

# Towards a unit standard for courses in Finance for Non-financial Managers

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## ABSTRACT

This paper addresses the issue of whether the University of South Africa (Unisa) could offer a course in Finance for Non-financial Managers by distance education only, or whether such a course would have to use a blended learning approach.

The paper compares various Finance for Non-financial Managers courses offered in South Africa and reports on a survey of such courses. Based on the courses on offer, a questionnaire was developed. A web-based questionnaire was set up, and potential respondents were requested by e-mail to participate.

The respondents evaluated the relative importance of each of the topics covered by Finance for Non-financial Managers courses. The financing of a business (including the cost of capital) was regarded by respondents as less important than financial goals, working capital management, financial statements, financial analysis and time value of money.

The respondents' preferred format was face-to-face learning (at two-day workshops) rather than exclusively distance education. Accordingly, this paper recommends that Unisa should adopt a blended learning approach to successfully offer a course in Finance for Non-financial Managers. This would require a combination of distance education and face-to-face learning, as well as a combination of appropriate media and technologies.

Respondents regarded managers from operations/production, marketing and human resources as the three priority groups to attend such courses.

A unit standard for Finance for Non-financial Managers is proposed, and the possible use of a blended learning approach is considered and illustrated.

## BACKGROUND

Learning is the process of acquiring knowledge, skills, attitudes, or values, through study, experience, or teaching, that causes a change of behaviour that is

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persistent, measurable and specific or that allows an individual to formulate a new mental construct or revise a prior mental construct (conceptual knowledge such as attitudes or values). It is a process that depends on experience and leads to long-term changes in behaviour potential. Behaviour potential describes the possible behaviour of an individual (not actual behaviour) in a given situation in order to achieve a goal. But potential is not enough: if individual learning is not periodically reinforced, it becomes shallower and shallower and is eventually lost in that individual. (Wikipedia 2006)

Courses in Finance for Non-financial Managers are aimed at managers that are not acting as financial managers and have had no formal training in accounting and/or financial management, in order to improve their managerial performance and the financial performance of the firm.

Various universities and private training providers in South Africa offer Finance for Non-financial Managers courses. All such courses offered by South African universities entail the exclusive use of lecturer-led, face-to-face learning. Details of these courses are provided in Annexure A.

The University of South Africa (Unisa) predominantly uses distance education to deliver its learning programmes. The Unisa Centre for Business Management (CBM), in particular, offers management courses by means of distance education. During 2005, the CBM considered the possibility of introducing a short course entitled 'Finance for Non-financial Managers'. A search of the South African Qualifications Authority (SAQA) website during September 2005 yielded no qualification or unit standard dealing with Finance for Non-financial Managers. By January 2006, a unit standard had been drafted by the author, evaluated by members of the South African Finance Association (SAFA) at its annual conference, and tabled for consideration by the CBM. This draft unit standard is included as Annexure C. At the time of writing, the draft unit standard had not been finalised for submission to SAQA.

A question that arose during this process was whether the Unisa Centre for Business Management could offer a Finance for Non-financial Managers course purely by distance education, or whether a blended learning approach would have to be adopted.

Blended learning (for the purposes of this article) refers to the combination of instructor-led, face-to-face learning with distance education, using a combination of media and technologies.

The purpose of this paper is to report on exploratory research undertaken in order to prepare a learning plan. The draft unit standard was used as the basis for compiling the proposed learning plan, which would make use of blended learning. The research involved:

- A comparison of the various Finance for Non-financial Managers courses currently on offer in South Africa as a means of defining the learning challenge
- A survey among chief financial officers of South African listed companies in order to refine the learning challenge.

The outcome of this paper is to provide a unit standard and illustrate how a blended learning approach could be used for a course in Finance for Non-financial Managers.

## BLENDING LEARNING

The American Society for Training and Development has identified blended learning as one of the top ten trends to emerge in the knowledge delivery industry (Rooney 2003). Views on blended learning are, however, wide-ranging and varied.

Driscoll (2002) identifies four different broad definitions of blended learning. The first regards blended learning as meaning “to combine or mix modes of Web-based technology (e.g. live virtual classroom, self-paced instruction, collaborative learning, streaming video, audio, and text) to accomplish an educational goal”. Other authors define blended learning in a similar way. For example, Singh (2003) indicates that blended learning models “combine various delivery modes. Anecdotal evidence indicates that blended learning not only offers more choices but also is more effective.”

