

Business Courses Offered

Detailed course content as per SAQA requirements



AiR

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Demonstrate basic knowledge of computers

Unit Standard Number: 9532

NQF Level: 03

Credits: 6

PURPOSE OF THE UNIT STANDARD:

To create an understanding of computers and the role of computers in the work place.

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

SPECIFIC OUTCOME 1

Define the concept computer:

- The concept computer is defined and a general knowledge of computers is demonstrated.
- Ways to maintain a computer are identified and discussed.
- The advantages and disadvantages of a network are listed and discussed.

SPECIFIC OUTCOME 2

Describe the difference between computer software and hardware:

- Different qualities of computer software and computer hardware are listed.
- Three computer software programmes relevant to the air-conditioning, refrigeration or ventilation industries are named.
- The main functions of these programmes are listed.

SPECIFIC OUTCOME 3

Demonstrate knowledge of basic computers and put it into practice:

- The basic functions of a computer are described.
- The steps to open and close a basic computer programme are listed and explained.
- A basic work document, on computer, relevant to the air-conditioning, refrigeration and ventilation industry is compiled.
- The printed document is assessed in terms of knowledge of the computer programme.

Develop and implement a strategy and action plan for a team, department or division

Unit Standard Number: 15219

NQF Level: Level TBA: Pre-2009 was L5

Credits: 4

PURPOSE OF THE UNIT STANDARD:

This is a Unit Standard intended for managers in all economic sectors. These managers would typically be second level managers such as heads of department, section heads or divisional heads, and may have more than one team reporting to them. Qualifying learner can develop a strategy for the division. The qualifying learner will be able to develop, implement and review action plans for the division.

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

SPECIFIC OUTCOME 1

Develop a strategy for the department/ division/ section:

- The strategic plan of the organisation is analysed with a view to aligning the operations of the section/ department with it.
- The mission statement of the section/division/department reflects the mission statement and strategic plan of the organisation.
- Objectives are clear and reflect the mission statement for the department/ division/ section.
- Departmental/ divisional/ sectional objectives contribute to the achievement of the strategic plan.
- Stakeholders are involved in the process.

SPECIFIC OUTCOME 2

Develop action plans for the department/ division/ section:

- The action plans are in accordance with the strategy.
- The action plans are complete and include provision for contingencies.
- The action plans are documented to show tasks, responsibilities, timeframes, performance measures and resource needs.

- Existing organisational tools for implementing strategy are included in plans.
- Stakeholders are involved in the process.

SPECIFIC OUTCOME 3

Implement action plans:

- Strategy and action plans are communicated to the team, department or division.
- Implementation matches specified action plans.
- Implementation makes optimum use of available resources.

SPECIFIC OUTCOME 4

Review action plans:

- Reviews are conducted of the implementation against departmental/ divisional/ sectional objectives.
- Results are communicated to stakeholders throughout the process.
- Amendments are made to plans if necessary to ensure efficiency and effectiveness of department/ division/ section.

Empower team members through recognising strengths, encouraging participation in decision making and delegating tasks

Unit Standard Number: 15224

NQF Level: Level TBA: Pre-2009 was L5

Credits: 4

PURPOSE OF THE UNIT STANDARD:

This is a Unit Standard intended for managers in all economic sectors. These managers would typically be second level managers such as some heads of department, section heads or divisional heads, and may have more than one team reporting to them. The qualifying learner is capable of recognising team member performance, encouraging participation in decision-making, delegating tasks and reviewing decisions and the progress with delegated tasks.

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

SPECIFIC OUTCOME 1

Recognise team member performance:

- The role, duties and responsibilities of each team member in the section/ division/ department are identified together with the level of performance expected of them and an indication of how they fit into the work of the section.
- Team members are told what they do well, what needs improvement and what is expected in the future.
- All feedback is measured against performance expectations, which have been communicated to the team member.
- Feedback is given at the time that the event occurs.
- Feedback is honest, simple, specific and constructive.
- Team members are dealt with as valued and trusted members of the team.

SPECIFIC OUTCOME 2

Encourage participation in decision-making:

- Team members are included in division/section/department decision-making by fully informing them of the situation and the decision(s) that needs to be taken.
- Team members are encouraged to think of solutions to the problem, being as innovative as possible.
- Team members must be asked to provide alternatives, evaluate the alternatives and select one for implementation.
- The best solution is sought through getting team members to debate their viewpoints and work towards finding common ground.

SPECIFIC OUTCOME 3

Delegate tasks:

- The work plan or task is analysed and broken down into smaller tasks, programmes or units of work and a decision taken as to whom in the section, is best suited to carry them out.
- The delegated tasks must be clearly communicated to employees indicating what is expected, how it must be done and where to get help, if necessary.
- Decision-making authority required to execute the task is indicated to the employee so that team members can react to situations immediately and effectively.
- A regular feedback and reporting schedule must be agreed upon.
- A system to enable the flow of information must be established by team members.
- The successful completion of delegated tasks must be monitored and the performance used as a means of on-going development.
- Successful achievement of delegated tasks must be given recognition.

