>SAQA US ID</b>                             |                           | <b>UNIT STANDARD TITLE</b>                       |                |
|---|---------------------------|--|----------------|
| 252024  |                           | Evaluate current practices against best practice |                |
| <b>ORIGINATOR</b>                             |                           | <b>PROVIDER</b>                                  |                |
| SGB Generic Management                        |                           |  |                |
| <b>FIELD</b>                                  |                           | <b>SUBFIELD</b>                                  |                |
| 3 - Business, Commerce and Management Studies |                           | Generic Management                               |                |
| <b>ABET BAND</b>                              | <b>UNIT STANDARD TYPE</b> | <b>NQF LEVEL</b>                                 | <b>CREDITS</b> |
| Undefined                                     | Regular                   | Level 5  | 4              |

**SPECIFIC OUTCOME 1**

Apply the concept of best practice to a unit.

**SPECIFIC OUTCOME 2**

Analyse current practices in a unit in relation to identified best practice.

**SPECIFIC OUTCOME 3**

Decide on the best practices to be adopted in a unit.

**SPECIFIC OUTCOME 4**

Formulate recommendations for implementing best practices.

**SPECIFIC OUTCOME 5**

Draw up a plan for implementing best practice.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Monitor, assess and manage risk***

| <b>SAQA US ID</b>                             |                           | <b>UNIT STANDARD TITLE</b>      |                |
|---|---------------------------|---------------------------------|----------------|
| 252025  |                           | Monitor, assess and manage risk |                |
| <b>ORIGINATOR</b>                             |                           | <b>PROVIDER</b>                 |                |
| SGB Generic Management                        |                           |                                 |                |
| <b>FIELD</b>                                  |                           | <b>SUBFIELD</b>                 |                |
| 3 - Business, Commerce and Management Studies |                           | Generic Management              |                |
| <b>ABET BAND</b>                              | <b>UNIT STANDARD TYPE</b> | <b>NQF LEVEL</b>                | <b>CREDITS</b> |
| Undefined                                     | Regular                   | Level 5                         | 8              |

**SPECIFIC OUTCOME 1**

Demonstrate an understanding of potential risks to a unit.

**SPECIFIC OUTCOME 2**

Identify potential risks and assess the impact thereof in a unit.

**SPECIFIC OUTCOME 3**

Develop contingency plans for managing risk.

**SPECIFIC OUTCOME 4**

Test and revise contingency plans.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Apply a systems approach to decision making***

| <b>SAQA US ID</b>                             | <b>UNIT STANDARD TITLE</b>                  |                  |                |
|---|---|------------------|----------------|
| 252026  | Apply a systems approach to decision making |                  |                |
| <b>ORIGINATOR</b>                             | <b>PROVIDER</b>                             |                  |                |
| SGB Generic Management                        |   |                  |                |
| <b>FIELD</b>                                  | <b>SUBFIELD</b>                             |                  |                |
| 3 - Business, Commerce and Management Studies | Generic Management                          |                  |                |
| <b>ABET BAND</b>                              | <b>UNIT STANDARD TYPE</b>                   | <b>NQF LEVEL</b> | <b>CREDITS</b> |
| Undefined                                     | Regular                                     | Level 5          | 6              |

**SPECIFIC OUTCOME 1**

Apply critical and analytical skills to analyse an issue or problem.

**SPECIFIC OUTCOME 2**

Engage with stakeholders in analysing the issue/problem and developing solutions.

**SPECIFIC OUTCOME 3**

Select feasible solutions through a systems approach.

**SPECIFIC OUTCOME 4**

Formulate and communicate the decision.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Devise and apply strategies to establish and maintain workplace relationships***

| <b>SAQA US ID</b>                             | <b>UNIT STANDARD TITLE</b>  |                    |                |
|---|---|--------------------|----------------|
| 252027  | Devise and apply strategies to establish and maintain workplace relationships |                    |                |
| <b>ORIGINATOR</b>                             |   | <b>PROVIDER</b>    |                |
| SGB Generic Management                        |   |                    |                |
| <b>FIELD</b>                                  |   | <b>SUBFIELD</b>    |                |
| 3 - Business, Commerce and Management Studies |   | Generic Management |                |
| <b>ABET BAND</b>                              | <b>UNIT STANDARD TYPE</b>   | <b>NQF LEVEL</b>   | <b>CREDITS</b> |
| Undefined                                     | Regular   | Level 5            | 6              |

**SPECIFIC OUTCOME 1**

Liaise and network with internal and external stakeholders.

**SPECIFIC OUTCOME 2**

Devise and apply a strategy to establish constructive relationships with manager(s).

**SPECIFIC OUTCOME 3**

Identify and minimise personal conflict in a unit.

**SPECIFIC OUTCOME 4**

Devise and apply a strategy to establish constructive relationships with team members in a unit.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Manage working capital***

| <b>SAQA US ID</b>                             |                           | <b>UNIT STANDARD TITLE</b> |                |
|---|---------------------------|----------------------------|----------------|
| 252028  |                           | Manage working capital     |                |
| <b>ORIGINATOR</b>                             |                           | <b>PROVIDER</b>            |                |
| SGB Generic Management                        |                           |                            |                |
| <b>FIELD</b>                                  |                           | <b>SUBFIELD</b>            |                |
| 3 - Business, Commerce and Management Studies |                           | Generic Management         |                |
| <b>ABET BAND</b>                              | <b>UNIT STANDARD TYPE</b> | <b>NQF LEVEL</b>           | <b>CREDITS</b> |
| Undefined                                     | Regular                   | Level 5                    | 10             |

**SPECIFIC OUTCOME 1**

Calculate the working capital used in a unit.

