

**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

**GET & FET Business, Commerce and Management Studies**

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.saqqa.org.za](http://www.saqqa.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 30 May 2008**. All correspondence should be marked **Standards Setting – SGB** for **GET & FET Business, Commerce and Management Studies** and addressed to

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## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**QUALIFICATION:****General Education and Training Certificate: Business Practice**

SAQA QUAL ID	QUALIFICATION TITLE		
61755	General Education and Training Certificate: Business Practice		
ORIGINATOR	PROVIDER		
SGB GET & FET Business, Commerce and Mngment Stud			
QUALIFICATION TYPE	FIELD	SUBFIELD	
National Certificate	3 - Business, Commerce and Management Studies	Finance, Economics and Accounting	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUAL CLASS
Undefined	121	Level 1	Regular-Unit Stds Based

***This qualification does not replace any other qualification and is not replaced by another qualification.***

**PURPOSE AND RATIONALE OF THE QUALIFICATION**

Purpose:

This General Education and Training Certificate: Business Practice is for utilisation by all members of the population. Anyone preparing to become employed, or self-employed, in any business whatsoever would be the persons most likely to be attracted to this qualification. In fact many newly (or not-so-newly) appointed personnel, or struggling entrepreneurs, could benefit from part or all of this qualification. It seeks to embed the six key literacies required by business organisations: Numeracy, Literacy, Entrepreneurial, Financial, Technological and Cognitive.

The GETC: Business Practice integrates the literacies into one qualification while also allowing each to be addressed separately in short courses and skills programmes, based on the constituent unit standards.

Furthermore, this Certificate allows a seamless movement into the New Venture Creation learning way, thus providing bridging between South Africa's First and second Economies.

The Fundamental Component of the qualification enables learners to communicate and work with figures in a business environment, while the Core component offers empowerment in the areas of technology, life orientation, human and social sciences (customer service), economics and management (entrepreneurship), as well as cognition theory and practice. The qualification is aimed particularly at entry level personnel, including those that operate their own business or are part owners in a business. It provides grounding in the key business essentials, while offering a range of elective choices which assist in preparing learners for the world of work.

The GETC would also suit non-entrepreneurs as it offers all the grounding required for operating in the business environment in South Africa.

The learner successfully completing this qualification will have gained the knowledge and ability to:

> Use fundamental skills in a business environment.

- > Make appropriate use of Information and Communications Technology in an office setting.
- > Incorporate a range of life skills in an employment or self-employment situation.

The learner will also develop some entrepreneurial and business knowledge coupled with correct business attitudes.

**Rationale:**

The South African economy is characterised as having two inter-related parts, usually referred to as the First Economy and the Second Economy, each having the features their respective names imply. This qualification is intended to offer a bridging between those two economies, allowing individuals normally trapped in the Second Economy the opportunity to participate in and benefit from the First Economy.

Furthermore, in the modern world literacy has many features, not just reading and writing. Examples of these are computer literacy and financial literacy. In addition, entrepreneurship offers part of the solution to the huge unemployment issue in the country, while at the same time being able to act as the vehicle for the variety of literacies referred to above.

This GETC in Business Practice will act as an enabler to development by addressing all three of these issues. The Certificate is intended as an entry-level qualification in any industry, as it provides an introduction to business practice. It would be useful for those in, or seeking employment as well as those in or planning self-employment.

Competent learners will be able to enter the work place in most sectors and be able to do the entry-level work required of them. Learners would have developed initiative and business skills as well, as entrepreneurial skills which they can apply in a company or which would assist them to establish their own small businesses. This is critical to support the economic growth required to enable our country to support and develop all of our people.

Currently no qualification provides this grounding in business practice, while incorporating strong elements of business communication and mathematical literacy. This new qualification, thus, would fill a critical gap in the induction or initiation of new workers and new entrepreneurs.

The GETC: Business Practice also aims to develop the cognitive abilities of learners thereby assisting them with problem solving and decision making.