SPECIFIC OUTCOME 4

Review decisions and performance of delegated tasks:

- Decisions taken are reviewed in small-group and/or whole group situations to decide on their success in reaching the stated objectives.
- Correct decisions are confirmed and incorrect decisions are rescinded or amended so as to enable the objectives to be met.
- Delegated tasks are reviewed with the person to whom it is delegated to, to ensure successful completion of task/plan.
- Alternative plans of action are drawn up by the group/team for incorrect decisions and delegated tasks which are not being carried out successfully.

Facilitate the preparation and presentation of evidence for assessments

Unit Standard Number: 12544

NQF Level: 04

Credits: 4

PURPOSE OF THE UNIT STANDARD:

This unit standard will be useful to learners who assist others who wish to be assessed to prepare and present evidence for assessment. Such evidence facilitators will add value to the assessment process by ensuring candidates are ready to present well organised and complete evidence to registered assessors. Their value will be particularly felt when assisting candidates who are competent in their field, but who may be unable to present coherent evidence of that fact for reasons unrelated to their skill area.

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

SPECIFIC OUTCOME 1

Provide information to candidates about assessment:

- Basic information is provided about key concepts and principles concerning the outcomes- based system of learning and assessment, within the context of the National Qualifications Framework.
- Interactions with candidates help to set them at ease and promote understanding of the assessment.
- Information to candidates is clear, precise and in line with instructions provided in the assessment instruments, and opportunities are provided for clarification concerning the process and the expectations.
- The information helps candidates to identify possible sources of evidence and the most appropriate and effective means for producing evidence for the assessment.

SPECIFIC OUTCOME 2

Advise and support candidates to prepare, organise and present evidence:

- Potential barriers to gathering evidence and special needs of candidates are identified, and appropriate guidance is given to overcome such barriers and to address special needs.

- The advice and support helps candidates to identify appropriate, effective and efficient ways of producing evidence of their competence.
- The advice and support is given in a way that promotes candidates' ability to present valid, relevant, authentic and sufficient evidence of current competence.
- Interactions with candidates enable them to organise and present evidence in a manner that contributes to the overall efficiency and effectiveness of the assessment, but without compromising the reliability and validity of the assessment.
- The nature and manner of advice and support takes into account lessons learnt from previous such interactions as well as information from assessors.
- Support is given in a way that strengthens candidates' ability to engage more independently in future assessments.

SPECIFIC OUTCOME 3

Check and give feedback on evidence:

- Checks establish the validity, authenticity, relevance and sufficiency of evidence.
- Decisions are made concerning the readiness of the evidence for presentation to registered assessors, and recommendations contribute to the efficiency and effectiveness of the assessment process.
- Gaps in the evidence are identified and dealt with appropriately.
- Feedback about the evidence is communicated to assessors where required, and to candidates in a culturally sensitive manner and in a way that promotes positive action by the candidate.
- Key lessons from the facilitation process are identified and recorded for integration into future interactions with candidates.

Formulate and implement an action plan to improve productivity within an organisational unit

Unit Standard: 114877

NQF Level: 04

Credits: 8

PURPOSE OF THE UNIT STANDARD:

This unit standard is intended for all persons working as a supervisor in an organisational unit with the responsibility of measuring, improving and reporting on the productivity of that organisational unit.

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

SPECIFIC OUTCOME 1

Measure current levels of Single Factor Productivity and identify the factors:

- Productivity measures are selected to identify single factor productivity in the organisational unit.
- Quantitative factors that influence productivity are measured correctly, and their influence on single factor productivity levels identified correctly.

SPECIFIC OUTCOME 2

Formulate an activity plan to improve productivity within the organisational unit:

- The causes and effects of unacceptable labour, material and capital productivity are analysed for use in the plan.
- People employed in the organisational unit are involved in drawing up a plan and setting priorities to improve the productivity of all three resources.
- Priorities are set to improve the quantitative factors that influences productivity of all three resources.
- The causes of unacceptable productivity levels within the operational unit should be identified and measures taken to ensure their removal.

SPECIFIC OUTCOME 3

Optimise productivity within the organisational unit:

- Tasks are allocated to team members as per the plan.
- Actual improvements in productivity are established and compared to set targets.
- Actions are adjusted to ensure targets are achieved.

Manage basic business and personal finance

Unit Standard Number: 9505

NQF Level: 04

Credits: 6

PURPOSE OF THE UNIT STANDARD:

Draw up and manage his/her own personal budget as well as the budget for a medium size company.

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

SPECIFIC OUTCOME 1

Identify sources of income and expenditure and draw up a personal and business budget:

- All the expenses and planned expenses as well as the full-time income, and where applicable part-time income of the learner is used to draw up a budget for a month.
- All the expenses and planned expenses and the projected income for a medium size company are listed.
- A budget is drawn up for a medium size company for one year. Profit is shown at the end of the year.
- The consequences of a wrong budget are listed and discussed.

SPECIFIC OUTCOME 2

Monitor and control activities against budgets:

- Control measurements for a personal budget are listed.
- Different ways are proposed to manage personal money effectively for growth e.g. savings plans or unit trusts.
- Control measurements for a business budget are listed.
- Different methods to manage the budget of the business effectively to ensure growth are proposed.
- Consequences of insufficient monitoring and control activities are listed and discussed.