Driscoll’s (2002) second definition describes blended learning as meaning “to combine various pedagogical approaches (e.g. constructivism, behaviorism, cognitivism) to produce an optimal learning outcome with or without instructional technology”.

Bonk & Graham (2004) point out that both these definitions “suffer from the problem that they define blended learning so broadly that they encompass virtually all learning systems”.

The third definition identified by Driscoll (2002) regards blended learning as meaning “to combine any form of instructional technology (e.g. videotape, CD-ROM, Web-based training, film) with face-to-face instructor-led training”. Most authors echo this definition. Harriman (2004), for example, indicates that “blended learning combines online with face-to-face learning. The goal of blended learning is to provide the most efficient and effective instruction experience by combining delivery modalities.” In addition, Smith (2001) defines blended learning as “a method of educating at a distance that uses technology (high-tech, such as television and the Internet or low-tech, such as voice mail or conference calls) combined with traditional face-to-face education or training”. In a more simple, succinct description, the Rochester Institute of Technology (2004) states that “blended learning aims to join the best of classroom teaching and learning with the best of online teaching and

learning”. The New South Wales Department of Education and Training (2005) echoes this description, stating that “blended learning is learning which combines online and face-to-face approaches”. Voos (2003) repeats this definition of blended learning as a combination of face-to-face and online media and contends that blended learning also results in “seat time” being “significantly reduced”. Garnham & Kaleta (2002) identify blended learning or hybrid courses as joining the best features of “in-class teaching with the best features of online learning to promote active independent learning and reduce class seat time”. Rovai & Jordan (2004) maintain that “a blended course can lie anywhere between the continuum anchored at opposite ends by fully face-to-face and fully online learning environments”. According to Collis & Moonen (2001), blended learning is a “hybrid of traditional face-to-face and online learning so that instruction occurs both in the classroom and online, and where the online component becomes a natural extension of traditional classroom learning”. e-Learning Centre’s Library (2005) defines blended learning as “a learning solution created through a mixture of face-to-face, live e-learning, self-paced learning as well through a mix of media – ‘the magic is in the mix!’ or ‘the beauty is in the blend!’”, while the Australian Flexible Learning Framework (2004) describes it as “learning methods that combine e-learning with other forms of flexible learning and more traditional forms of learning”.

The fourth definition referred to by Driscoll (2002) regards blended learning as meaning “to mix or combine instructional technology with actual job tasks in order to create a harmonious effect of learning and working”. This fourth definition gives an indication of the popularity of blended learning as part of corporate training. As Bersin & Associates (2003) comment, “Blended learning is the latest buzzword in corporate training. Mixing e-learning with other types of training delivery.”

Other authors have defined blended learning by combining Driscoll’s first and third definitions. The Royer Center for Learning and Academic Technologies (2004) defines blended learning as intermingling “multiple learning strategies or methods with a variety of media. In contemporary terms, learning strategies and media typically include aspects of face-to-face instruction and online (or distance) learning, in combination with a rich variety of learning strategies or dimensions.” The Node Learning Technologies Network (2001) defines blended learning as learning that uses “multiple strategies, methods and delivery systems” including the “integration of multiple strategies, methods and delivery systems”.

Valiathan (2002), in *Blended Learning Models*, also combines Driscoll’s first and third concepts of blended learning, observing that the term is “used to describe a solution that combines several different delivery methods, such as collaboration software, Web-based courses, and knowledge management practices ... to describe learning that mixes various event-based activities, including face-to-face classrooms, live e-learning, and self-paced learning”.

Oliver & Trigwell (2005), however, argue against the use of the term “blended learning”, maintaining that the term “blended” should either be abandoned or, at least, radically reconceived, because it either relies on the idea of dichotomies (which are suspect within the context of learning with technology) or else becomes ineffective as a discriminating concept. The second part of their argument proposes that learning, from the perspective of the learner, is rarely, if ever, ‘blended’ learning. “What is actually being addressed are forms of instruction, teaching, or at best, pedagogies”, they say. These researchers argue further that the explanation for the learning gains attributed to blended learning may, in fact, lie in variation theory.

