 <small>INSTITUTE OF BUSINESS STUDIES</small>	SAQA ID 60650	NLRD ID 60150	NQF Level 3
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CRITICAL CROSS-FIELD OUTCOMES.

The achievement of this qualification means that the learner will be able to:

1. Identify and solve problems and make responsible ethical decisions within own limit of authority.
2. Work effectively with others as a member of a team, group, organisation or community.
3. Organise and manage oneself and one's activities responsibly and effectively.
4. Collect, organise and critically evaluate information.
5. Communicate effectively using visual, mathematics and language skills in the modes of oral and/or written presentations.
6. Demonstrate an understanding of the world as a set of related systems.
7. Be culturally and aesthetically sensitive across a range of social contexts in managing and interacting with diverse people in the workplace.

DEVELOPMENTAL OUTCOMES

The achievement of this qualification means that the learner will be able to:

1. Reflect on and explore a variety of strategies to learn more effectively.
2. Participate as responsible citizens in the life of local, national and global communities.
3. Be culturally and aesthetically sensitive across a range of social contexts.
4. Explore education and career opportunities.
5. Develop entrepreneurial opportunities.



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INTRODUCTION TO BUSINESS ENGLISH
TEXTBOOK: LANGUAGE: BUSINESS STUDIES 3 FUTURE MANAGERS

Specific Outcomes	Assessment Criteria	Details	Text
Read and view for understanding and evaluate critically and respond to a wide range of texts.	Various reading and viewing strategies for comprehension and appreciation are demonstrated.	Ask questions to make predictions. Scan texts for supporting details of main ideas. Read/view attentively according to purpose and task. Summarise main and supporting ideas in paragraph and/or point form. Infer the meaning of unfamiliar words or images in selected contexts by using knowledge of grammar, word-attack skills, contextual clues, sound, colour, design, placement and by using the senses. Reread, review and revise to promote understanding.	Module 4
	Relevant information and detail in texts is found.	Written, visual, audio, and audio-visual texts.	Module 6
Write and present documents for a wide range of purposes and audiences using conventions and formats appropriate to diverse contexts.	Planning skills for writing for a specific purpose, audience, and context are demonstrated.	Explain the requirements of tasks. Identify the target audience and the specific purpose such as narrating, , persuading, arguing, explaining, informing, analysing, describing and manipulating. Identify and explain types of texts to be produced such as imaginative, informational, creative, transactional, multi-media. Deciding on and apply the appropriate style, point of view and format of texts: memoranda; notices, agendas and minutes; reports; letters. Convert selected information from one form to another, such as from graphs to prose form and vice versa. Develop coherent ideas and organising these by using techniques such as mind-maps, diagrams, lists of key words, flow-charts.	Module 5
	The use of writing strategies and techniques for first drafts is demonstrated.	Using main and supporting ideas from the planning process. Experimenting with form and style for creative purposes.	All modules



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Specific Outcomes	Assessment Criteria	Details	Text
		<p>Experimenting with a variety of sentence types, lengths and structures.</p> <p>Experimenting with paragraph conventions to ensure coherence using topic sentences, introduction and conclusion, logical progression of paragraphs, cause and effect, comparison and contrast.</p> <p>Using logical connectors such as conjunctions, pronouns, adverbs and prepositions to ensure cohesion.</p>	
	Own work is analysed, evaluated and revised, and a final draft is presented.	<p>Using set criteria for overall evaluation of own and others' writing for attempted improvement.</p> <p>Reflecting on overall structure for improvement of coherence and cohesion.</p> <p>Reflecting on whether content, style, register and effects are appropriate to purpose, audience and context.</p> <p>Refining word choice and sentence and paragraph structure, and eliminating ambiguity, verbosity, redundancy, slang, offensive language.</p> <p>When refining, demonstrating sensitivity to human rights and social, cultural, environmental and ethical issues such as gender, race, disability, age, status, poverty, lifestyle, ethnic origin, religion, HIV/AIDS and other diseases and globalisation.</p> <p>Preparing texts for final draft by proofreading and editing.</p> <p>Presenting final draft.</p>	Module 4
Use language structures and conventions appropriately and effectively.	The meanings of words are identified and explained and they are correctly used in a range of texts.	Spelling patterns, rules and conventions; common abbreviations and acronyms; roots, prefixes and suffixes; gender, plurals and diminutives; comparative and superlative degrees of adjectives and adverbs; commonly confused homophones and homonyms; synonyms, antonyms and one word for a phrase.	All modules

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Specific Outcomes	Assessment Criteria	Details	Text
		Common spelling mistakes.	
	Structurally sound sentences are used in a meaningful and functional manner in texts	Parts of speech such as nouns, verbs, pronouns and adverbs; verb tenses and verb forms; subject, object, and predicate; simple, compound and complex sentences; conjunctions, pronouns; active and passive voice; direct and indirect speech; negative forms; concord; punctuation.	All modules



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INTRODUCTION TO BUSINESS MATHEMATICS


TEXTBOOK: MATHEMATICAL LITERACY NQF LEVEL 3: PROTEC MACMILLAN. Note. References to the textbook must not be interpreted as meaning that the subject is compartmentalised. Questions may be set combining different aspects of the syllabus.