The skills, knowledge, attitudes and abilities which would be developed by this qualification are transferable to any sector of the economy.

**RECOGNIZE PREVIOUS LEARNING?**

Y

**LEARNING ASSUMED IN PLACE**

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

- > Communication at ABET Level 3.
- > Mathematical Literacy at ABET Level 3.

**Recognition of Prior Learning:**

The structure of this unit standard based qualification makes the Recognition of Prior Learning possible. Learner and assessor should jointly decide on methods to determine prior learning and competence in the knowledge, skills, values and attitudes implicit in the qualification and the associated unit standards. RPL will be done by means of an integrated assessment.

This Recognition of Prior Learning may allow for:

- > Accelerated access to further learning at this or higher levels on the NQF.
- > Gaining of credits for unit standards in this qualification.
- > Obtaining this qualification in whole or in part.

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

Access to the Qualification:

Access to this qualification is open access to any learner who is able to arrange for assessment opportunities in an appropriate environment.

#### **QUALIFICATION RULES**

This qualification is made up of Fundamental, Core and Elective unit standards and a minimum of 121 credits is required to complete the qualification.

Fundamental Component:

- > All unit standards totalling 42 credits are compulsory.

Core Component:

The Core Component consists of unit standard totalling:

- > 20 credits in Economics and Management.
- > 17 credits in Technology.
- > 11 credits in Life orientation.
- > 6 credits in Human and Social Sciences.

All unit standards totalling 54 credits are compulsory.

Elective Component:

- > Learners are required to select unit standards totalling a minimum of 25 credits.

After the registration of this qualification, new learning areas, or work contexts, may be identified which more aptly suit a particular situation. Furthermore, other external factors, such as legislation and changes in technology, may impact on the content and suitability of the qualification. Therefore, appropriate unit standards at an acceptable NQF Level, may be used as additional elective options, provided approval to do so is received from the relevant Education and Training Quality assurance body (ETQA).

#### **EXIT LEVEL OUTCOMES**

1. Use fundamental skills in a business environment.
2. Make appropriate use of Information and Communications Technology in an office setting.
3. Understand and apply entrepreneurial and business knowledge and attitude.
4. Incorporate life skills in an employment or self-employment situation.

Critical Cross-Field Outcomes:

The qualification addresses the following Critical Cross-Field Outcomes as embedded in the Core unit standards of the qualification:

**Problem Solving:**

- > Demonstrate an understanding of entrepreneurship and develop entrepreneurial qualities.
- > Demonstrate an understanding of a general business plan and adapt it to a selected business idea.
- > Identify, analyse and select business opportunities.
- > Identify and discuss different types of business and their legal implications.
- > Demonstrate an understanding of basic accounting practices.
- > Plan to manage one's time.
- > Manage personal finances.
- > Managing files in a Graphical User Interface (GUI) environment.
- > Use generic functions in a Graphical User Interface (GUI)-environment.
- > Describe the concepts of Information and Communication Technology (ICT) and the use of its components in a healthy and safe manner.
- > Operate a personal computer system.
- > Understand the impact of customer service on a business.

**Teamwork:**

- > Demonstrate an understanding of entrepreneurship and develop entrepreneurial qualities.
- > Demonstrate an understanding of a general business plan and adapt it to a selected business idea.
- > Identify, analyse and select business opportunities.
- > Identify and discuss different types of business and their legal implications.
- > Demonstrate an understanding of basic accounting practices.
- > Understand the impact of customer service on a business.

**Organization:**

- > Demonstrate an understanding of entrepreneurship and develop entrepreneurial qualities.
- > Demonstrate an understanding of a general business plan and adapt it to a selected business idea.
- > Identify, analyse and select business opportunities.
- > Identify and discuss different types of business and their legal implications.
- > Demonstrate an understanding of basic accounting practices.
- > Plan to manage one's time.
- > Manage personal finances.
- > Managing files in a Graphical User Interface (GUI) environment.
- > Use generic functions in a Graphical User Interface (GUI)-environment.
- > Describe the concepts of Information and Communication Technology (ICT) and the use of its components in a healthy and safe manner.
- > Operate a personal computer system.
- > Understand the impact of customer service on a business.

