

REPUBLIC
OF
SOUTH AFRICA



REPUBLIEK
VAN
SUID-AFRIKA

Government Gazette Staatskoerant

Regulation Gazette

No. 6463

Regulasiekoerant

Vol. 405

PRETORIA, 26 MARCH
MAART 1999

No. 19870

GOVERNMENT NOTICES GOEWERMENTSKENNISGEWINGS

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

No. R. 380

26 March 1999

In order to proceed efficiently with the registration of standards and qualifications while Standards Generating Bodies (SGBs) are in the process of being registered, the following unit standards are published by SAQA for public comment.

Unit standards which have been developed by the Interim ABET Advisory Body (IAAB) in collaboration with key stakeholders.

This notice contains the titles and specific outcomes of the unit standards. The full unit standards can be accessed via the SAQA website : <http://www.saqa.org.za>.

Copies may also be obtained from the Directorate : Framework Implementation.

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**BELOW FOLLOW ADULT BASIC EDUCATION AND TRAINING
UNIT STANDARDS FOR:**

- ❑ AGRICULTURE: NQF LEVEL 1
- ❑ ARTS & CULTURE: NQF LEVEL 1
- ❑ ECONOMIC & MANAGEMENT SCIENCES: NQF LEVEL 1
- ❑ HUMAN AND SOCIAL SCIENCES: NQF LEVEL 1
- ❑ SMALL, MICRO AND MEDIUM ENTERPRISE UNIT STANDARDS : NQF LEVEL 1
- ❑ UNIT STANDARDS FOR TECHNOLOGY: NQF LEVEL 1
- ❑ UNIT STANDARDS FOR LIFE ORIENTATION : NQF LEVEL 1
- ❑ MATHEMATICAL LITERACY, MATHEMATICS AND MATHEMATICAL SCIENCES
NQF LEVEL 1
- ❑ UNIT STANDARDS FOR NATURAL SCIENCES : NQF LEVEL 1

**UNIT STANDARDS FOR AGRICULTURE : NQF LEVEL 1
UNIT TITLES**

1. Title: Demonstrate an understanding of agriculture as a challenging and applied science, its link to agricultural technology and its socio-economic significance
2. Title: Demonstrate an understanding of the physical and biological environment and its relationship to sustainable crop production.
3. Title: Demonstrate an understanding of the environment and its relationship to sustainable livestock production
4. Title: Demonstrate an understanding of agricultural production management in relation to the socio-economic environment
5. Title: Show that the principles, systems, practices and technology applicable to an agricultural venture are successfully implemented.

**AGRICULTURE UNIT STANDARDS : NQF LEVEL 1
UNIT TITLES AND SPECIFIC OUTCOMES**

1. Title: **Demonstrate an understanding of agriculture as a challenging and applied science, its link to agricultural technology and its socio-economic significance.**

Specific Outcomes

- Outcome 1 Discover the nature of agriculture as an applied science and the significance of its relationship to the natural and other science
- Outcome 2: Differentiate between the various agricultural disciplines
- Outcome 3: Observe and analyse the geographical distribution of agriculture and its socio-economic impact.
- Outcome 4: Describe agricultural technology and its link to applied agriculture.

Outcome 5: Explain (by way of motivation) the opportunities and challenges of agriculture.

2. Title: Demonstrate an understanding of the physical and biological environment and its relationship to sustainable crop production.

Specific Outcomes

Outcome 1: Identify and describe the nature of soil

Outcome 2: Explain soil as a factor in crop production.

Outcome 3: Identify and describe climatic factors influencing crop production and their practical implications

Outcome 4: Identify, describe and explain the importance of water as a factor in crop production

Outcome 5: Identify, describe and explain the influence of topography on crop production.

Outcome 6: Identify, describe and explain the biological organisms as a factor influencing crop production.

Outcome 7: Observe and assess the effects of crop production practices on the sustainability of the environment

3. Title: Demonstrate an understanding of the environment and its relationship to sustainable livestock production

Specific Outcomes

Outcome 1: Identify and describe environmental factors influencing the veld.

Outcome 2: Assess the influence of veld composition on livestock feeding preferences and habits

Outcome 3: Analyse and describe environmental factors that influence livestock selection

Outcome 4: Identify and describe supplementary feeding options for livestock production.

Outcome 5: Identify and describe beneficial and harmful organisms that influence livestock production.

