



Business Fundamentals Program Standard

**The approved program standard for
Business Fundamentals program of
instruction leading to an Ontario
College Certificate delivered by Ontario
Colleges of Applied Arts and
Technology.
(MTCU funding code 40208)**

**Ministry of Training, Colleges and Universities
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I. Introduction

This document is the Program Standard for the Business Fundamentals program of instruction leading to an Ontario College Certificate delivered by Ontario colleges of applied arts and technology (MTCU funding code 40208).

Development of System-Wide Program Standards

In 1993, the Government of Ontario initiated program standards development with the objectives of bringing a greater degree of consistency to college programming offered across the province, broadening the focus of college programs to ensure graduates have the skills to be flexible and to continue to learn and adapt, and providing public accountability for the quality and relevance of college programs.

The Program Standards and Evaluation Unit of the Ministry of Training, Colleges and Universities have responsibility for the development, review and approval of system-wide standards for programs of instruction at Ontario colleges of applied arts and technology.

Program Standards

Program standards apply to all similar programs of instruction offered by colleges across the province. Each program standard for a postsecondary program includes the following elements:

- **Vocational standard** (the vocationally specific learning outcomes which apply to the program of instruction in question),
- **Essential employability skills** (the essential employability skills learning outcomes which apply to all programs of instruction); and
- **General education requirement** (the requirement for general education in postsecondary programs of instruction).

Collectively, these elements outline the essential skills and knowledge that a student must reliably demonstrate in order to graduate from the program.

Individual colleges of applied arts and technology offering the program of instruction determine the specific program structure, delivery methods and other curriculum matters to be used in assisting students to achieve the outcomes articulated in the standard. Individual colleges also determine whether additional local learning outcomes will be required to reflect specific local needs and/or interests.

The Expression of Program Standards as Vocational Learning Outcomes

Vocational learning outcomes represent culminating demonstrations of learning and achievement. They are not simply a listing of discrete skills, nor broad statements of knowledge and comprehension. In addition, vocational learning outcomes are interrelated and cannot be viewed in isolation of one another. As such, they should be viewed as a comprehensive whole. They describe performances that demonstrate that significant integrated learning by graduates of the program has been achieved and verified.

Expressing standards as vocational learning outcomes ensures consistency in the outcomes for program graduates, while leaving to the discretion of individual colleges curriculum matters such as the specific program structure and delivery methods.

The Presentation of the Vocational Learning Outcomes

The **vocational learning outcome** statements set out the culminating demonstration of learning and achievement that the student must reliably demonstrate before graduation.

The **elements of the performance** for each outcome define and clarify the level and quality of performance necessary to meet the requirements of the vocational learning outcome. However, it is the performance of the vocational learning outcome itself on which students are evaluated. The elements of performance are indicators of the means by which the student may proceed to satisfactory performance of the vocational learning outcome. The elements of performance do not stand alone but rather in reference to the vocational learning outcome of which they form a part.

The Development of a Program Standard

In establishing the standards development initiative, the Government determined that all postsecondary programs of instruction should include vocational skills coupled with a broader set of essential skills. This combination is considered critical to ensuring that college graduates have the skills required to be successful both upon graduation from the college program and throughout their working and personal lives.

A program standard is developed through a broad consultation process involving a range of stakeholders with a direct interest in the program area, including employers, professional associations, universities, secondary schools and program graduates working in the field, in addition to students, faculty and administrators at the colleges themselves. It represents a consensus of

participating stakeholders on the essential learning that all program graduates should have achieved.

Updating the Program Standard

The Ministry of Training, Colleges and Universities will undertake regular reviews of the vocational learning outcomes for this program to ensure that the Business Fundamentals Program Standard remains appropriate and relevant to the needs of students and employers across the Province of Ontario. To confirm that this document is the most up-to-date release, please contact the [Ministry of Training, Colleges and Universities](#).

II. Vocational Standard

All graduates of the Business - Fundamentals program have achieved the eight vocational learning outcomes listed in the following pages, in addition to achieving the essential employability skills learning outcomes.

Preamble

Graduates of the Business Fundamentals program carry out a variety of business functions within their organizations. Graduates will have demonstrated a practical understanding of key principles and practices necessary to pursue future studies in the field of business or for an entry-level position in business.

Graduates are prepared to work in diverse team settings and support management with practical presentation and research skills.