**Information:**

- > Demonstrate an understanding of entrepreneurship and develop entrepreneurial qualities.
- > Demonstrate an understanding of a general business plan and adapt it to a selected business idea.
- > Identify, analyse and select business opportunities.
- > Identify and discuss different types of business and their legal implications.
- > Demonstrate an understanding of basic accounting practices.

- > Plan to manage one's time.
- > Manage personal finances.
- > Managing files in a Graphical User Interface (GUI) environment.
- > Use generic functions in a Graphical User Interface (GUI)-environment.
- > Operate a personal computer system.
- > Understand the impact of customer service on a business.

**Communication:**

- > Demonstrate an understanding of entrepreneurship and develop entrepreneurial qualities.
- > Demonstrate an understanding of a general business plan and adapt it to a selected business idea.
- > Identify, analyse and select business opportunities.
- > Identify and discuss different types of business and their legal implications.
- > Demonstrate an understanding of basic accounting practices.
- > Plan to manage one's time.
- > Understand the impact of customer service on a business.

**Technology:**

- > Demonstrate an understanding of entrepreneurship and develop entrepreneurial qualities.
- > Demonstrate an understanding of a general business plan and adapt it to a selected business idea.
- > Identify, analyse and select business opportunities.
- > Identify and discuss different types of business and their legal implications.
- > Demonstrate an understanding of basic accounting practices.
- > Managing files in a Graphical User Interface (GUI) environment.
- > Use generic functions in a Graphical User Interface (GUI)-environment.
- > Describe the concepts of Information and Communication Technology (ICT) and the use of its components in a healthy and safe manner.
- > Operate a personal computer system.

**Related Systems:**

- > Demonstrate an understanding of entrepreneurship and develop entrepreneurial qualities.
- > Demonstrate an understanding of a general business plan and adapt it to a selected business idea.
- > Identify, analyse and select business opportunities.
- > Identify and discuss different types of business and their legal implications.
- > Demonstrate an understanding of basic accounting practices.
- > Plan to manage one's time.
- > Manage personal finances.
- > Understand the impact of customer service on a business.

**Personal Development:**

- > Plan to manage one's time.
- > Manage personal finances.

**ASSOCIATED ASSESSMENT CRITERIA****Associated Assessment Criteria for Exit-Level-Outcome 1:**

- > Communication abilities are used to interpret and respond to incoming communication and to develop and initiate outgoing communication.
- > Learning strategies are implemented to integrate learning into practice.

> Mathematical principles, formulae and calculations are used to solve problems and do work in the work place and for personal reasons.

**Associated Assessment Criteria for Exit-Level-Outcome 2:**

- > A personal computer is used for routine workplace and personal purposes.
- > Standard software available in a broad range of offices is used to produce documents required.
- > Electronic information is managed through the construction of directories and databases and the storing and retrieval of files.

**Associated Assessment Criteria for Exit-Level-Outcome 3:**

- > Methods of providing acceptable customer care are implemented in a work environment.
- > Business models and business plans are clearly understood and applied in such a way as to demonstrate entrepreneurial aptitude.
- > Entrepreneurial opportunities are identified outlining the advantages and disadvantages of each.
- > A basic business and financial awareness is developed.

**Associated Assessment Criteria for Exit-Level-Outcome 4:**

- > Time management is used to structure, plan and implement suitable duties and tasks.
- > Personal financial management is understood and applied to own personal and/or business situations.