**SPECIFIC OUTCOME 2**

Analyse the working capital of a unit.

**SPECIFIC OUTCOME 3**

Manage the working capital cycle.

**SPECIFIC OUTCOME 4**

Manage the cash flow of a unit.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Lead people development and talent management***

| <b>SAQA US ID</b>                             |                           | <b>UNIT STANDARD TITLE</b>                    |                |
|---|---------------------------|---|----------------|
| 252029  |                           | Lead people development and talent management |                |
| <b>ORIGINATOR</b>                             |                           | <b>PROVIDER</b>                               |                |
| SGB Generic Management                        |                           |   |                |
| <b>FIELD</b>                                  |                           | <b>SUBFIELD</b>                               |                |
| 3 - Business, Commerce and Management Studies |                           | Generic Management                            |                |
| <b>ABET BAND</b>                              | <b>UNIT STANDARD TYPE</b> | <b>NQF LEVEL</b>                              | <b>CREDITS</b> |
| Undefined                                     | Regular                   | Level 5                                       | 8              |

**SPECIFIC OUTCOME 1**

Analyse education, training and development needs of members of a unit.

**SPECIFIC OUTCOME 2**

Record the results of the training needs analysis.

**SPECIFIC OUTCOME 3**

Compile a people development plan for a unit.

**SPECIFIC OUTCOME 4**

Manage the implementation of the people development plan of a unit.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Analyse compliance to legal requirements and recommend corrective actions**

| SAQA US ID                                    |                    | UNIT STANDARD TITLE   |         |
|---|--------------------|---|---------|
| 252030  |                    | Analyse compliance to legal requirements and recommend corrective actions |         |
| ORIGINATOR                                    |                    | PROVIDER  |         |
| SGB Generic Management                        |                    |   |         |
| FIELD   |                    | SUBFIELD  |         |
| 3 - Business, Commerce and Management Studies |                    | Generic Management  |         |
| ABET BAND                                     | UNIT STANDARD TYPE | NQF LEVEL   | CREDITS |
| Undefined                                     | Regular            | Level 5   | 4       |

**SPECIFIC OUTCOME 1**

Identify and access relevant laws, legal documents, standards and codes of practice applicable to a unit.

**SPECIFIC OUTCOME 2**

Interpret laws, legal documents, standards and codes of practice relevant to the unit.

**SPECIFIC OUTCOME 3**

Analyse the compliance to legal and other requirements that regulate the unit.

**SPECIFIC OUTCOME 4**

Formulate recommendations on addressing areas of non-compliance with legal and other requirements.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

***Apply the principles and concepts of emotional intelligence to the management of self and others***

| SAQA US ID                                    |                    | UNIT STANDARD TITLE  |         |
|---|--------------------|--|---------|
| 252031  |                    | Apply the principles and concepts of emotional intelligence to the management of self and others |         |
| ORIGINATOR                                    |                    | PROVIDER   |         |
| SGB Generic Management                        |                    |  |         |
| FIELD   |                    | SUBFIELD   |         |
| 3 - Business, Commerce and Management Studies |                    | Generic Management   |         |
| ABET BAND                                     | UNIT STANDARD TYPE | NQF LEVEL  | CREDITS |
| Undefined                                     | Regular            | Level 5  | 4       |

**SPECIFIC OUTCOME 1**

Demonstrate knowledge and understanding of the principles and concepts of emotional intelligence in respect of life and work relations.

**SPECIFIC OUTCOME 2**

Analyse the role of emotional intelligence in interpersonal and intrapersonal relationships in life and work situations.

**SPECIFIC OUTCOME 3**

Analyse the impact of emotional intelligence on life and work interactions.

**SPECIFIC OUTCOME 4**

Evaluate own level of emotional intelligence in order to determine development areas.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:***Develop, implement and evaluate an operational plan*

| <b>SAQA US ID</b>                             | <b>UNIT STANDARD TITLE</b>                          |                    |                |
|---|---|--------------------|----------------|
| 252032  | Develop, implement and evaluate an operational plan |                    |                |
| <b>ORIGINATOR</b>                             |   | <b>PROVIDER</b>    |                |
| SGB Generic Management                        |   |                    |                |
| <b>FIELD</b>                                  |   | <b>SUBFIELD</b>    |                |
| 3 - Business, Commerce and Management Studies |   | Generic Management |                |
| <b>ABET BAND</b>                              | <b>UNIT STANDARD TYPE</b>                           | <b>NQF LEVEL</b>   | <b>CREDITS</b> |
| Undefined                                     | Regular   | Level 5            | 8              |

**SPECIFIC OUTCOME 1**

Develop operational strategies for a unit.

**SPECIFIC OUTCOME 2**

Develop an operation plan for a unit.

**SPECIFIC OUTCOME 3**

Implement an operational plan.