SPECIFIC OUTCOME 3

Justify proposals for expenditure on projects:

- All possible expenditures of the business are listed.
- Expenditures are grouped together in different categories.
- Categories of each expenditure are investigated to determine which expenditures might be unnecessary and what methods can be applied to reduce cost.

SPECIFIC OUTCOME 4

Apply methods to grow the business financially:

- Possible methods to practice control of the budget of a business are listed.
- Applications of control of the budget are listed and discussed.
- Effects of growing the business financially are discussed.

Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems

Unit Standard Number: 9009

NQF Level: 02

Credits: 3

PURPOSE OF THE UNIT STANDARD:

This Unit Standard is designed to provide credits towards the mathematical literacy requirement of the NQF at Level 2. The essential purposes of the mathematical literacy requirement are that, as the learner progresses with confidence through the levels, the learner will grow.

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

SPECIFIC OUTCOME 1

Apply various techniques to organise and represent data in order to model situations:

- Questions about sets of data that can be dealt with through statistical methods are identified correctly.
- Existing tables are understood correctly through a proper application of row and column headings.
- Raw data or statistics in the body of tables are used correctly.
- Effective methods to record and organise data are used to solve problems.
- Calculations of statistics are correct.
- Appropriate statistics are used to answer questions.
- Scales used in graphical representations and tables are consistent with the data, are correct, clear and appropriate to the situation and target audience.

SPECIFIC OUTCOME 2

Give opinions on the implications of the modelled data for the required purpose:

- Verbal (written or oral) explanation of findings is based on the representation of the data.
- Trends, group profiles and attitudes are justified.
- Appropriate information is extracted from representations in order to answer questions.

Collect and use information

Unit Standard Number: 13217

NQF Level: 02

Credits: 5

PURPOSE OF THE UNIT STANDARD

The skills, values and knowledge reflected in this unit standard are required by people in the field of manufacturing and engineering. The learning outcomes in this unit standard also contribute to the exit level outcomes required for various manufacturing and engineering qualifications. Qualifying learners can demonstrate an understanding of the importance of information in a work context. They are able to organise, summarise and respond to information collected during their work activities from a variety of sources.

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

SPECIFIC OUTCOME 1

Explain and discuss the importance of using information in the work situation:

- An understanding of the importance of using information in the work situation is demonstrated.
- Information is collected, organised and summarised from a variety of sources during daily working activities.
- Responses to information collected are appropriate.
- Data is entered into retrieval systems where required.

SPECIFIC OUTCOME 2

Collect information from a variety of sources by recognising/reading and/or using sensory cues.

SPECIFIC OUTCOME 3

Organise, summarise and respond to information collected during the course of work activities.

SPECIFIC OUTCOME 4

Enter data into retrieval systems:

Use communication skills to handle and resolve conflict in the workplace

Unit Standard Number: 9533

NQF Level: 03

Credits: 3

PURPOSE OF THE UNIT STANDARD:

Identify a conflict situation and communicate in such a way that the conflict can be resolved in a constructive manner.

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

SPECIFIC OUTCOME 1

Demonstrate an understanding of different conflict situations in the workplace:

- Different conflict situations that occur in the workplace are listed.
- Examples of conflict situations are given and the conflicts described.
- Role-players in conflict situations are listed.
- Reasons why conflict occurs are listed and discussed.

SPECIFIC OUTCOME 2

State and explain the difference between feelings and actual problems (contents):

- Behaviour of different people in a conflict situation is discussed.
- Own feelings when in a conflict situation are discussed.
- Own behaviour when in a conflict situation is discussed.
- The process of reaction in a conflict situation to solving the problem is demonstrated through exercises.

SPECIFIC OUTCOME 3

Handle and resolve a conflict in the workplace:

- Methods to resolve conflict are identified and explained.
- Conflict situations and possible methods of resolving the conflict are demonstrated by means of a role-play.

Communicate in an assertive manner with clients and fellow workers

Unit Standard Number: 9506

NQF Level: 04

Credits: 4

PURPOSE OF THE UNIT STANDARD:

Identify assertive behaviour, realise the value thereof and practice some assertiveness techniques.

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

SPECIFIC OUTCOME 1

Identify assertive behaviour and discuss the advantages:

- The concept assertiveness is understood and explained.
- Different types of assertive behaviour are identified.
- Advantages of assertive behaviour are listed and discussed.

SPECIFIC OUTCOME 2

Understand the importance of assertiveness as an important tool to use to communicate effectively:

- Different ways of communicating with fellow-workers are identified and discussed.
- The advantages of assertive behaviour are listed discussed.
- Different situations where assertive behaviour will be to the advantage are listed and discussed.

SPECIFIC OUTCOME 3

Use different techniques to be assertive:

- Different assertiveness techniques are identified and explained.
- Techniques are role-played.
- Strengths and weaknesses of different techniques are listed and discussed.
- Assertiveness techniques are used within context.