The current debate about blended learning is therefore not limited to its definition. It also entails what should be blended and the extent to which the following should be blended in order to achieve optimal results: face-to-face interaction, online learning, media, contexts, pedagogical approaches and/or learning objectives.

This article has thus far given some indication of the debate surrounding blended learning. Attention will now be given to courses in Finance for Non-financial Managers, starting with a comparison of the various courses on offer in South Africa.

## A COMPARISON OF COURSES IN FINANCE FOR NON-FINANCIAL MANAGERS

In general, courses in Finance for Non-financial Managers combine aspects of financial accounting and financial management in order to equip managers with knowledge, skills and attitudes that will enhance their managerial performance. The key concepts covered by such courses usually include the following:

- Understanding financial statements
- Analysis of financial statements using ratio analysis
- Costing and budgeting
- Capital budgeting
- Financing and the cost of capital
- Working capital management.

Some institutions also cover topics such as valuation, taxation, business models, strategy and even money laundering.

### Current providers in South Africa

The providers of Finance for Non-financial Managers courses in South Africa are universities and private training providers.

#### *Universities*

Most South African universities teach Finance for Non-financial Managers as a certificate course using exclusively instructor-led, face-to-face learning. In the case of

the former University of Port Elizabeth, a module is offered as part of the master's degree in Labour Relations and Human Resources. A summary of the content of the courses offered by South African universities, their duration and fees, is provided in Annexure A.

### *Private training providers offering Finance for Non-financial Managers courses*

Seventeen private training providers that offer Finance for Non-financial Managers courses have been identified in South Africa to date. A summary of the content of their courses, duration and fees is provided in Annexure B.

## FINDINGS OF A SURVEY

A survey was conducted among chief financial officers (CFOs) of companies listed on the Johannesburg Securities Exchange (JSE). The aim of the survey was to refine the learning challenge by determining:

- The relative importance of the various topics covered by courses in Finance for Non-financial Managers
- The preference for distance education, as opposed to contact lectures, as a format for such courses
- The priority that managers attach to attending such courses.

Although other methods of researching learning challenges and curriculum design are available, time and financial constraints dictated the use of a survey for this study.

A questionnaire was compiled and placed on a website in HTML format. An e-mail explaining the goal of the study and containing a link to the website was sent to 191 CFOs of listed companies for which e-mail addresses could be found. The data were captured as respondents submitted their responses.

Twenty-five responses were received, representing a response rate of 13%. The respondents represent five financial services companies, five manufacturing companies, and one IT, one mining and one transport company. Twelve respondents preferred to remain anonymous (see Figure 1).

## Topics of courses in Finance for Non-financial Managers

The respondents rated each of the topics usually included in courses in Finance for Non-financial Managers using a four-point scale (namely, irrelevant, unimportant, important and very important).

As indicated in Figure 2, respondents rated financial goals, working capital management, financial statements and financial analysis as very important or im-

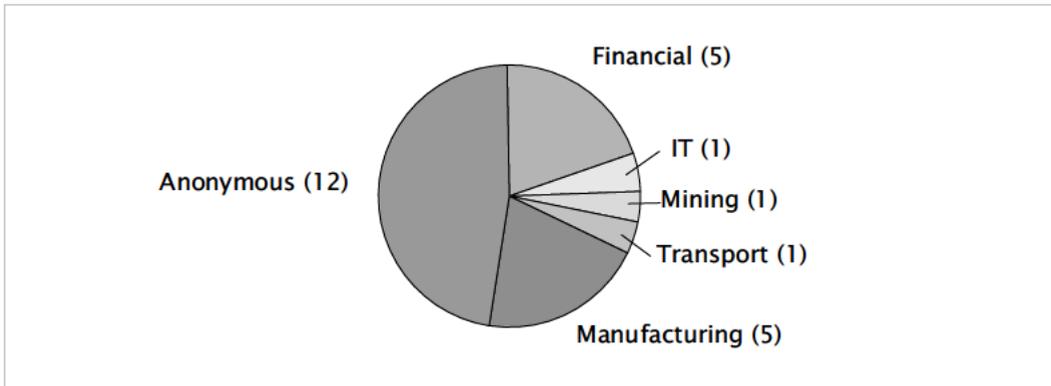


Figure 1: Number of respondents (by sector)

important. They indicated that financing (including the cost of capital) could be regarded as an unimportant or irrelevant topic (14 irrelevant/unimportant vs 11 important/very important), and rated time value of money as less important (14 irrelevant/unimportant vs 11 important/very important).