Specific Outcomes	Assessment Criteria	Details	Textbook
Use knowledge of numbers and their relationships to investigate a range of different contexts which include financial aspects of personal, business and national issues.	Ratio, proportion, rate and percentages. Exponents and roots. Calculated answers are related correctly and appropriately to the problem situation.	Calculations with very small and very large numbers in decimal and scientific notation. The relationships between arithmetical operations (including the commutative, distributive and associative laws) to simplify calculations where possible; working with positive exponents and roots; percentage, ratio, rate and proportion (direct and inverse), simple and compound growth, calculations with very small and very large numbers in decimal and scientific notation.	Topic 1. Also dealt with throughout the textbook. Notes and examples of Simple and Compound Interest will be available from the Institute as from January 2011.
Recognise, interpret, describe and represent various patterns and relationships to solve problems in real and simulated contexts	Numerical data and formulae are used in a variety of real-life situations in order to establish relationships between variables	Tables of values; Formulae depicting relationships between variables; Cartesian co-ordinate system; Linear functions; Inverse proportion; Compound growth; Graphs depicting the relationship between variables; Finding the dependent variable. Finding the independent variable. Describing the rate of change: linear, inverse proportion and compound growth in simple situations. Simple and compound interest. No calculations of rate or time are required.	Topic 2. Notes and examples of Simple and Compound Interest will be available from the Institute as from January 2011.
Use knowledge of numbers and their relationships to investigate a range of different contexts financial aspects.	Mathematical knowledge and skills are applied to plan personal finances (so as to enable effective participation in the economy)	Income and expenditure; simple interest problems and compound interest situations capitalised annually, half yearly, quarterly and monthly, including calculation of principal amount or the present value and interest earned. No calculations of rate or	Topic 3. Notes and examples of Simple and Compound Interest will be available from the Institute as from January 2011.




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Specific Outcomes	Assessment Criteria	Details	Textbook
		time are required.	
Collect, summarise, display and analyse data and apply knowledge of statistics and probability to communicate, justify, predict and critically interrogate findings and draw conclusions.	Situations are investigated statistically. Various methods are selected, justified and used to summarise and display data. Probability concepts are used. Conclusions and predictions that can be made from the analysis and representation of data are effectively communicated	Mean; median; mode; questionnaires; Populations; Selection of a sample; Tables recording data; Tally and frequency tables; Single and compound bar graph. Collecting or finding data by appropriate methods (e.g. Interviews, questionnaires, the use of data bases) suited to the purpose of drawing conclusions to the questions. Terminology such as trend, increase, decrease, constant, impossible, likely, fifty-fifty chance).	Topic 5.

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**INTRODUCTION TO GOVERNANCE
TEXTBOOK: IBS COURSE NOTES**

Specific Outcome	Assessment Criteria	Details	Textbook
Demonstrate an understanding of the legal framework for business operations in the South African context.	The forms of business ownership are identified.	Range of forms: sole trader; partnership; close corporation; private company; public company. Range of legalities: Formalities for establishment; taxation matters, ownership/membership.	Lesson 1
	The forms of business ownership are compared.	Range: Advantages and disadvantages of each form.	Lesson 1
Identify the legislation that regulates the employment relationship in business.	Organisational human resource policies and procedures are identified and described in terms of current legislation.	The six main pieces of labour legislation as detailed below: The scope of each Act. The application of each Act. The Labour Relations Act: unfair labour practice; internal policies used to resolve a dispute or grievance, unionisation. The Basic Conditions of the Employment Act: concept of employee; status of employee; working hours; overtime; types of leave; termination. The Skills Development Act. Skills Development Levies Act: workplace skills plan; learnerships, qualifications, lifelong learning. The Occupational Health and Safety Act. The Employment Equity Act.	Lesson 2
Demonstrate and apply contemporary knowledge and skills to fulfil a variety of business roles.	The impact of the business environment on business operations is discussed, with examples.	Politico-legal environment.	Lesson 3
	The concept of corporate governance is discussed.	Roles, duties, responsibilities and liability of directors. King Codes. Common Law.	Lesson 3
	Strategies are identified to reduce financial losses due to white-collar crimes.	Dealing with fraud, embezzlement, and corruption.	Lesson 3

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<p>Demonstrate an understanding of the ethical problems faced by business operating in an increasingly globalised environment.</p>	<p>Demonstrate an understanding of business ethics.</p>	<p>The framework of professional values, ethics and attitudes for exercising professional judgement and acting in an ethical manner, that is in the best interests of society. Range: integrity, objectivity, professional competence, due care; confidentiality; accountability.</p>	Lesson 4
	<p>The concept of social responsibility and its implications for both business and communities is examined.</p>	<p>Human Rights issues for business: Range: sexual harassment, employment equity, HIV/AIDS. Compliance issues.</p>	Lesson 4