**Integrated Assessment:**

Integrated assessment at this level will evaluate the learner's ability to combine actions and ideas across a range of activities and knowledge areas. The integrated assessment must specifically assess the learner's ability to:

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

The assessment will require assessment methods, which measure and evaluate evidence generated during on-the-job activities. As assessment practices must be open, transparent, fair, valid and reliable (ensuring that no learner is disadvantaged in any way whatsoever), an integrated assessment approach is incorporated into the qualification.

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

The term integrated assessment implies that theoretical and practical components should be assessed together. Whenever possible the assessment of knowledge, skills, attitudes and values shown in the unit standards should be integrated and, during integrated assessment, the assessor should make use of a range of formative and summative assessment tools and methods. Combinations of practical, applied, foundational and reflexive competencies should be assessed. Assessment should further ensure that all specific outcomes, embedded knowledge and critical cross-field outcomes are evaluated in an integrated way.

Assessors may assess, and give credit for, the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience. This is because the assessment process is capable of being applied to RPL, subject to the rules and criteria of the relevant ETQA.

### **INTERNATIONAL COMPARABILITY**

The preparation of school leavers for the world of work and the development of entrepreneurial attitudes and abilities are found to be critical and problematic across the world and particularly in developing countries where the creation of work opportunities is largely the responsibility of the people themselves and not that of the government or large corporations.

Very few qualifications in this learning area exist world-wide but numerous short courses and skills programmes are offered. Qualifications focus on development of people to provide entrepreneurial training to young people and the unemployed. The following examples available in countries with similar unemployment and development problems to South Africa have been found useful in the development of this qualification:

In Cyprus the Ministry of Education and Culture has made entrepreneurship education and preparation for work a priority and offers training in:

- > Creativity.
- > Self-confidence.
- > Critical thinking.
- > Communication.
- > Negotiation.
- > Planning.
- > Decision-making.
- > Team work.

These aspects, with the exception of creativity, are all included in the GETC: Business Practice.

In Sierra Leone, World Vision runs a programme called, "Youth Reintegration and transition initiatives" in which unemployed young people are trained to take their place in the world of work and/or to start their own business ventures. The programme includes:

- > Psycho-social skills.
- > Functional literacy.
- > Life skills.
- > Agricultural skills.
- > Civics.

The GETC: Business Practice includes functional literacy, life skills and some psycho-social learning but does not offer specific operational skills such as agriculture nor civics.

In India, Surabi Industries together with the VIT University and the Department of Science and Technology run an annual programme aimed at enabling people to start their own businesses, generate wealth, improve their standard of living and gain recognition in the community.

The programme includes:

- > Creative thinking.
- > Project planning.
- > Report writing.
- > Motivation.
- > Funding.



This programme is more geared towards the entrepreneurial component of the GETC: Business Practice but there are a number of overlaps.

USAID has produced a Youth Livelihood Toolkit, which it makes available to countries seeking assistance. At present over 30 countries make use of the toolkit to provide training to young people to prepare them for the world of work. It offers training in:

- > Functional literacy.
- > Life skills.
- > Work skills relevant to the group/region/country.
- > Entrepreneurship.

These programmes show considerable overlap with the GETC: Business Practice.

The Commonwealth Youth Programme for the Caribbean operating from Georgetown, Guyana provides training programmes to the youth in 18 commonwealth countries. These programmes include such training as:

- > Enterprise and entrepreneurial training.
- > Information and communications technology.
- > Personal social development.
- > HIV/AIDS education.

These programmes show considerable overlap with the GETC: Business Practice.

The European Union in a review of training provided by member countries on entrepreneurship and preparation of school leavers for work found that the programme offered in England was well supported and successful.

The qualification is an Institute of Leadership and Management (ILM), Level 3 Certificate in starting your business. Some of the components it includes are:

- > You and your business.
- > Customers quality in business.
- > Resources for your business.
- > Business regulation.
- > The business plan.

All these elements are included in the South African GETC: Business Practice (NQF Level 1).