**SPECIFIC OUTCOME 4**

Monitor, measure and evaluate the achievement of goals and objectives.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

***Demonstrate ways of dealing with the effects of dreaded diseases and in particular HIV/AIDS***

| <b>SAQA US ID</b>                             | <b>UNIT STANDARD TITLE</b>  |                    |                |
|---|---|--------------------|----------------|
| 252033  | Demonstrate ways of dealing with the effects of dreaded diseases and in particular HIV/AIDS |                    |                |
| <b>ORIGINATOR</b>                             |   | <b>PROVIDER</b>    |                |
| SGB Generic Management                        |   |                    |                |
| <b>FIELD</b>                                  |   | <b>SUBFIELD</b>    |                |
| 3 - Business, Commerce and Management Studies |   | Generic Management |                |
| <b>ABET BAND</b>                              | <b>UNIT STANDARD TYPE</b>   | <b>NQF LEVEL</b>   | <b>CREDITS</b> |
| Undefined                                     | Regular   | Level 5            | 8              |

**SPECIFIC OUTCOME 1**

Identify dreaded diseases and their impact on the unit.

**SPECIFIC OUTCOME 2**

Promote a non-discriminatory work environment and practices in relation to dreaded diseases.

**SPECIFIC OUTCOME 3**

Describe ways of dealing with the effects of dreaded diseases in a unit.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Monitor and evaluate team members against performance standards***

| <b>SAQA US ID</b>                             | <b>UNIT STANDARD TITLE</b>                                      |                  |                |
|---|---|------------------|----------------|
| 252034  | Monitor and evaluate team members against performance standards |                  |                |
| <b>ORIGINATOR</b>                             | <b>PROVIDER</b>   |                  |                |
| SGB Generic Management                        |   |                  |                |
| <b>FIELD</b>                                  | <b>SUBFIELD</b>   |                  |                |
| 3 - Business, Commerce and Management Studies | Generic Management  |                  |                |
| <b>ABET BAND</b>                              | <b>UNIT STANDARD TYPE</b>                                       | <b>NQF LEVEL</b> | <b>CREDITS</b> |
| Undefined                                     | Regular   | Level 5          | 8              |

**SPECIFIC OUTCOME 1**

Formulate performance standards for team members in a unit.

**SPECIFIC OUTCOME 2**

Establish systems for monitoring performance.

**SPECIFIC OUTCOME 3**

Prepare for a performance review of a team member.

**SPECIFIC OUTCOME 4**

Conduct performance review interview.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Select and coach first line managers***

| <b>SAQA US ID</b>                             | <b>UNIT STANDARD TITLE</b>           |                    |                |
|---|--------------------------------------|--------------------|----------------|
| 252035  | Select and coach first line managers |                    |                |
| <b>ORIGINATOR</b>                             |                                      | <b>PROVIDER</b>    |                |
| SGB Generic Management                        |                                      |                    |                |
| <b>FIELD</b>                                  |                                      | <b>SUBFIELD</b>    |                |
| 3 - Business, Commerce and Management Studies |                                      | Generic Management |                |
| <b>ABET BAND</b>                              | <b>UNIT STANDARD TYPE</b>            | <b>NQF LEVEL</b>   | <b>CREDITS</b> |
| Undefined                                     | Regular                              | Level 5            | 8              |

**SPECIFIC OUTCOME 1**

Select first line manager for a specific position.

**SPECIFIC OUTCOME 2**

Plan the coaching process of a first line manager.

**SPECIFIC OUTCOME 3**

Coach selected first line manager.

**SPECIFIC OUTCOME 4**

Monitor and measure the results of coaching sessions.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:***Apply mathematical analysis to economic and financial information.*

| <b>SAQA US ID</b>                             |                           | <b>UNIT STANDARD TITLE</b>   |                |
|---|---------------------------|--|----------------|
| 252036  |                           | Apply mathematical analysis to economic and financial information. |                |
| <b>ORIGINATOR</b>                             |                           | <b>PROVIDER</b>  |                |
| SGB Generic Management                        |                           |  |                |
| <b>FIELD</b>                                  |                           | <b>SUBFIELD</b>  |                |
| 3 - Business, Commerce and Management Studies |                           | Generic Management   |                |
| <b>ABET BAND</b>                              | <b>UNIT STANDARD TYPE</b> | <b>NQF LEVEL</b>   | <b>CREDITS</b> |
| Undefined                                     | Regular                   | Level 5  | 6              |

**SPECIFIC OUTCOME 1**

Use mathematical techniques to collect and organise data.

**SPECIFIC OUTCOME 2**

Apply mathematical techniques to calculate and represent financial and economic data.

**SPECIFIC OUTCOME 3**

Apply mathematical analysis to indicate economic relationships.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Build teams to achieve goals and objectives***

| <b>SAQA US ID</b>                             |                           | <b>UNIT STANDARD TITLE</b>                  |                |
|---|---------------------------|---|----------------|
| 252037  |                           | Build teams to achieve goals and objectives |                |
| <b>ORIGINATOR</b>                             |                           | <b>PROVIDER</b>                             |                |
| SGB Generic Management                        |                           |   |                |
| <b>FIELD</b>                                  |                           | <b>SUBFIELD</b>                             |                |
| 3 - Business, Commerce and Management Studies |                           | Generic Management                          |                |
| <b>ABET BAND</b>                              | <b>UNIT STANDARD TYPE</b> | <b>NQF LEVEL</b>                            | <b>CREDITS</b> |
| Undefined                                     | Regular                   | Level 5                                     | 6              |

**SPECIFIC OUTCOME 1**

Demonstrate knowledge of and insight into the theory of teams and the importance of teams in workplace activities.