The respondents felt that the following topics, not covered in the questionnaire, should be included in a course in Finance for Non-financial Managers (in no specific order):

- Valuation
- Corporate governance
- Value-added statements
- Balanced scorecard approach to budgeting
- Forward price-to-earnings ratio
- Cost accounting
- Financial and physical controls
- Taxation
- Prevention and detection of fraud.

It is noted, however, that the listed topics are generally offered as courses in their own right, given their scope and complexity.

## Distance education versus face-to-face learning

Respondents were asked whether they preferred distance education or face-to-face learning in the format for two-day workshops.

Most of the respondents (82%) indicated that they would prefer face-to-face learning (two-day workshops), while 18% preferred distance education.

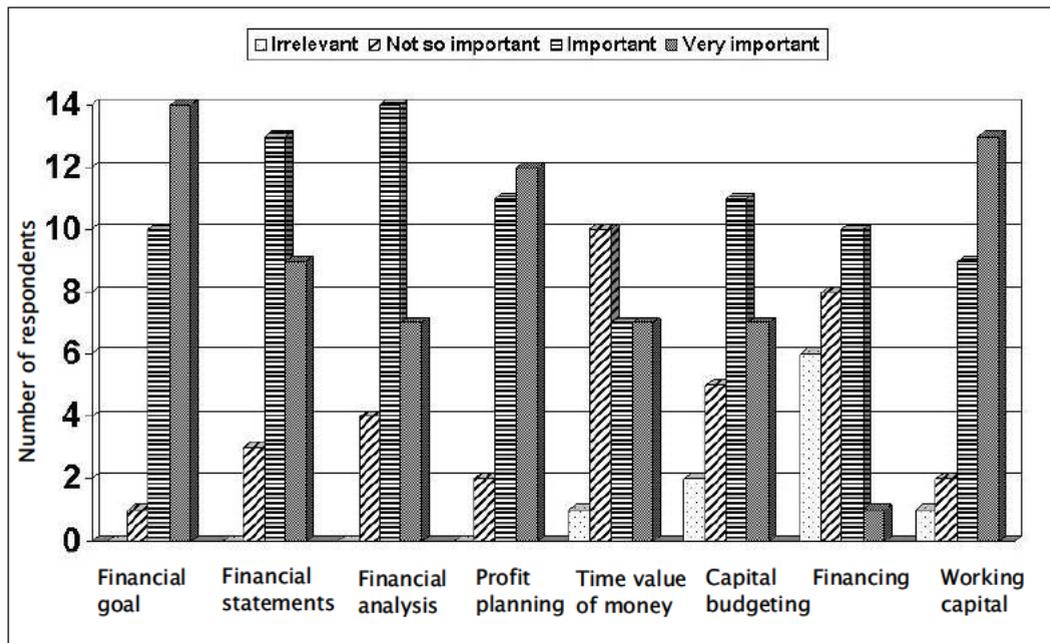


Figure 2: Relative importance of topics

### Priority groups of managers

From a list provided to them, respondents indicated that the following types of managers would be the priority groups to receive training in Finance for Non-financial Managers (in order of preference):

- Operations/production managers
- Marketing managers
- Human resource managers.

Respondents did not rank procurement/materials managers, logistics managers or labour union members as high as the three listed groups.

Based on the topics covered in books, the courses offered and the input from the survey conducted for this paper, the following unit standard is envisaged.

### PROPOSED UNIT STANDARD

In South Africa, all qualifications are registered by the South Africa Qualifications Authority (SAQA). In order to register a qualification, the institution that plans to offer the qualification must submit the proposed unit standard to SAQA. The format in which it has to be submitted has undergone several changes since the inception of

SAQA and continues to change from time to time. The proposed unit standard for Finance for Non-financial Managers appears in Annexure C. (It is possible that the format required by SAQA may have undergone changes since the drafting of the proposed unit standard.)