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INTRODUCTION TO ACCOUNTING

TEXTBOOK: INTRODUCTION TO ACCOUNTING BY EDGE PUBLISHING

Outcomes	Assessment Criteria	Details	Textbook
Demonstrate knowledge, understanding and the application of financial information according to generally accepted accounting practice and concepts Range: sole traders, partnerships, clubs.	Accounting concepts are defined and explained up to financial statements. A distinction is made between accounting and bookkeeping. Within the context of the accounting cycle, financial transactions are recorded manually and/or by using an accounting package. The effect of transactions on the accounting equation are analysed and shown. A basic understanding of the concept Generally Accepted Accounting Practice (GAAP) is demonstrated Basic VAT concepts are explained. Basic VAT calculations are done.	Introduction to bookkeeping and accounting Understanding cash and credit transactions	Module 1 - 4
Demonstrate an understanding of the depreciation of assets. Demonstrate understanding of Final year-end procedures and statements	Depreciation is calculated and recorded. Final accounts and financial statements are prepared.	Recording and accounting for depreciation. Preparation of final accounts and financial statements	Modules 5 and 6
Demonstrate knowledge and understanding of managerial accounting as well as the application thereof	A distinction is made between financial and managerial accounting. Basic cost concepts are identified. Basic budget concepts are explained. Costing principles and cost behaviours in a manufacturing environment are applied. A cash budget for a sole trader (and also in a manufacturing environment) is prepared and presented manually or electronically.	Fixed and variable costs. Income and cost curves, breakeven point. Cash budgets	Module 8 and 9
Demonstrate knowledge and an understanding of the use of different financial and managerial control tools and	Salary and wages scales and different contributions are explained, and recorded in the subsidiary journals. Inventory systems are used, and transactions recorded in the subsidiary journals and posted to the ledgers.		Module 7

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strategies to manage resources in a responsible manner	<p>Range: perpetual, periodic inventory system.</p> <p>The acquisition and disposal of tangible assets is recorded.</p> <p>The code of ethics is explained as it applies mutually in an accountable and transparent way to all parties in the financial environment.</p> <p>Knowledge of internal control and audit processes is demonstrated.</p>		
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INTRODUCTION TO OFFICE ADMINISTRATION (REVISED)

TEXTBOOK: OFFICE PRACTICE HANDS ON TRAINING LEVEL 3: FUTURE MANAGERS

Specific Outcomes	Assessment Criteria	Details	Textbook
Plan, monitor and control an information system.	A variety of documents are filed in existing systems.	Classification, sorting and recording paper-based documentation according to established procedures. Storage of information: Location, procedures, consequences of misfiling. Storage of documents in a manner that ensures safety, security and accessibility. Classification and cross-referencing of information. Archiving of documents. Electronically creation and labelling of documents. Electronic documentation filing. Retrieval and distribution of information.	Module 1
	Evidence is created and confidentiality is maintained.	The purpose of record-keeping. Types of information and records: e.g. contract, agreement, quotation. Methods of record keeping. Procedures for maintaining confidentiality. Legal requirements. Organisational procedures. Whistle-blowing.	Module 1
Monitor and control office supplies.	Office supplies are monitored, controlled and maintained.	The maintenance and distribution of office supplies in terms of company procedures.	Module 2
Handle petty cash.	Petty cash is managed.	Disbursement of money for petty cash transactions. Recording petty cash transactions. Restoring the imprest amount. Petty cash control procedures	Module 3
Manage a diary for self and others.	A basic understanding of managing a diary is demonstrated.	Keeping a diary. Arranging appointments. Communication of diary information to all stakeholders.	Module 4
Co-ordinate meetings, minor events and travel arrangements	Meetings, minor events and travel arrangements are coordinated.	Identify a date, venue and time for a meeting or event. Arrange venue and catering	Module 5

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Specific Outcomes	Assessment Criteria	Details	Textbook
		<p>Make travel, car hire and accommodation arrangements</p> <p>Assemble and distribute documentation for meeting or event in good/sufficient time to attendees</p>	
<p>Monitor and control the receiving and satisfaction of visitors.</p> <p>Monitor the reception area</p>	Duties are performed in a reception area.	<p>Dealing with visitors: greeting, handling queries, notifying relevant parties, security procedures.</p> <p>Professional appearances.</p> <p>Housekeeping in the reception area</p>	Modules 6 and 8
Process incoming and outgoing telephone calls.	Telephone etiquette is effectively demonstrated.	<p>Standard telephone etiquette</p> <p>Best practice in dealing with telephone calls: preparation, screening, finding telephone numbers.</p> <p>Handling queries and requests for information appropriately.</p> <p>Taking messages and forwarding them to other staff members.</p> <p>Concluding calls.</p> <p>Dealing with unusual or unfamiliar problems, complaints and queries, e.g. emergencies, abusive callers.</p> <p>An explanation is given of how to reach agreement with the customer on follow-up actions.</p> <p>Information and documentation required for customer contacts is obtained and forwarded to the correct department or person concerned.</p>	Module 7