**SPECIFIC OUTCOME 2**

Apply the theory of teams to team dynamics.

**SPECIFIC OUTCOME 3**

Explain the process of building teams.

**SPECIFIC OUTCOME 4**

Analyse the role of team leader in promoting team effectiveness.

**SPECIFIC OUTCOME 5**

Evaluate the effectiveness of a team and propose ways to improve team effectiveness.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Prepare and manage a budget***

| <b>SAQA US ID</b>                             |                           | <b>UNIT STANDARD TITLE</b>  |                |
|---|---------------------------|-----------------------------|----------------|
| 252038  |                           | Prepare and manage a budget |                |
| <b>ORIGINATOR</b>                             |                           | <b>PROVIDER</b>             |                |
| SGB Generic Management                        |                           |                             |                |
| <b>FIELD</b>                                  |                           | <b>SUBFIELD</b>             |                |
| 3 - Business, Commerce and Management Studies |                           | Generic Management          |                |
| <b>ABET BAND</b>                              | <b>UNIT STANDARD TYPE</b> | <b>NQF LEVEL</b>            | <b>CREDITS</b> |
| Undefined                                     | Regular                   | Level 5                     | 5              |

**SPECIFIC OUTCOME 1**

Identify and select types of budgets for a unit.

**SPECIFIC OUTCOME 2**

Prepare for creating a budget for a unit.

**SPECIFIC OUTCOME 3**

Create an annual budget for a unit.

**SPECIFIC OUTCOME 4**

Manage a budget for a period.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Develop a plan to combat corruption***

| <b>SAQA US ID</b>                             | <b>UNIT STANDARD TITLE</b>          |                  |                |
|---|-------------------------------------|------------------|----------------|
| 252039  | Develop a plan to combat corruption |                  |                |
| <b>ORIGINATOR</b>                             | <b>PROVIDER</b>                     |                  |                |
| SGB Generic Management                        |                                     |                  |                |
| <b>FIELD</b>                                  | <b>SUBFIELD</b>                     |                  |                |
| 3 - Business, Commerce and Management Studies | Generic Management                  |                  |                |
| <b>ABET BAND</b>                              | <b>UNIT STANDARD TYPE</b>           | <b>NQF LEVEL</b> | <b>CREDITS</b> |
| Undefined                                     | Regular                             | Level 5          | 5              |

**SPECIFIC OUTCOME 1**

Explaining corruption and its manifestations in the South African work environment.

**SPECIFIC OUTCOME 2**

Identifying the impact of corruption on the unit.

**SPECIFIC OUTCOME 3**

Analysing areas of potential risk in the unit.

**SPECIFIC OUTCOME 4**

Developing a plan to combat corruption in the unit.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Manage the finances of a unit***

| <b>SAQA US ID</b>                             | <b>UNIT STANDARD TITLE</b>    |                    |                |
|---|-------------------------------|--------------------|----------------|
| 252040  | Manage the finances of a unit |                    |                |
| <b>ORIGINATOR</b>                             |                               | <b>PROVIDER</b>    |                |
| SGB Generic Management                        |                               |                    |                |
| <b>FIELD</b>                                  |                               | <b>SUBFIELD</b>    |                |
| 3 - Business, Commerce and Management Studies |                               | Generic Management |                |
| <b>ABET BAND</b>                              | <b>UNIT STANDARD TYPE</b>     | <b>NQF LEVEL</b>   | <b>CREDITS</b> |
| Undefined                                     | Regular                       | Level 5            | 8              |

**SPECIFIC OUTCOME 1**

Demonstrating an understanding of the key concepts of managerial finance.

**SPECIFIC OUTCOME 2**

Interpret financial statements.

**SPECIFIC OUTCOME 3**

Describe and prepare financial forecasts.

**SPECIFIC OUTCOME 4**

Draft budgets according to the operational plan of the unit.

**SPECIFIC OUTCOME 5**

Supervise financial management of a unit against given requirements.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Promote a learning culture in an organisation***

| <b>SAQA US ID</b>                             |                           | <b>UNIT STANDARD TITLE</b>                    |                |
|---|---------------------------|---|----------------|
| 252041  |                           | Promote a learning culture in an organisation |                |
| <b>ORIGINATOR</b>                             |                           | <b>PROVIDER</b>                               |                |
| SGB Generic Management                        |                           |   |                |
| <b>FIELD</b>                                  |                           | <b>SUBFIELD</b>                               |                |
| 3 - Business, Commerce and Management Studies |                           | Generic Management                            |                |
| <b>ABET BAND</b>                              | <b>UNIT STANDARD TYPE</b> | <b>NQF LEVEL</b>                              | <b>CREDITS</b> |
| Undefined                                     | Regular                   | Level 5                                       | 5              |

**SPECIFIC OUTCOME 1**

Investigate and analyse the status of the learning culture within the organisation.

**SPECIFIC OUTCOME 2**

Develop strategies for the promotion of a learning culture within the organisation.