Outcome 6: Identify and assess the effects of agricultural management practices on the sustainability of the environment

4. Title: Demonstrate an understanding of agricultural production management in relation to the socio-economic environment

Specific Outcomes

Outcome 1: Explain and apply sound and ethical business principles to an agricultural enterprise.

- Outcome 2: Explain the influence of supply and demand on agricultural production.
- Outcome 3: Distinguish between different land ownership and tenure systems.
- Outcome 4: Discuss the relationship between entrepreneurship and agricultural ventures.
- Outcome 5: Explain the role and importance of human resources in agricultural production.

- 5. Title: Show that the principles, systems, practices and technology applicable to an agricultural venture are successfully implemented.**

Specific Outcomes

- Outcome 1: Select an appropriate agricultural venture
- Outcome 2: Identify and select agricultural systems appropriate to the selected venture.
- Outcome 3: Identify, select, and implement agricultural practices appropriate to the selected venture.
- Outcome 4: Identify and select technology appropriate to the selected agricultural venture in the learner's context.
- Outcome 5: Implement, operate and maintain agricultural technology relevant to the selected.
- Outcome 6: Evaluate the selected agricultural venture according to applicable criteria.

ADULT BASIC EDUCATION AND TRAINING UNIT STANDARDS FOR ARTS AND CULTURE : NQF LEVEL 1

UNIT TITLES

1. Title: Apply knowledge, techniques and skills to create and be critically involved in arts and culture.
2. Title: Reflect on and engage critically with arts experience and works.
3. Title: Demonstrate an understanding of the origins, functions and dynamic nature of diverse culture including promoting the historically marginalised arts and culture forms and practices.
4. Title: Experience and analyse the role of mass media in popular culture and its impact on multiple forms of communication and expression in the arts.
5. Title: Use art skills and cultural expression to make an economic contribution to self and society.
6. title: Demonstrate an ability to access creative arts and cultural processes to develop social and interactive skills and to promote self esteem and healing.

UNIT STANDARDS FOR ARTS AND CULTURE : NQF LEVEL 1

UNIT TITLES AND SPECIFIC OUTCOMES

1. Title: **Apply knowledge, techniques and skills to create and be critically involved in arts and culture.**

Specific Outcomes

- | | |
|-----------|---|
| Outcome 1 | Acquire and apply knowledge of arts and cultural forms or processes to explore and develop ideas in practice. |
| Outcome 2 | Use a wide range of techniques and skills in arts and culture processes and products |
| Outcome 3 | Demonstrate creativity and display innovation within arts and culture forms and processes |
| Outcome 4 | Show critical involvement through contributing and participating actively in arts and culture. |

2. Title: **Reflect on and engage critically with arts experience and works.**

Specific Outcomes

- | | |
|-----------|--|
| Outcome 1 | Reflect before, during and on arts and culture processes and products |
| Outcome 2 | Reflect on art experiences and work to evaluate and analyse a variety of products |
| Outcome 3 | Show critical understanding and involvement in one's own and other's art and culture |
| Outcome 4 | Show recognition and understanding of the different contexts, cultural values and visions which inform arts and culture. |

- 3. Title:** Demonstrate an understanding of the origins, functions and dynamic nature of diverse culture including promoting the historically marginalised arts and culture forms and practices.

Specific Outcomes

- Outcome 1 Demonstrate knowledge of diverse cultures
- Outcome 2 Demonstrate an understanding of the origins of diverse cultures
- Outcome 3 Demonstrate an understanding of the functions of diverse cultures
- Outcome 4 Explore creative ways of promoting the historically marginalised arts and culture forms and practices

- 4. Title:** Experience and analyse the role of mass media in popular culture and its impact on multiple forms of communication and expression in the arts.

Specific Outcomes

- Outcome 1 The learner should experience and explore the integrated and multiple forms of communication and expression in popular culture
- Outcome 2 Analyse the role and the influence of the mass media in popular culture.
- Outcome 3 Investigate and respond to the impact of popular culture on traditional and marginalised cultural practices and communication
- Outcome 4 Demonstrate an awareness of globalisation, control of information and artistic expression

- 5. Title:** Use art skills and cultural expression to make an economic contribution to self and society.

Specific Outcomes

- Outcome 1 Use art skills and innovative expression to create products and artefacts which are marketable.
- Outcome 2 Develop entrepreneurial skills towards self-sustainability.
- Outcome 3 Create designs and products which reflect our heritage and changing culture.

- 6. Title:** Demonstrate an ability to access creative arts and cultural processes to develop social and interactive skills and to promote self-esteem and healing.