Graduates of Business Fundamentals programs are employed in entry level positions in business. They may choose to continue their studies in other areas of focus such as Business – Accounting, Business – Human Resources, Business – Finance or Business - Marketing or choose to enhance their generalist skills and knowledge through a Business Diploma. This program is general in nature and is designed to provide a base upon which to continue further education if desired.

Graduates may, through articulation agreements between colleges and professional organization, be granted credits towards relevant degrees and certification. Students should contact individual colleges for further details of a college's articulation agreements with other institutions or professional associations.

Synopsis of the Vocational Learning Outcomes Business Fundamentals (Ontario College Certificate)

The graduate has reliably demonstrated the ability to

- 1. identify factors that have an impact on an organization's business opportunities.**
- 2. explain the impact of corporate sustainability*, corporate social responsibility and ethics on an organization's business initiatives.**
- 3. use current technologies to support an organization's business initiatives.**
- 4. apply basic research skills to support business decision making.**
- 5. perform basic accounting procedures and financial calculations to support the operations of an organization.**
- 6. describe marketing and sales concepts used to support the operations of an organization.**
- 7. develop strategies for ongoing personal and professional development to enhance work performance.**
- 8. outline the functional areas of a business and their inter-relationships.**

**See Glossary*

Note: The learning outcomes have been numbered as a point of reference; numbering does not imply prioritization, sequencing, nor weighting of significance.

The Vocational Learning Outcomes

1. *The graduate has reliably demonstrated the ability to*

identify factors that have an impact on an organization's business opportunities.

Elements of the Performance

- Describe the impact of environmental and ethical issues on business opportunities (e.g., confidentiality, corporate social responsibility, climate change, sustainability* and corruption at the business and political levels)
- Identify the impact of current and historical political changes and trends on business opportunities
- Describe the role Canadian and international institutions play in supporting or facilitating international business opportunities
- Identify geographical and cultural factors and their impact on business opportunities (e.g., location, time zones, religion, customs and languages spoken)
- List relevant micro-economic and macro-economic factors and their impact on business opportunities (e.g., fiscal and monetary policies, population dynamics, emerging markets, growing influence of developing nations, political and economic instability, inflation, fluctuating currencies, protectionism, growth of outsourcing, and regional trading blocs)
- List the major international trade agreements and organizations and outline their impact on international business opportunities (e.g., North American Free Trade Agreement (NAFTA), World Trade Organization (WTO), European Union (EU), Association of Southeast Asian Nations (ASEAN), the Common Market for Eastern and Southern Africa (COMESA) and the Common Market of the South (MERCOSUR))
- Describe the impact of existing and emerging technologies* on business opportunities (e.g., social media, e-commerce, wireless technologies and real time logistics)

* See Glossary

2. *The graduate has reliably demonstrated the ability to*

explain the impact of corporate sustainability*, corporate social responsibility and ethics on an organization's business initiatives.

Elements of the Performance

- Explain the importance of documenting accurately and honestly all job related actions, observations and measurements
- Accept personal accountability for all data collected and analyzed
- Explain how individual and societal concerns or issues relevant to environmental related-projects can have an impact on business
- Explain the importance of integrating corporate sustainability*, corporate governance and social responsibility principles in the decision-making process
- Describe the impact of environmental and ethical issues (e.g., public safety, disposal of waste, false advertising, bribery, conflict of interest and corruption) on an organization's operations
- Explain the importance of adhering to company policies, procedures, principles, and practices
- State the importance of consulting with suitably qualified persons in areas where knowledge and experience are lacking

* See Glossary

3. *The graduate has reliably demonstrated the ability to*

use current technologies to support an organization's business initiatives.

Elements of the Performance

- Use appropriate current technologies to produce necessary business reports and documents (e.g. Word processing, spreadsheets, data processing)
- Identify the impact of current and emerging technologies* in supporting an organization's overall business strategy (e.g., Electronic Data Interchange (EDI), Supply chain* Management (SCM), social media, e-commerce, digital marketing, digital financing, wireless technologies and real time logistics)
- Use appropriate current technologies to engage in communications
- Use appropriate current technologies to develop effective presentations
- Identify potential legal ramifications of using information acquired by digital means for initiatives without proper recognition and/or authorization (e.g., copyright, intellectual property issues and plagiarism)
- Use appropriate software to maintain and administer documentation and records

* See Glossary

4. *The graduate has reliably demonstrated the ability to*
apply basic research skills to support business decision making.