**SPECIFIC OUTCOME 3**

Implement strategies to promote a learning culture.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Apply the principles of ethics to improve organisational culture***

| <b>SAQA US ID</b>                             |                           | <b>UNIT STANDARD TITLE</b>                                       |                |
|---|---------------------------|--|----------------|
| 252042  |                           | Apply the principles of ethics to improve organisational culture |                |
| <b>ORIGINATOR</b>                             |                           | <b>PROVIDER</b>  |                |
| SGB Generic Management                        |                           |  |                |
| <b>FIELD</b>                                  |                           | <b>SUBFIELD</b>  |                |
| 3 - Business, Commerce and Management Studies |                           | Generic Management   |                |
| <b>ABET BAND</b>                              | <b>UNIT STANDARD TYPE</b> | <b>NQF LEVEL</b>   | <b>CREDITS</b> |
| Undefined                                     | Regular                   | Level 5  | 5              |

**SPECIFIC OUTCOME 1**

Demonstrate understanding of the relationship between values, ethics and organisational culture and its impact on achieving goals and objectives.

**SPECIFIC OUTCOME 2**

Apply the concept of corporate ethics to a unit.

**SPECIFIC OUTCOME 3**

Analyse a unit in relation to the principles of corporate ethics.

**SPECIFIC OUTCOME 4**

Formulate recommendations for strengthening shared organisational values, the code of conduct and ethical practices.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Manage a diverse work force to add value***

| SAQA US ID                                    |                    | UNIT STANDARD TITLE                      |         |
|---|--------------------|--|---------|
| 252043  |                    | Manage a diverse work force to add value |         |
| ORIGINATOR                                    |                    | PROVIDER                                 |         |
| SGB Generic Management                        |                    |  |         |
| FIELD   |                    | SUBFIELD                                 |         |
| 3 - Business, Commerce and Management Studies |                    | Generic Management                       |         |
| ABET BAND                                     | UNIT STANDARD TYPE | NQF LEVEL                                | CREDITS |
| Undefined                                     | Regular            | Level 5                                  | 6       |

**SPECIFIC OUTCOME 1**

Demonstrate knowledge and understanding of diversity in the workplace.

**SPECIFIC OUTCOME 2**

Demonstrate understanding of the reality of diversity and its value in a unit.

**SPECIFIC OUTCOME 3**

Manage team members taking into account similarities and differences.

**SPECIFIC OUTCOME 4**

Deal with disagreements and conflicts arising from diversity in a unit.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Apply the principles of knowledge management***

| SAQA US ID                                    |                    | UNIT STANDARD TITLE                          |         |
|---|--------------------|--|---------|
| 252044  |                    | Apply the principles of knowledge management |         |
| ORIGINATOR                                    |                    | PROVIDER                                     |         |
| SGB Generic Management                        |                    |  |         |
| FIELD   |                    | SUBFIELD                                     |         |
| 3 - Business, Commerce and Management Studies |                    | Generic Management                           |         |
| ABET BAND                                     | UNIT STANDARD TYPE | NQF LEVEL                                    | CREDITS |
| Undefined                                     | Regular            | Level 5                                      | 6       |

**SPECIFIC OUTCOME 1**

Demonstrate knowledge and understanding of the concepts and components of knowledge management.

**SPECIFIC OUTCOME 2**

Analyse a unit according to the entity's knowledge management policies and procedures.

**SPECIFIC OUTCOME 3**

Develop a knowledge management implementation plan for a unit.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Maintain safety in the conduct of adventure based learning activities***

| <b>SAQA US ID</b>                | <b>UNIT STANDARD TITLE</b>  |  |                |
|----------------------------------|---|--|----------------|
| 252183                           | Maintain safety in the conduct of adventure based learning activities |  |                |
| <b>ORIGINATOR</b>                |   | <b>PROVIDER</b>                                  |                |
| SGB Tourism, Adventure & Guiding |   |  |                |
| <b>FIELD</b>                     |   | <b>SUBFIELD</b>                                  |                |
| 11 - Services                    |   | Hospitality, Tourism, Travel, Gaming and Leisure |                |
| <b>ABET BAND</b>                 | <b>UNIT STANDARD TYPE</b>   | <b>NQF LEVEL</b>                                 | <b>CREDITS</b> |
| Undefined                        | Regular   | Level 5  | 5              |

**SPECIFIC OUTCOME 1**

Identify hazards and assess risks in own area of responsibility using the outdoor recreation risk assessment process.

**SPECIFIC OUTCOME 2**

Contribute to safety procedures to manage risks in own area of responsibility.

**SPECIFIC OUTCOME 3**

Maintain the safety of participants and colleagues.

**SPECIFIC OUTCOME 4**

Supervise responses to incidents and emergencies.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

None



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Facilitate participation in an adventure based activity***

| <b>SAQA US ID</b>                | <b>UNIT STANDARD TITLE</b>                              |                  |                |
|----------------------------------|---|------------------|----------------|
| 252184                           | Facilitate participation in an adventure based activity |                  |                |
| <b>ORIGINATOR</b>                | <b>PROVIDER</b>   |                  |                |
| SGB Tourism, Adventure & Guiding |   |                  |                |
| <b>FIELD</b>                     | <b>SUBFIELD</b>   |                  |                |
| 11 - Services                    | Hospitality, Tourism, Travel, Gaming and Leisure        |                  |                |
| <b>ABET BAND</b>                 | <b>UNIT STANDARD TYPE</b>                               | <b>NQF LEVEL</b> | <b>CREDITS</b> |
| Undefined                        | Regular   | Level 5          | 6              |

**SPECIFIC OUTCOME 1**

Prepare participants for a specific Adventure Based Learning activity.