Specific Outcomes

- Outcome 1 Access creative forms and processes to explore and develop ideas to promote self-esteem and self-reliance.
- Outcome 2 Use enabling and affirming strategies, individually and within groups.
- Outcome 3 Reflect on the restorative influence of arts and culture processes for the purposes of self-definition and self-renewal
- Outcome 4 Develop social and interactive skills through the negotiation and creation of arts and culture processes and products.

<p style="text-align: center;">ADULT BASIC EDUCATION AND TRAINING UNIT STANDARDS FOR ECONOMIC AND MANAGEMENT SCIENCES: NQF LEVEL 1</p>

UNIT TITLES

1. Title: Identify And Discuss Different Types Of Business And Their Legal Implications
2. Title: Demonstrate An Understanding Of Contracts And Their Sources
3. Title: Identify, Discuss, Describe And Compare Major Economic Systems, With Emphasis On The South African Economy
4. Title: Demonstrate An Understanding Of The Principles Of Supply And Demand, And The Concept: Production
5. Title: Demonstrate an Understanding of Basic Accounting Practices
6. Title: Demonstrate an Understanding of Managerial Expertise and Administrative Systems

UNIT STANDARDS FOR ECONOMIC AND MANAGEMENT SCIENCES:
NQF LEVEL 1

UNIT TITLES AND SPECIFIC OUTCOMES

1. Title: **Identify And Discuss Different Types Of Business And Their Legal Implications.**

Specific Outcomes

- | | |
|-----------|---|
| Outcome 1 | Identify, discuss and compare types of business. |
| Outcome 2 | Discuss the procedures and essentials in starting a business enterprise. |
| Outcome 3 | Identify, discuss and explain, the legal implications of types of business. |

2. Title: **Demonstrate An Understanding Of Contracts And Their Sources**

Specific Outcomes

- | | |
|-----------|--|
| Outcome 1 | Explain and discuss contracts |
| Outcome 2 | Discuss and compare kinds of contracts and the role of government. |
| Outcome 3 | Identify and discuss institutional sources of contracts. |

3. Title: **Identify, Discuss, Describe and Compare Major Economic Systems, With Emphasis on the South African Economy**

Specific Outcomes

- | | |
|-----------|--|
| Outcome 1 | Identify and discuss major economic systems |
| Outcome 2 | Discuss the role of the individuals within the local economic system |
| Outcome 3 | Discuss economic systems with special reference to the South African Economy |

4. Title: Demonstrate An Understanding Of The Principles Of Supply And Demand, And The Concept: Production

Specific Outcomes

- | | |
|-----------|--|
| Outcome 1 | Demonstrate an understanding of the principles of supply and demand |
| Outcome 2 | Demonstrate an understanding of the Factors of production |
| Outcome 3 | Demonstrate an understanding of the impact of the factors of production on The South African Economy |

5. Title: Demonstrate an Understanding of Basic Accounting Practices

Specific Outcomes

- | | |
|-----------|--|
| Outcome 1 | Explain the cycle of recording transactions and relevant terminology |
| Outcome 2 | Explain and demonstrate an understanding of source documents |
| Outcome 3 | Explain the purpose of each subsidiary journal |
| Outcome 4 | Prepare subsidiary journals |
| Outcome 5 | Post subsidiary journals to the general ledger |
| Outcome 6 | Prepare the final statements |

6. Title: Demonstrate an Understanding of Managerial Expertise and Administrative Systems

Specific Outcomes

- | | |
|-----------|--|
| Outcome 1 | Identify and explain an understanding of managerial expertise |
| Outcome 2 | Identify and discuss different managerial styles |
| Outcome 3 | Identify, explain and demonstrate an understanding of administrative systems |
-

<p align="center">ADULT BASIC EDUCATION AND TRAINING UNIT STANDARDS FOR HUMAN AND SOCIAL SCIENCES : NQF LEVEL 1 UNIT TITLES</p>
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1. Title: Demonstrate a critical understanding of diversity, change & development in societies
2. Title: Demonstrate a critical understanding of the interrelationships between social justice, equity and democracy
3. Title: Demonstrate an understanding of the relationship between society and natural environment
4. Title: Make sound judgements about the development, utilisation and management of human and natural resources
5. Title: Demonstrate the ability to use a range of skills and techniques appropriate to Human and Social Science