Elements of the Performance

- Identify and collect data required for the research
- Differentiate between primary data and secondary data for research to support business decision making.
- Explain the importance of validating the integrity of data and maintaining an unbiased and balanced perspective when researching and interpreting data
- Use appropriate mathematical tools, statistical tools and software to process data and produce reports
- Use appropriate technology to organize and communicate research findings in a form that will be clearly understood and accessible by the end-users and management (e.g. with graphs, charts, suitable language and terminology, appropriate electronic folder)

5. *The graduate has reliably demonstrated the ability to*

perform basic accounting procedures and financial calculations to support the operations of an organization.

Elements of the Performance

- Identify basic elements of accounting
- Use appropriate software to perform simple accounting operations
- Explain activity-based accounting principles
- Identify elements of a routine accounting statement and its impact on an organization's business
- Execute mathematical operations, manually or electronically, to support a basic business case quantification (e.g., percentage, compound interest, cost/benefit, net present value, rate of return and return on investment)
- Identify cost control in a variety of functions such as purchasing and receiving, labour, operations, and inventory

6. *The graduate has reliably demonstrated the ability to*

describe marketing and sales concepts used to support the operations of an organization.

Elements of the Performance

- Identify the marketing environment, market segmentation, and the roles of product, price, place, and promotion
- Identify the fundamental concepts of marketing and sales to a variety of products or services
- Discuss the importance of customer/client behaviours in the design of strategies for marketing and sales
- Identify the impact of market variables on a marketing plan (e.g. economic and social considerations, legislation and regulations, technology, competition, distribution channels, environment, politics, demographics, sustainability* and culture)
- State the impact of technological changes on the marketing and sales strategies (e.g., e-commerce, social media, e-customer relationship management)
- Identify the importance and characteristics of Customer Relationship Management
- State the importance of trade shows, trade missions, networking and entrepreneurial skills to develop business opportunities within global markets
- Describe the role of marketing communications in supporting the needs of an organization

**See Glossary*

7. *The graduate has reliably demonstrated the ability to*

develop strategies for ongoing personal and professional development to enhance work performance.

Elements of the Performance

- Use constructive feedback to enhance work performance
- Prepare a strategy to keep pace with, and adapt to changing workforce demands and trends, as well as technological advances
- Identify training courses, workshops and programs to enhance employment opportunities
- Engage in activities that include critical thinking and self-evaluation to promote professionalism
- Identify the roles and benefits of professional organizations and certification
- Apply skills related to working effectively in groups or teams to achieve desired goals and resolve differing and/or opposing ideas and points of view

8. *The graduate has reliably demonstrated the ability to*

outline the functional areas of a business and their inter-relationships.

Elements of the Performance

- Describe the role of the human resources function and its impact on the strategic business plan of an organization
- Discuss the role of human resources to provide support to all functional areas of a business or organization
- Describe the impact of legal issues on an organization's business initiatives (e.g., business ownership, human rights, health and safety, employment standards, compliance standards, intellectual property and privacy of information)
- Describe the role of supply chain* management, logistics and inventory strategies in supporting operational requirements
- Outline the importance of quality control and quality assurance systems and programs
- Describe how the main functions of a business organization (e.g., Human Resources, Operations, Accounting, Finance, Marketing and Sales) are inter-related

**See Glossary*

Glossary

Emerging technologies: Technologies that are not yet standard but that are likely to be adopted in the near term. The expectation is that an emerging technology will come into standard usage when the application of the technology matures

Supply chain: A system of organizations, people, technology, activities, information and resources involved in moving a product or service from supplier to customer. It is one component of a value chain. (FITT, *Human Resources: A Vital Driver of Canadian International Trade Capacity and Capability*, 2011, page 73)

Sustainability - Sustainability encompasses the ethical ideal that calls for optimizing the long-term carrying capacity and vitality of three interdependent systems – environmental, social and economic. Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. (Source: Bruntland Report: Our Common Future, 1987)

III. Essential Employability Skills

All graduates of the Business Fundamentals program of instruction must have reliably demonstrated the essential employability skills learning outcomes listed on the following pages, in addition to achieving the vocational learning outcomes and meeting the general education requirement.

Context

Essential Employability Skills (EES) are skills that, regardless of a student's program or discipline, are critical for success in the workplace, in day-to-day living and for lifelong learning.