**SPECIFIC OUTCOME 2**

Facilitate participation in an Adventure Based Learning activity to meet identified aims and objectives.

**SPECIFIC OUTCOME 3**

Assist participants to work individually or in groups in order to reach aims and objectives.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

None



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Promote sustainable use of the environment***

| <b>SAQA US ID</b>                | <b>UNIT STANDARD TITLE</b>                       |                  |                |
|----------------------------------|--|------------------|----------------|
| 252185                           | Promote sustainable use of the environment       |                  |                |
| <b>ORIGINATOR</b>                | <b>PROVIDER</b>                                  |                  |                |
| SGB Tourism, Adventure & Guiding |  |                  |                |
| <b>FIELD</b>                     | <b>SUBFIELD</b>                                  |                  |                |
| 11 - Services                    | Hospitality, Tourism, Travel, Gaming and Leisure |                  |                |
| <b>ABET BAND</b>                 | <b>UNIT STANDARD TYPE</b>                        | <b>NQF LEVEL</b> | <b>CREDITS</b> |
| Undefined                        | Regular  | Level 5          | 3              |

**SPECIFIC OUTCOME 1**

Create awareness of the impact of activities on the environment.

**SPECIFIC OUTCOME 2**

Conduct activities in line with environmental impact assessments.

**SPECIFIC OUTCOME 3**

Demonstrate appropriate ethics and precautions associated with activities in the natural environment.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

None



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Prepare to lead and conduct physical activities***

| <b>SAQA US ID</b>                | <b>UNIT STANDARD TITLE</b>                      |  |                |
|----------------------------------|---|--|----------------|
| 252186                           | Prepare to lead and conduct physical activities |  |                |
| <b>ORIGINATOR</b>                |   | <b>PROVIDER</b>                                  |                |
| SGB Tourism, Adventure & Guiding |   |  |                |
| <b>FIELD</b>                     |   | <b>SUBFIELD</b>                                  |                |
| 11 - Services                    |   | Hospitality, Tourism, Travel, Gaming and Leisure |                |
| <b>ABET BAND</b>                 | <b>UNIT STANDARD TYPE</b>                       | <b>NQF LEVEL</b>                                 | <b>CREDITS</b> |
| Undefined                        | Regular   | Level 5  | 4              |

**SPECIFIC OUTCOME 1**

Plan a physical activity.

**SPECIFIC OUTCOME 2**

Prepare for the leading and conducting of physical activities.

**SPECIFIC OUTCOME 3**

Prepare resources for physical activities.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

None



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:**

***Plan and conduct leading and mentoring of participants in outdoor adventure experiences***

| SAQA US ID                       |                    | UNIT STANDARD TITLE   |         |
|----------------------------------|--------------------|---|---------|
| 252187                           |                    | Plan and conduct leading and mentoring of participants in outdoor adventure experiences |         |
| ORIGINATOR                       |                    | PROVIDER  |         |
| SGB Tourism, Adventure & Guiding |                    |   |         |
| FIELD                            |                    | SUBFIELD  |         |
| 11 - Services                    |                    | Hospitality, Tourism, Travel, Gaming and Leisure  |         |
| ABET BAND                        | UNIT STANDARD TYPE | NQF LEVEL   | CREDITS |
| Undefined                        | Regular            | Level 5   | 4       |

**SPECIFIC OUTCOME 1**

Plan and conduct the outdoor adventure activity or experience.

**SPECIFIC OUTCOME 2**

Assess each participant during the exercise.

**SPECIFIC OUTCOME 3**

Mentor each participant during the outdoor adventure activity or experience.

**SPECIFIC OUTCOME 4**

Provide feedback on the outdoor adventure activity or experience.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

None



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Develop a programme for adventure based learning (abl) experiences***

| SAQA US ID                       |  | UNIT STANDARD TITLE  |           |         |
|----------------------------------|--|--|-----------|---------|
| 252188                           |  | Develop a programme for adventure based learning (abl) experiences |           |         |
| ORIGINATOR                       |  | PROVIDER   |           |         |
| SGB Tourism, Adventure & Guiding |  |  |           |         |
| FIELD                            |  | SUBFIELD   |           |         |
| 11 - Services                    |  | Hospitality, Tourism, Travel, Gaming and Leisure                   |           |         |
| ABET BAND                        |  | UNIT STANDARD TYPE   | NQF LEVEL | CREDITS |
| Undefined                        |  | Regular  | Level 5   | 8       |

**SPECIFIC OUTCOME 1**

Interpret the term "programme" as it relates to Adventure Based Learning.

**SPECIFIC OUTCOME 2**

Examine different Adventure Based Learning programme types.

**SPECIFIC OUTCOME 3**

Select activities fitting a specific Adventure Based Learning programme type.

**SPECIFIC OUTCOME 4**

Apply learning models that support the selected programme type and design process.

**SPECIFIC OUTCOME 5**

Plan for implementation of the selected programme type.