ADULT BASIC EDUCATION AND TRAINING
UNIT STANDARDS FOR HUMAN AND SOCIAL SCIENCES : NQF LEVEL 1
UNIT TITLES AND SPECIFIC OUTCOMES

1. Title: **Demonstrate a critical understanding of diversity, change & development in societies**

Specific Outcomes

- | | |
|------------|---|
| Outcome 1: | Demonstrate an understanding of society and its key features |
| Outcome 2: | Describe, analyse & evaluate different types of social systems |
| Outcome 3: | Demonstrate an understanding of different types of organisations, and their role within societies |
| Outcome 4: | Examine key areas of change and development in societies over time |
| Outcome 5: | Develop a critical understanding of change and development in South African society |

2. Title: **Demonstrate a critical understanding of the interrelationships between social justice, equity and democracy**

Specific Outcomes

- | | |
|------------|--|
| Outcome 1: | Define, clarify the concepts of social justice, equity |
| Outcome 2: | Describe the features, principles and processes of democracy |
| Outcome 3: | Discuss how social justice, equity and democracy are related |

3. Title: **Demonstrate an understanding of the relationship between society and natural environment**

Specific Outcomes

- | | |
|------------|--|
| Outcome 1: | Show how the earth is a life-sustaining system comprised of diverse and inter-related ecosystems |
| Outcome 2: | Demonstrate an awareness of attitudes, values and perceptions regarding the environment |
| Outcome 3: | Explain the impact of human activity on the environment |
| Outcome 4: | Discuss and explain the impact of natural events on the environment |

Outcome 5: Analyse the relationship between natural environment and human activities

4. Title: Make sound judgements about the development, utilisation and management of human and natural resources

Specific Outcomes

Outcome 1: Show an understanding of what human and natural resources are.

Outcome 2: Discuss the development of resources

Outcome 3: Discuss the utilisation of resources

Outcome 4: Discuss the management of resources

5. Title: Demonstrate the ability to use a range of skills and techniques appropriate to Human and Social Science

Specific Outcomes

Outcome 1: Use the scientific process to make an informed and substantiated judgement

Outcome 2: Understand the relationship between events, time and place

Outcome 3: Define and use the fundamental concepts and principles in human and social science.

Outcome 4: Understand and use theories in human and social science

Outcome 5: Understand and interpret spatial arrangements

Outcome 6: Communicate ideas effectively

**ADULT BASIC EDUCATION AND TRAINING UNIT STANDARDS FOR
SMALL, MICRO AND MEDIUM ENTERPRISE UNIT STANDARDS : NQF LEVEL 1**
UNIT TITLES

1. Title: Discuss Entrepreneurship And Identify, Assess And Develop Entrepreneurial Qualities
2. Title: Identify, Analyse And Select Various Business Opportunities
3. Title: Demonstrate An Understanding Of A General Business Plan And Apply It To A Selected Business Idea
4. Title: Demonstrate The Ability To Start And Run A Business And Adapt To A Changing Business Environment

**ADULT BASIC EDUCATION AND TRAINING
UNIT STANDARDS FOR
SMALL, MICRO AND MEDIUM ENTERPRISE UNIT STANDARDS : NQF LEVEL 1
UNIT TITLES AND SPECIFIC OUTCOMES**

1. Title: **Discuss Entrepreneurship And Identify, Assess And Develop Entrepreneurial Qualities**

Specific Outcomes

- | | |
|------------|--|
| Outcome 1: | Discuss entrepreneurship |
| Outcome 2: | Identify and describe the characteristics of a successful entrepreneur. |
| Outcome 3: | Identify, assess and improve individual entrepreneurial characteristics. |
| Outcome 4: | Discuss business ethics and social responsibility. |

2. Title: **Identify, Analyse And Select Various Business Opportunities**

Specific Outcomes

- | | |
|------------|--|
| Outcome 1: | Identify business ideas |
| Outcome 2: | Eliminate inappropriate business ideas |
| Outcome 3: | Select viable business opportunities |

3. Title: **Demonstrate An Understanding Of A General Business Plan And Apply It To A Selected Business Idea**

Specific Outcomes

- | | |
|------------|--|
| Outcome 1: | Explain and discuss the purpose and importance of a business plan. |
| Outcome 2: | List and describe the different components of a business plan |
| Outcome 3 | Design and present a business plan relevant to a selected business idea. |
- (Note : It is recommended that learner use business opportunity as identified in Unit Standard 2 SO 3)

4. Title: Demonstrate The Ability To Start And Run A Business And Adapt To A Changing Business Environment

This unit standard applies to both learners with existing business's as well as learners who intend starting a business. The starting of the business may be a simulation.