The teaching and attainment of these EES for students in, and graduates from, Ontario's colleges of applied arts and technology are anchored in a set of three fundamental assumptions:

- these skills are important for every adult to function successfully in society today;
- our colleges are well equipped and well positioned to prepare graduates with these skills;
- these skills are equally valuable for all graduates, regardless of the level of their credential, whether they pursue a career path, or they pursue further education.

Skill Categories

To capture these skills, the following six categories define the essential areas where graduates must demonstrate skills and knowledge.

- Communication
- Numeracy
- Critical Thinking & Problem Solving
- Information Management
- Interpersonal
- Personal

Application and Implementation

In each of the six skill categories, there are a number of defining skills, or sub skills, identified to further articulate the requisite skills identified in the main skill categories. The following chart illustrates the relationship between the skill categories, the defining skills within the categories and learning outcomes to be achieved by graduates from all postsecondary programs of instruction that lead to an Ontario College credential.

EES may be embedded in General Education or vocational courses, or developed through discrete courses. However these skills are developed, all graduates with Ontario College credentials must be able to reliably demonstrate the essential skills required in each of the six categories.

SKILL CATEGORY	DEFINING SKILLS: Skill areas to be demonstrated by graduates:	LEARNING OUTCOMES: The levels of achievement required by graduates. The graduate has reliably demonstrated the ability to:
COMMUNICATION	<ul style="list-style-type: none"> - Reading - Writing - Speaking - Listening - Presenting - Visual literacy 	<ul style="list-style-type: none"> - <i>communicate clearly, concisely and correctly in the written, spoken and visual form that fulfills the purpose and meets the needs of the audience.</i> - <i>respond to written, spoken or visual messages in a manner that ensures effective communication.</i>
NUMERACY	<ul style="list-style-type: none"> • Understanding and applying mathematical concepts and reasoning • Analyzing and using numerical data • Conceptualizing 	<ul style="list-style-type: none"> - <i>execute mathematical operations accurately.</i>
CRITICAL THINKING & PROBLEM SOLVING	<ul style="list-style-type: none"> • Analyzing • Synthesizing • Evaluating • Decision making • Creative and innovative thinking 	<ul style="list-style-type: none"> - <i>apply a systematic approach to solve problems.</i> - <i>use a variety of thinking skills to anticipate and solve problems.</i>

SKILL CATEGORY	DEFINING SKILLS: Skill areas to be demonstrated by graduates:	LEARNING OUTCOMES: The levels of achievement required by graduates. The graduate has reliably demonstrated the ability to:
INFORMATION MANAGEMENT	<ul style="list-style-type: none"> - Gathering and managing information - Selecting and using appropriate tools and technology for a task or a project - Computer literacy Internet skills 	<ul style="list-style-type: none"> - <i>locate, select, organize and document information using appropriate technology and information systems.</i> - <i>analyze, evaluate and apply relevant information from a variety of sources.</i>
INTERPERSONAL	<ul style="list-style-type: none"> - Teamwork - Relationship management - Conflict resolution - Leadership - Networking 	<ul style="list-style-type: none"> - <i>show respect for the diverse opinions, values, belief systems and contributions of others.</i> - <i>interact with others in groups or teams in ways that contribute to - effective working relationships and the achievement of goals.</i>
PERSONAL	<ul style="list-style-type: none"> - Managing self - Managing change and being flexible and adaptable - Engaging in reflective practices - Demonstrating personal responsibility 	<ul style="list-style-type: none"> - <i>manage the use of time and other resources to complete projects.</i> - <i>take responsibility for one's own actions, decisions and their consequences.</i>

IV. General Education Requirement

All graduates of the Business Fundamentals program must have met the general education requirement described on the following pages, in addition to achieving the vocational and essential employability skills learning outcomes.

Requirement

The General Education Requirement for programs of instruction is stipulated in the Credentials Framework (Appendix A in the Minister's Binding Policy Directive *Framework for Programs of Instruction*).

For certificate programs: While the inclusion of General Education is locally determined for programs of instruction leading to either a college certificate or an Ontario College Certificate, it is recommended that graduates of the Ontario College Certificate programs have been engaged in learning that incorporates some breadth beyond the vocational field of study.

In programs of instruction leading to either an Ontario College Diploma or an Ontario College Advanced Diploma, it is required that graduates have been engaged in learning that exposes them to at least one discipline outside their main field of study and increases their awareness of the society and culture in which they live and work. This will typically be accomplished by students taking 3 to 5 courses (or the equivalent) designed discretely and separately from vocational learning opportunities.