International and South African support for the proposed conceptual framework and content is evidenced in the work of:

> Amos, T.L. and Maas, G. (2001) Developing entrepreneurial students: A proposal of the what and how. University of Rhodes. Paper submitted at the 11th global IntEnt-Conference, 2nd to 4th July 2001, Kruger National Park, South Africa.

> Begley, T.M. and Boyd, D.P. (1987). A comparison of entrepreneurs and managers of small business firms. *Journal of Management*, 13, pp. 99-108.

> Davies, TA, Fagan, K. (1995). *The Graduate Enterprise Programmes*. Durban, South Africa. Siyakhana Holdings.

> Davies, TA, (2001). *Venture Creation: An Innovative Learnership Model for the Self-Employed*. (Technikon Natal, Paper submitted to the IVEATA Conference, 11th - 15th November 2001, Tanzania).

- > Gartner, W.B. and Vesper, K.H. (1994). Experiments in Entrepreneurship Education: Successes and Failures. *Journal of Business Venturing*. New York.
- > Gibbs, A. (1992). The enterprise culture and education, understanding enterprise education and its links with small business, entrepreneurship and wider educational goals. *International Small Business Journal*. pp. 24.
- > Gorman, G. Hanlon, D. King, W. (April/June 1997). Some Research Perspectives on Entrepreneurship Education and Education for Small Business Management: A Ten-Year Literature Review. *International Small Business Journal*, pp. 22.
- > Solomon, G.T. Winslow, E.K. and Tarabishy, A. (1997). Entrepreneurial Education in the United States An Empirical Review of the Past Twenty Years.
- > Terblanche, N.S. Keyter, L. (1997). *Creative Entrepreneurship*. Pretoria, South Africa. Kagiso Tertiary.
- > Van Vuuren, J.J. and Antonites, A.J. (2nd to 4th July 2001). Recent developments regarding content of entrepreneurship training programs. Department of Business Management, University of Pretoria. Paper submitted at the 11th global IntEnt-Conference, Kruger National Park, South Africa.
- > Watson, C.H. (2nd to 4th July 2001). Topics for Entrepreneurship Education: Viewpoints of Practitioners in the Gauteng Province of South Africa. Technikon Pretoria. Paper submitted at the 11th global IntEnt-Conference, Kruger National Park, South Africa.

#### Conclusion:

This qualification contains most of the learning offered in countries similar to South Africa, as detailed above, that are offering training to the youth and the unemployed to enable them to prepare for the workplace and/or to start their own businesses. The qualification is unique in that all other programmes are short courses stretching over a few weeks whereas this is a full qualification. It is felt that the South African situation justifies a complete qualification which also offers the opportunity for short courses based on its constituent unit standards.

#### **ARTICULATION OPTIONS**

The qualification provides the following articulation opportunities:

##### Horizontal Articulation:

- > Certificate: General Education and Training, NQF Level 1 (ID: 21019).
- > Certificate: Vocational Preparatory, NQF Level 1 (ID 17208).
- > ID 24153: General Education and Training Certificate: Adult Basic Education and Training, NQF Level 1.

##### Vertical Articulation:

Vertical Articulation is possible with the following qualifications registered on the National Qualifications Framework:

- > ID 49648: National Certificate: New Venture Creation (SMME), NQF Level 2.
- > ID 20183: National Certificate: Banking, NQF Level 2.
- > ID 23833: National Certificate: Business Administration Services, NQF Level 2.
- > ID 50440: National Certificate: Vocational, NQF Level 2.

**MODERATION OPTIONS**

> Anyone assessing a learner, or moderating the assessment of a learner, against this qualification must be registered as an assessor or moderator with the relevant Education and Training Quality Assurance body (ETQA), or with an ETQA that has a Memorandum of Understanding (MOU) with the relevant ETQA.

> Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant ETQA, or with an ETQA that has an MOU with the relevant ETQA, in which case programme approval should be obtained from the relevant ETQA.