The following specific outcomes are envisaged:

- Specific outcome 1:** To understand the goal of creating wealth (value), profitability, liquidity and solvency in an organisation
- Specific outcome 2:** To be able to analyse and interpret an income statement, balance sheet and cash flow statement by considering profitability, liquidity and solvency ratios
- Specific outcome 3:** To be able to do financial planning
- Specific outcome 4:** To be able to effectively apply time value of money techniques
- Specific outcome 5:** To be able to evaluate long-term investments using capital budgeting techniques
- Specific outcome 6:** To be able to manage the cash flow of a business.

An issue that arose from the survey used for this study was the preference for face-to-face learning. Since Unisa offers distance education rather than face-to-face learning, consideration was given to the use of a blended learning approach as a viable way for Unisa to present a Finance for Non-financial Managers course. The following section illustrates how blended learning may be used in offering such a course.

## AN ILLUSTRATION OF A BLENDED LEARNING APPROACH TO A FINANCE FOR NON-FINANCIAL MANAGERS COURSE

This illustration is based on the author's experience in offering Finance for Non-financial Managers courses for South African companies such as OTK Ltd (now Afgri Ltd), Iscor Ltd (now Mittal Steel Ltd) and Kumba Resources Ltd. This experience has demonstrated to the author which media and technologies, in practice, best suit the characteristics of learners and their learning facilities.

This section considers the media and technologies that may be used for a course in Finance for Non-financial Managers. This is followed by a possible schedule.

Media that may be used include (but are not limited to):

- A book on the topic of Finance for Non-financial Managers (as a reference)
- Videos on understanding financial statements and financial management
- The annual report of the company involved
- Activities to be used for collaborative learning purposes during the face-to-face learning sessions.

Technologies that may be used include (but are not limited to):

- Personal computers (in cases where firms have learning centres equipped with enough computers to accommodate the group of learners)
- A financial calculator for every learner
- Video conferencing
- Lecturer support via e-mail.

As far as a proposed schedule is concerned, the course could be conducted one day a week over a minimum of three weeks, as shown in Table 1. A third day of face-to-face contact time could be scheduled and used for reflection and assessment, if required by clients.

Companies that enrol candidates for the course might decide to use pre- and post-assessment. In such cases, an hour could be set aside on the first day for pre-assessment and an hour on the final day for post-assessment. The proposed training plan takes cognisance of the preference expressed by survey respondents for two days of face-to-face contact time.

During the distance education phase (between face-to-face contact days) and before any final assessment, video conferencing and lecturer support via e-mail and telephone could be used to resolve any difficulties that learners might experience with their study material.

## CONCLUSION

Although Unisa's primary mode of delivery is distance education, the institution could offer a Finance for Non-financial Managers course combining distance education with face-to-face learning in order to satisfy the preference expressed by respondents. The study on which this paper is based recommended a learning plan involving a blend of distance education and face-to-face learning, as well as a combination of media and technologies that are relevant to the topic and suitable for the learners and their learning facilities. The decision to offer such a course will, in the final analysis, depend on the financial feasibility of offering it in the way suggested in this article.

In addition, since this study involved exploratory research only, the proposed curriculum and learning plan could be refined by means of further research and by involving other stakeholders.

Table 1: Proposed schedule for Finance for Non-financial Managers course

Outcome	Face-to-face contact time		Media and technologies	
	Lecturing	Activity		
To analyse and interpret financial statements	Day 1 2 hours	Day 1 1 hour  Learners consult their company's financial statements	Notebook computer and data projector  Annual reports	Analyse the financial statements of the firm  Identify strengths and weaknesses of the firm
To apply capital budgeting techniques	Day 2 1 hour	Day 2 1 hour	Notebook computer and data projector  Financial calculators	Evaluate the opportunities identified earlier
To do financial planning	Day 1 1 hour	Day 1 1 hour  Learners compile a budget	Notebook computer and data projector	Identify ways of increasing revenue and decreasing expenditure in their section(s)
To do time value of money calculations	Day 2 1 hour	Day 2 1 hour	Notebook computer and data projector  Financial calculators or computer spreadsheets	Identify and evaluate ways of reducing the interest expenses of the firm
To manage the cash flow of a firm	Day 2 1 hour	Day 2 1 hour	Notebook computer and data projector  Computer spreadsheets	Identify ways of improving the cash flow of the firm
To understand the goal of creating wealth (value), profitability, liquidity and solvency in an organisation	Day 1 1 hour	Day 1 1 hour  Learners consult their company's annual report; focus on mission and goals	Notebook computer and data projector  Annual reports	Review the mission and goals of the firm  Identify opportunities and threats for the firm