Specific Outcomes

- | | |
|------------|--|
| Outcome 1: | Show how to start a business. |
| Outcome 2: | Show how to run a business. |
| Outcome 3: | Show how to respond to a changing business environment |
-

<p align="center">ADULT BASIC EDUCATION AND TRAINING</p> <p align="center">UNIT STANDARDS FOR TECHNOLOGY: NQF LEVEL 1</p>

UNIT TITLES

1. Title: Explain And Discuss A Critical Understanding Of The Role And Impact Of Technology In Society
2. Title: Understand And Apply The Technological Process To Solve Problems
3. Title: Understand Technological Products And Systems Title:
4. Title: Know, use and select various modes to communicate technological ideas
5. Title: Understand And Apply Technological Knowledge And Skills In Systems And Control
6. Title: Understand And Apply Technological Knowledge And Skills To Structures Title:
7. Title: Understand And Apply Technological Knowledge And Skills To Processes
8. Title: Know, Select And Use Materials, Tools And Equipment Safely For Technological Purposes
9. Title: Understand Energy In Technological Products And Systems

ADULT BASIC EDUCATION AND TRAINING

UNIT STANDARDS FOR TECHNOLOGY: NQF LEVEL 1

UNIT TITLES AND SPECIFIC OUTCOMES

1. Title: **Explain And Discuss A Critical Understanding Of The Role And Impact Of Technology In Society**

Specific Outcomes

- Outcome 1: Discuss and explain the role of Technology in society
- Outcome 2: Discuss the impact of technology on society, economy and environment.
- Outcome 3: Evaluate the appropriateness of technological solutions in a particular context

2. Title: **Understand And Apply The Technological Process To Solve Problems**

Specific Outcomes

- Outcome 1: Identify and explain a problem, need or want
- Outcome 2: Design a range of possible solutions
- Outcome 3: Make or realise the solution.
- Outcome 4: Evaluate the solution

3. Title: Understand Technological Products And SystemsSpecific Outcomes

- Outcome 1: Identify products and systems.
Outcome 2: Evaluate and select products and systems

4. Title: Know, use and select various modes to communicate technological ideasSpecific Outcomes

- Outcome 1: Know and use various modes to communicate technological ideas
Outcome 2: Select and apply appropriate mode(s) to communicate technological idea(s)

5. Title: Understand And Apply Technological Knowledge And Skills In Systems And ControlSpecific Outcomes

- Outcome 1: Analyse, construct and explain a system
Outcome 2: Analyse, construct and explain different types of systems and control.
Outcome 3: Design or adapt a system.
Outcome 4: Construct and evaluate a System

6. Title: Understand And Apply Technological Knowledge And Skills To StructuresSpecific Outcomes

- Outcome 1: Analyse, construct and explain different types of structures
Outcome 2: Design a stable structure for a particular need or want or to solve a problem.
Outcome 3: Build and evaluate a structure.

7. Title: Understand And Apply Technological Knowledge And Skills To ProcessesSpecific Outcomes

- Outcome 1: Identify and describe simple processes in the home and environment
Outcome 2: Plan, apply and evaluate a Process

8. Title: Know, Select And Use Materials, Tools And Equipment Safely For Technological PurposesSpecific Outcomes

- Outcome 1: Know, select and use materials for a particular purpose.

- Outcome 2: Know, select tools and equipment for a particular purpose.
Outcome 3: Maintain tools and equipment.
Outcome 4: Create and maintain a safe environment
Outcome 5: Adhere to health and safety regulations.

9. Title: Understand Energy In Technological Products And Systems

Specific Outcomes

- Outcome 1: Identify and explain types and sources of Energy.
Outcome 2: Demonstrate and describe the transfer and transformation of Energy.
Outcome 3: Select and use energy.
-

ADULT BASIC EDUCATION AND TRAINING
UNIT STANDARDS FOR LIFE ORIENTATION : NQF LEVEL 1

UNIT TITLES

1. Title: Demonstrate Critical Awareness Of Self As A Physical, Mental, Spiritual And Social Being
2. Title: Understand Human Physical Development, Health And Sexuality And Their Consequences
3. Title: Display Critical Insight Into One-To-One; Family And Community Dynamics And Value Systems
4. Title: Display Critical Understanding Of Social Diversity
5. Title: Display A Critical Understanding Of Human Rights And Alternative Perspectives
6. Title: Practice Effective Self Management Skills
7. Title: Demonstrate Skills That Relate To A Safe And Secure Environment