> Assessment and moderation of assessment will be overseen by the relevant ETQA according to the policies and guidelines for assessment and moderation of that ETQA, in terms of agreements reached around assessment and moderation between various ETQAs (including professional bodies), and in terms of the moderation guideline detailed immediately below.

> Moderation must include both internal and external moderation of assessments at all exit points of the qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described in the exit level outcomes of the qualification.

The options as listed above provide the opportunity to ensure that assessment and moderation can be transparent, affordable, valid, reliable and non-discriminatory.

**CRITERIA FOR THE REGISTRATION OF ASSESSORS**

For an applicant to register as an assessor or moderator of this qualification the applicant needs:

- > To be registered as an assessor or moderator with the relevant ETQA.
- > To be in possession of a relevant qualification at NQF Level 2 or above.
- > To have practical work experience in the sector in which the learner is to be assessed.

**NOTES**

N/A

**UNIT STANDARDS**

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Fundamental	119373	Describe and represent objects in terms of shape, space and measurement	Level 1	5
Fundamental	119368	Describe, interpret and represent mathematical patterns, functions and algebra in different contexts	Level 1	6
Fundamental	119635	Engage in a range of speaking/signing and listening interactions for a variety of purposes	Level 1	6
Fundamental	119631	Explore and use a variety of strategies to learn	Level 1	5
Fundamental	110083	Process, analyse and communicate numerical data	Level 1	4
Fundamental	119640	Read/view and respond to a range of text types	Level 1	6
Fundamental	119362	Work with numbers; operations with numbers and relationships between numbers	Level 1	4
Fundamental	119636	Write/Sign for a variety of different purposes	Level 1	6
Core	14444	Demonstrate an understanding of a general business plan and adapt it to a selected business idea	Level 1	7
Core	13999	Demonstrate an understanding of basic accounting practices	Level 1	4
Core	10006	Demonstrate an understanding of entrepreneurship and develop entrepreneurial qualities	Level 1	2
Core	9357	Develop and use keyboard skills to enter text	Level 1	4
Core	13994	Identify and discuss different types of business and their legal implications	Level 1	4
Core	10007	Identify, analyse and select business opportunities	Level 1	3
Core	243189	Manage personal finances	Level 1	8
Core	117867	Managing files in a Graphical User Interface (GUI) environment	Level 1	3

	ID	UNIT STANDARD TITLE	LEVEL	CREDITS
Core	116932	Operate a personal computer system	Level 1	3
Core	15091	Plan to manage one's time	Level 1	3
Core	110082	Understand the impact of customer service on a business	Level 1	6
Core	117902	Use generic functions in a Graphical User Interface (GUI)-environment	Level 1	4
Core	117925	Describe the concepts of Information and Communication Technology (ICT) and the use of its components in a healthy and safe manner	Level 2	3
Elective	14656	Demonstrate an understanding of sexuality and sexually transmitted infections including HIV/AIDS	Level 1	5
Elective	116164	Demonstrate an understanding of the importance of marketing	Level 1	2
Elective	10009	Demonstrate the ability to start and run a business and adapt to a changing business environment	Level 1	3
Elective	13176	Describe and discuss basic issues relating to the nature of business, the stakeholders in a business and business profitability	Level 1	3
Elective	256155	Develop analytical perception	Level 1	8
Elective	256134	Engage in directed planning behaviour	Level 1	8
Elective	12537	Identify personal values and ethics in the workplace	Level 1	4
Elective	117943	Install a Personal Computer (PC) peripheral device, in a GUI environment	Level 1	2
Elective	256154	Interpret and implement instructions	Level 1	8
Elective	243193	Practice good health and grooming habits	Level 1	4
Elective	116933	Use a Graphical User Interface (GUI)-based presentation application to create and edit slide presentations	Level 1	3
Elective	116938	Use a Graphical User Interface (GUI)-based word processor to create and edit documents	Level 1	4
Elective	116935	Enhance, edit and organise electronic messages using a Graphical User Interface (GUI)-based messaging application	Level 2	2
Elective	115091	Monitor compliance to safety, health and environmental requirements in a workplace	Level 2	2
Elective	117923	Use a Graphical User Interface (GUI)-based presentation application to prepare and produce a presentation according to a given brief	Level 2	5
Elective	116931	Use a Graphical User Interface (GUI)-based web-browser to search the Internet	Level 2	4
Elective	117924	Use a Graphical User Interface (GUI)-based word processor to format documents	Level 2	5
Elective	116945	Use electronic mail to send and receive messages	Level 2	2