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## ANNEXURE A: SOUTH AFRICAN UNIVERSITIES OFFERING COURSES IN FINANCE FOR NON-FINANCIAL MANAGERS

University	Duration	Fees	Financial statements	Ratio analysis	Costing and budgeting	Time value of money	Capital budgeting	Financing	Working capital	Other
Rhodes University Investment Business School	5 days	R5 000	1	1	1		1		1	
University of Cape Town Graduate School of Business	5 days	R9 950	1	1	1			1	1	Case study on financial analysis and planning
University of Port Elizabeth (Master's degree in Labour Relations and Human Resources)	35 hours		1	1	1				1	Value added
University of Pretoria Gordon Institute of Business Science	8 evenings	R9 500	1	1	1		1	1	1	Value added
University of Pretoria CE at UP	4 days	R11 300	1	1	1		1		1	Return on net assets (RONA) and economic value added (EVA) Value added and value creation
University of the Free State	80 non-contact hours	R1 500	1	1	1		1	1	1	Determining the optimal growth rate
Wits (see Me Brooks Associates in Annexure B)	2 days	R19 550	1	1	1		1			

**Sources:** Rhodes University [S.a.], Me Brooks Associates. [S.a.], University of Cape Town Graduate School of Business [S.a.], University of Port Elizabeth [S.a.], University of Pretoria Gordon Institute of Business Science (G BS) [S.a.], University of the Free State [S.a.].

## ANNEXURE B: PRIVATE TRAINING PROVIDERS

University	Duration	Fees	Financial statements	Ratio analysis	Costing and budgeting	Time value of money	Capital budgeting	Financing	Working capital	Other
Astro Tech	3 days	R6 498	1	1	1		1	1	1	Taxation Money laundering
BT	2 days	R1 995		1	1		1			Business models
CBM Training (John Stretch)	2 days	R7 125	1	1	1		1			Value-based management Shareholder value added
Cross Media Business School	2 days	R2 280			1					Key economic indicators
Dameon Diploma in Financial Management	3 months or 51 hours		1	1	1			1	1	Taxation and dividend policy Valuation
DCT Consulting SA (Pty) Ltd	3 days		1	1	1					
GrowthLink Learning Technologies (Pty) Ltd	2 days	R3 560	1	1	1	1	1	1	1	
Health Advance Institute	1 day	R1 033	1	1	1				1	
HRS New Managers Programme	2 days	R5 198	1							
Institute of Marketing Management (IMM)	2 days	R3 600	1	1	1					
Intec College	9 months	R2 859	1	1	1					
Johannesburg School of Finance	5 days	R3 650	1	1	1				1	
Macquarie Training Centre	5 days	R6 213	1	1	1		1			Market analysis Generic strategies Pricing
Me Brooks Associates	2 days	R19 500	1	1	1		1		1	
SAPCS	5 days	R2 722	1	1			1	1	1	Future strategy
Vukan	3 days	R7 353	1	1	1		1	1	1	

**Sources:** Astro Tech [S.a.], BT [S.a.], Cross Media Business School [S.a.], Dameon [S.a.], DCT [S.a.], GrowthLink Learning Technologies [S.a.], Health Advance Institute [S.a.], HRS [S.a.], Institute of Marketing Management [S.a.], Intec College [S.a.], Johannesburg School of Finance [S.a.], Johannesburg School of Finance [S.a.], John Stretch Finance Training and Strategy Consulting [S.a.], Macquarie Training Centre [S.a.], Me Brooks Associates [S.a.], SAPCS [S.a.], Vukan Petroleum and Energy Institute [S.a.].