**SPECIFIC OUTCOME 6**

Plan for the reviewing of experiences and programme outcomes.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

**None**





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Deal with sub standard performance in a team***

| SAQA US ID                       |                    | UNIT STANDARD TITLE                              |         |
|----------------------------------|--------------------|--|---------|
| 252189                           |                    | Deal with sub standard performance in a team     |         |
| ORIGINATOR                       |                    | PROVIDER   |         |
| SGB Tourism, Adventure & Guiding |                    |  |         |
| FIELD                            |                    | SUBFIELD   |         |
| 11 - Services                    |                    | Hospitality, Tourism, Travel, Gaming and Leisure |         |
| ABET BAND                        | UNIT STANDARD TYPE | NQF LEVEL  | CREDITS |
| Undefined                        | Regular            | Level 5  | 5       |

**SPECIFIC OUTCOME 1**

Identify and address sub standard performance affecting performance of a team.

**SPECIFIC OUTCOME 2**

Assist in developing a course of remedial action.

**SPECIFIC OUTCOME 3**

Assist team members who have problems affecting their performance to achieve sustained, improved performance.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

None



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Coordinate the logistics of a sports team on tour***

| SAQA US ID                      |                    | UNIT STANDARD TITLE                               |         |
|---------------------------------|--------------------|---|---------|
| 252180                          |                    | Coordinate the logistics of a sports team on tour |         |
| ORIGINATOR                      |                    | PROVIDER  |         |
| SGB Sport, Recreation & Fitness |                    |   |         |
| FIELD                           |                    | SUBFIELD  |         |
| 2 - Culture and Arts            |                    | Sport   |         |
| ABET BAND                       | UNIT STANDARD TYPE | NQF LEVEL   | CREDITS |
| Undefined                       | Regular            | Level 5   | 8       |

**SPECIFIC OUTCOME 1**

Collect and manage personal information relating to the team members.

**SPECIFIC OUTCOME 2**

Plan for the travel requirements of a team.

**SPECIFIC OUTCOME 3**

Organise and schedule according to logistical and legal requirements.

**SPECIFIC OUTCOME 4**

Co-ordinate athlete and team support.

**SPECIFIC OUTCOME 5**

Manage sport kit and equipment.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

None



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Apply principles of marketing to sport***

| <b>SAQA US ID</b>               | <b>UNIT STANDARD TITLE</b>             |                  |                |
|---------------------------------|--|------------------|----------------|
| 252175                          | Apply principles of marketing to sport |                  |                |
| <b>ORIGINATOR</b>               | <b>PROVIDER</b>                        |                  |                |
| SGB Sport, Recreation & Fitness |  |                  |                |
| <b>FIELD</b>                    | <b>SUBFIELD</b>                        |                  |                |
| 2 - Culture and Arts            | Sport                                  |                  |                |
| <b>ABET BAND</b>                | <b>UNIT STANDARD TYPE</b>              | <b>NQF LEVEL</b> | <b>CREDITS</b> |
| Undefined                       | Regular                                | Level 5          | 5              |

**SPECIFIC OUTCOME 1**

Explain the concept of marketing.

**SPECIFIC OUTCOME 2**

Conduct basic market research.

**SPECIFIC OUTCOME 3**

Develop and execute a marketing plan for a sport or fitness organisation.

**SPECIFIC OUTCOME 4**

Plan a promotional campaign for the organisation.

**SPECIFIC OUTCOME 5**

Prepare and present a sponsorship proposal for the organisation.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

None



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

*Manage the business components of a sport organisation*

| SAQA US ID                      |                    | UNIT STANDARD TITLE                                    |         |
|---------------------------------|--------------------|--|---------|
| 252176                          |                    | Manage the business components of a sport organisation |         |
| ORIGINATOR                      |                    | PROVIDER   |         |
| SGB Sport, Recreation & Fitness |                    |  |         |
| FIELD                           |                    | SUBFIELD   |         |
| 2 - Culture and Arts            |                    | Sport  |         |
| ABET BAND                       | UNIT STANDARD TYPE | NQF LEVEL  | CREDITS |
| Undefined                       | Regular            | Level 5  | 6       |

**SPECIFIC OUTCOME 1**

Define management principles and processes.

**SPECIFIC OUTCOME 2**

Develop and present a business plan.

**SPECIFIC OUTCOME 3**

Identify the applicable legislation and regulations necessary for best practices in managing the finances of a sports organisation.

**SPECIFIC OUTCOME 4**

Apply the principles of risk management in a sport organisation.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

None



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Manage participants with disabilities in sport***

| SAQA US ID                      |                    | UNIT STANDARD TITLE                            |         |
|---------------------------------|--------------------|--|---------|
| 252177                          |                    | Manage participants with disabilities in sport |         |
| ORIGINATOR                      |                    | PROVIDER                                       |         |
| SGB Sport, Recreation & Fitness |                    |  |         |
| FIELD                           |                    | SUBFIELD                                       |         |
| 2 - Culture and Arts            |                    | Sport  |         |
| ABET BAND                       | UNIT STANDARD TYPE | NQF LEVEL                                      | CREDITS |
| Undefined                       | Regular            | Level 5  | 8       |

**SPECIFIC OUTCOME 1**

Identify the various sports codes for participation by various disability groups.

**SPECIFIC OUTCOME 2**

Describe the basic concept of classification and how functional and medical classification operates.