**LEARNING PROGRAMMES RECORDED AGAINST THIS QUALIFICATION****None**



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:****Engage in directed planning behaviour**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
256134	Engage in directed planning behaviour		
<b>ORIGINATOR</b>		<b>PROVIDER</b>	
SGB GET & FET Business, Commerce and Mngment Stud			
<b>FIELD</b>		<b>SUBFIELD</b>	
3 - Business, Commerce and Management Studies		Finance, Economics and Accounting	
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 1	8

***This unit standard does not replace any other unit standard and is not replaced by another unit standard.***

**SPECIFIC OUTCOME 1**

Define the objectives of the plan.

**SPECIFIC OUTCOME 2**

Gather relevant information.

**SPECIFIC OUTCOME 3**

Determine the parameters that impact on the objectives to ensure a successful plan.

**SPECIFIC OUTCOME 4**

Determine and implement a strategy.

**SPECIFIC OUTCOME 5**

Monitor the manner in which the plan is meeting the objectives set at the outset.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Elective	61755	General Education and Training Certificate: Business Practice	Level 1



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Interpret and implement instructions***

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
256154	Interpret and implement instructions		
<b>ORIGINATOR</b>	<b>PROVIDER</b>		
SGB GET & FET Business, Commerce and Mngment Stud			
<b>FIELD</b>	<b>SUBFIELD</b>		
3 - Business, Commerce and Management Studies	Finance, Economics and Accounting		
<b>ABET BAND</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
Undefined	Regular	Level 1	8

***This unit standard does not replace any other unit standard and is not replaced by another unit standard.***

**SPECIFIC OUTCOME 1**

Follow written instructions and convert pictorial instructions into words.

**SPECIFIC OUTCOME 2**

Carry out an instruction in a number of ways.

**SPECIFIC OUTCOME 3**

Identify and respond to the key words in an instruction.

**SPECIFIC OUTCOME 4**

Identify unclear instructions and illustrate how such instructions can be improved.

**SPECIFIC OUTCOME 5**

Show the importance of sequence in following instructions.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	<b>ID</b>	<b>QUALIFICATION TITLE</b>	<b>LEVEL</b>
Elective	61755	General Education and Training Certificate: Business Practice	Level 1



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**UNIT STANDARD:*****Develop analytical perception***

SAQA US ID	UNIT STANDARD TITLE		
256155	Develop analytical perception		
ORIGINATOR	PROVIDER		
SGB GET & FET Business, Commerce and Mngment Stud			
FIELD	SUBFIELD		
3 - Business, Commerce and Management Studies	Finance, Economics and Accounting		
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 1	8

***This unit standard does not replace any other unit standard and is not replaced by another unit standard.***

**SPECIFIC OUTCOME 1**

Divide whole concepts and objects into parts in accordance with specific goals.

**SPECIFIC OUTCOME 2**

Combine parts into a whole concept or object according to specific needs.

**SPECIFIC OUTCOME 3**

Link components to restructure a given concept or object.

**SPECIFIC OUTCOME 4**

Conduct a structural versus an operational analysis of a concept or object.

**QUALIFICATIONS UTILISING THIS UNIT STANDARD**

	ID	QUALIFICATION TITLE	LEVEL
Elective	61755	General Education and Training Certificate: Business Practice	Level 1