This general education learning would normally be delivered using a combination of required and elective processes.

Purpose

The purpose of General Education in the Ontario college system is to contribute to the development of citizens who are conscious of the diversity, complexity and richness of the human experience; who are able to establish meaning through this consciousness; and who, as a result, are able to contribute thoughtfully, creatively and positively to the society in which they live and work.

General Education strengthens students' essential employability skills, such as critical analysis, problem solving and communication, in the context of an exploration of topics with broad-based personal and/or societal importance.

Themes

The themes listed below will be used to provide direction to colleges in the development and identification of courses that are designed to fulfill the General Education Requirement for programs of instructions.

Each theme provides a statement of Rationale and offers suggestions related to more specific topic areas that could be explored within each area. These suggestions are neither prescriptive nor exhaustive. They are included to provide guidance regarding the nature and scope of content that would be judged as meeting the intent and overall goals of General Education.

1. Arts in Society:

Rationale:

The capacity of a person to recognize and evaluate artistic and creative achievements is useful in many aspects of his/her life. Since artistic expression is a fundamentally human activity, which both reflects and anticipates developments in the larger culture, its study will enhance the student's cultural and self-awareness.

Content:

Courses in this area should provide students with an understanding of the importance of visual and creative arts in human affairs, of the artist's and writer's perceptions of the world and the means by which those perceptions are translated into the language of literature and artistic expression. They will also provide an appreciation of the aesthetic values used in examining works of art and possibly, a direct experience in expressing perceptions in an artistic medium.

2. Civic Life:

Rationale:

In order for individuals to live responsibly and to reach their potential as individuals and as citizens of society, they need to understand the patterns of human relationships that underlie the orderly interactions of a society's various structural units. Informed people will have knowledge of the meaning of civic life in relation to diverse communities at the local, national and global level and an awareness of international issues and the effects of these on Canada, as well as Canada's place in the international community.

Content:

Courses in this area should provide students with an understanding of the meaning of freedoms, rights and participation in community and public life, in addition to a working knowledge of the structure and function of various levels of government (municipal, provincial, national) in a Canadian and/or in an international context. They may also provide an historical understanding of major

political issues affecting relations between the various levels of government in Canada and their constituents.

3. Social and Cultural Understanding:

Rationale:

Knowledge of the patterns and precedents of the past provide the means for a person to gain an awareness of his or her place in contemporary culture and society. In addition to this awareness, students will acquire a sense of the main currents of their culture and that of other cultures over an extended period of time in order to link personal history to the broader study of culture.

Content:

Courses in this area are those that deal broadly with major social and cultural themes. These courses may also stress the nature and validity of historical evidence and the variety of historical interpretation of events. Courses will provide the students with a view and understanding of the impact of cultural, social, ethnic or linguistic characteristics.

4. Personal Understanding:

Rationale:

Educated people are equipped for life-long understanding and development of themselves as integrated physiological and psychological entities. They are aware of the ideal need to be fully functioning persons: mentally, physically, emotionally, socially, spiritually and vocationally.

Content:

Courses in this area will focus on understanding the individual: his or her evolution; situation; relationship with others; place in the environment and universe; achievements and problems; and his or her meaning and purpose. They will also allow students the opportunity to study institutionalized human social behaviour in a systematic way. Courses fulfilling this requirement may be oriented to the study of the individual within a variety of contexts.

5. Science and Technology:

Rationale:

Matter and energy are universal concepts in science, forming a basis for understanding the interactions that occur in living and non-living systems in our universe. Study in this area provides an understanding of the behaviour of matter that provides a foundation for further scientific study and the creation of broader understanding about natural phenomena.

Similarly, the various applications and developments in the area of technology have an increasing impact on all aspects of human endeavour and have

numerous social, economic and philosophical implications. For example, the operation of computers to process data at high speed has invoked an interaction between machines and the human mind that is unique in human history. This and other technological developments have a powerful impact on how we deal with many of the complex questions in our society.

Content:

Courses in this area should stress scientific inquiry and deal with basic or fundamental questions of science rather than applied ones. They may be formulated from traditional basic courses in such areas of study as biology, chemistry, physics, astronomy, geology or agriculture. As well, courses related to understanding the role and functions of computers (e.g., data management and information processing) and assorted computer-related technologies should be offered in a non-applied manner to provide students with an opportunity to explore the impact of these concepts and practices on their lives.