**SPECIFIC OUTCOME 3**

Define the core components needed for a basic database for use in disability sport.

**SPECIFIC OUTCOME 4**

Understand the specific needs of the disabled in relation to the logistics of a simple event.

**SPECIFIC OUTCOME 5**

Demonstrate the values, attitudes and sensitivity issues necessary for dealing with people with disabilities and understand and promote the concept of inclusion in sport.

**SPECIFIC OUTCOME 6**

Describe the structures catering for sport for the disabled in South Africa and internationally.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

None



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Support sport or fitness participation for people living with HIV/AIDS***

| <b>SAQA US ID</b>               | <b>UNIT STANDARD TITLE</b>   |                  |                |
|---------------------------------|--|------------------|----------------|
| 252178                          | Support sport or fitness participation for people living with HIV/AIDS |                  |                |
| <b>ORIGINATOR</b>               |  | <b>PROVIDER</b>  |                |
| SGB Sport, Recreation & Fitness |  |                  |                |
| <b>FIELD</b>                    |  | <b>SUBFIELD</b>  |                |
| 2 - Culture and Arts            |  | Sport            |                |
| <b>ABET BAND</b>                | <b>UNIT STANDARD TYPE</b>  | <b>NQF LEVEL</b> | <b>CREDITS</b> |
| Undefined                       | Regular  | Level 5          | 4              |

**SPECIFIC OUTCOME 1**

Demonstrate knowledge of the nature of HIV and AIDS and practices to reduce the risk of transmission.

**SPECIFIC OUTCOME 2**

Support sport and fitness participation for people living with HIV/AIDS.

**SPECIFIC OUTCOME 3**

Recognise the human and legal rights of people living with HIV/AIDS.

**SPECIFIC OUTCOME 4**

Encourage healthy living for people affected by HIV/AIDS.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

None



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Manage Volunteers in sport***

| SAQA US ID                      |                    | UNIT STANDARD TITLE        |         |
|---------------------------------|--------------------|----------------------------|---------|
| 252179                          |                    | Manage Volunteers in sport |         |
| ORIGINATOR                      |                    | PROVIDER                   |         |
| SGB Sport, Recreation & Fitness |                    |                            |         |
| FIELD                           |                    | SUBFIELD                   |         |
| 2 - Culture and Arts            |                    | Sport                      |         |
| ABET BAND                       | UNIT STANDARD TYPE | NQF LEVEL                  | CREDITS |
| Undefined                       | Regular            | Level 5                    | 5       |

**SPECIFIC OUTCOME 1**

Plan and implement strategies to recruit volunteers for sports organisations and tournaments.

**SPECIFIC OUTCOME 2**

Select and appoint volunteers to suitable positions.

**SPECIFIC OUTCOME 3**

Induct and train volunteers in a sport or fitness environment.

**SPECIFIC OUTCOME 4**

Manage volunteers in a sport environment.

**SPECIFIC OUTCOME 5**

Maximise volunteer retention.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

None



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Explain the role of governance structures in sport***

| <b>SAQA US ID</b>               |                           | <b>UNIT STANDARD TITLE</b>                         |                |
|---------------------------------|---------------------------|--|----------------|
| 252181                          |                           | Explain the role of governance structures in sport |                |
| <b>ORIGINATOR</b>               |                           | <b>PROVIDER</b>                                    |                |
| SGB Sport, Recreation & Fitness |                           |  |                |
| <b>FIELD</b>                    |                           | <b>SUBFIELD</b>                                    |                |
| 2 - Culture and Arts            |                           | Sport  |                |
| <b>ABET BAND</b>                | <b>UNIT STANDARD TYPE</b> | <b>NQF LEVEL</b>                                   | <b>CREDITS</b> |
| Undefined                       | Regular                   | Level 5  | 5              |

**SPECIFIC OUTCOME 1**

Explain the need for, the function of governance structures in sport.

**SPECIFIC OUTCOME 2**

Explain the boundaries between elected leaders and appointed managers.

**SPECIFIC OUTCOME 3**

Explain the role of a governance structure in relation to its stakeholders.

**SPECIFIC OUTCOME 4**

Explain the processes that are relevant to the formation of a sport structure at different levels.

**SPECIFIC OUTCOME 5**

Explain the purpose of a constitution in the context of a sports organisation.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

None





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Establish sustainable organisational structures for sport***

| SAQA US ID                      |                    | UNIT STANDARD TITLE                                       |         |
|---------------------------------|--------------------|---|---------|
| 252182                          |                    | Establish sustainable organisational structures for sport |         |
| ORIGINATOR                      |                    | PROVIDER  |         |
| SGB Sport, Recreation & Fitness |                    |   |         |
| FIELD                           |                    | SUBFIELD  |         |
| 2 - Culture and Arts            |                    | Sport   |         |
| ABET BAND                       | UNIT STANDARD TYPE | NQF LEVEL   | CREDITS |
| Undefined                       | Regular            | Level 5   | 8       |

**SPECIFIC OUTCOME 1**

Plan and facilitate for the establishment of structures.

**SPECIFIC OUTCOME 2**

Promote the benefits and values of sport.

**SPECIFIC OUTCOME 3**

Compile a participation profile.

**SPECIFIC OUTCOME 4**

Facilitate the establishment of committees and/or clubs.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

None