## ANNEXURE C: PROPOSED UNIT STANDARD

1. Title: Apply the principles of financial management
2. NQF level: 5
3. Credit: 12
4. Field: NBS 03: Business, commerce and management studies
- 4a. Sub-field: Finance, economics and accounting
5. Purpose:

This unit standard will be useful to human resource managers, marketing, operations and other managers who are not accountants or financial managers.

Students credited with this unit standard are able to improve the profitability, liquidity and solvency of the firms employing them.

6. Learning assumptions

The credit calculation is based on the assumption that students are already competent in terms of the following outcomes or areas of learning when starting to learn towards this unit standard:

- Communication in the language of instruction (i.e. English)
- Performing calculations by means of a calculator.

7. Range statement for the whole unit standard

The following scope and context apply to the whole unit standard:

- Sole proprietorships, close corporations and companies
- Agricultural, mining, manufacturing, retailing, service and financial services firms.

8. Specific outcomes and assessment criteria

Specific outcome 1: To understand the goal of creating wealth (value), profitability, liquidity and solvency in an organisation.

Range: long- and short-term financial goals of a firm

### *Assessment criteria*

- 1.1 Illustrate the long- and short-term goals of financial management
- 1.2 Distinguish between the various forms of business organisation
- 1.3 Contrast financial management with accounting
- 1.4 Comment on the influence of a non-financial manager on the financial performance of a firm
- 1.5 Explain the fundamental principles of financial management

Specific outcome 2: To be able to analyse and interpret an income statement, balance sheet and cash flow statement by considering profitability, liquidity and solvency ratios.

Range: profitability, liquidity, solvency, activity and market ratios

*Assessment criteria*

- 2.1 Summarise financial information in financial statements
- 2.2 Accurately calculate and interpret profitability ratios
- 2.3 Accurately calculate and interpret liquidity ratios
- 2.4 Accurately calculate and interpret activity ratios
- 2.5 Accurately calculate and interpret solvency ratios
- 2.6 Identify managerial actions to be taken based on financial analysis

Specific outcome 3: To be able to do financial planning.

Range: breakeven analysis, budgeted income statement and budgeted balance sheet

*Assessment criteria*

- 3.1 Distinguish between fixed and variable cost
- 3.2 Accurately calculate and interpret the breakeven point of a firm
- 3.3 Compile budgets based on information available

Specific outcome 4: To be able to effectively apply time value of money techniques.

Range: financial tables, computer spreadsheets, financial calculator

*Assessment criteria*

- 4.1 Accurately calculate the future value of a single amount and of an annuity
- 4.2 Accurately calculate the present value of a single amount and of an annuity
- 4.3 Accurately calculate the deposits required to accumulate a future sum
- 4.4 Accurately calculate the instalments required to amortise a loan
- 4.5 Accurately calculate interest and growth rates

Specific outcome 5: To be able to evaluate long-term investments using capital budgeting techniques.

Range: payback period, net present value (NPV), internal rate of return (IRR) and profitability index (PI) techniques

*Assessment criteria*

- 5.1 Accurately calculate and interpret the payback period of an investment

5.2 Accurately calculate and interpret the NPV of an investment

5.3 Accurately calculate and interpret the IRR of an investment

5.4 Accurately calculate and interpret the PI of an investment

Specific outcome 6: To be able to manage the cash flow of a business.

Range: accounts receivable, inventory and cash management of a business

*Assessment criteria*

6.1 Manage the accounts receivable, inventory and cash of a business

6.2 Compile a cash budget

6.3 Monitor cash flow based on a cash budget

6.4 Apply internal controls in order to prevent losses due to fraud and theft

7. Accreditation and moderation options

Unisa teaching staff will be used as assessors in a manner that is in keeping with with the quality management system of the University and in accordance with the University's tuition and assessment/moderation policies.

Lecturers, formally appointed by Unisa, will conduct the internal and external moderation. Assessments are not verified by second examiners.

8. Critical cross-field outcomes:

This unit standard promotes, in particular, the following critical cross-field outcomes:

Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made:

- Collect, analyse, organise and critically evaluate information
- Communicate effectively using mathematical and language skills in the modes of oral and/or written presentation
- Develop entrepreneurial opportunities.