ADULT BASIC EDUCATION AND TRAINING
UNIT STANDARDS FOR LIFE ORIENTATION : NQF LEVEL 1

UNIT TITLES AND SPECIFIC OUTCOMES

1. Title: **Demonstrate Critical Awareness Of Self As A Physical, Mental, Spiritual And Social Being**

Specific Outcomes

- Outcome 1: Describe the physical; intellectual, emotional, spiritual and social aspects of the self
- Outcome 2: Analyse the interrelationship between the physical, intellectual, emotional, spiritual, social aspects the self
- Outcome 3: Demonstrate recognition of the uniqueness of others

2. Title: **Understand Human Physical Development, Health And Sexuality And Their Consequences**

Specific Outcomes

- Outcome 1: Demonstrate an understanding of the emotional and physical changes that take place due to the development of the human body.
- Outcome 2: Analyse and describe chemical dependency and the consequences thereof
- Outcome 3: Describe the role of recreation at a personal and social level
- Outcome 4: Understand and practice preventative and primary health care
- Outcome 5: Demonstrate an understanding of sexuality
- Outcome 6: Demonstrate a practical knowledge of accessing health care

3. Title: Display Critical Insight Into One-To-One; Family And Community Dynamics And Value Systems

Specific Outcomes

- Outcome 1: Analyse and understand different kinds of relationships
Outcome 2: Display an understanding of inter-personal skills
Outcome 3: Display an understanding of how different value systems can influence relationships

4. Title: Display Critical Understanding Of Social Diversity

Specific Outcomes

- Outcome 1: Demonstrate an awareness of the basic elements and practices of different ethical belief systems
Outcome 2: Demonstrate an understanding of various forms of prejudice and stereotyping
Outcome 3: Demonstrate an understanding of class; political and cultural diversity

5. Title: Display A Critical Understanding Of Human Rights And Alternative Perspectives

Specific Outcomes

- Outcome 1: Demonstrate a critical understanding of the contents of the Bill of Rights
Outcome 2: Demonstrate an understanding of the responsibilities associated with the Bill of Rights

6. Title: Practice Effective Self Management Skills

Specific Outcomes

- Outcome 1: Display the skills necessary for effective personal planning
Outcome 2: Display an understanding of assertiveness
Outcome 3: Display analytical and reflective thinking skills
Outcome 4: Display an understanding of career planning and management skills

7. Title: Demonstrate Skills That Relate To A Safe And Secure Environment

Specific Outcomes

- Outcome 1: Display an understanding of safety and security within the home
Outcome 2: Display an understanding of personal safety and security outside the home
Outcome 3: Display an understanding of road safety regulations and procedures
Outcome 4: Display an awareness of various forms and manifestations of abuse
Outcome 5: Display an understanding of community safety and security issues

**ADULT BASIC EDUCATION AND TRAINING UNIT STANDARDS FOR
MATHEMATICAL LITERACY, MATHEMATICS AND MATHEMATICAL SCIENCES
NQF LEVEL 1**
UNIT TITLES

1. Title: Demonstrate Understanding About Ways Of Working With Whole Numbers
2. Title: Demonstrate Understanding About Ways Of Working With Positive Rational Numbers
3. Title: Demonstrate Understanding About Ways Of Working With Integers
4. Title: Recognise And Work With Patterns
5. Title: Use And Express Generalisations Of Patterns In Various Contexts
6. Title: Critically Analyse How Mathematics Is Used In Social, Political And Economic Relations
7. Title: Work With Measurement In A Variety Of Contexts
8. Title: Work With Measurement In A Variety Of Contexts
9. Title: Use Mathematical Models To Describe And Represent Relationships Between Quantities In A Variety Of Ways
10. Title: Use Algebraic Notation, Conventions And Terminology To Solve Problems
11. Title: Analyse Interpret And Give Meaning To Mathematical Models In A Variety Of Ways And In Different Contexts
12. Title: Use maps to access and communicate information concerning routes, location and direction
13. Title: Describe And Represent Objects And The Environment In Terms Of Shape, Space, Time And Motion
14. Title: Analyse Cultural Products And Processes As Representations Of Shape, Space And Time

**UNIT STANDARDS FOR
MATHEMATICAL LITERACY, MATHEMATICS AND MATHEMATICAL SCIENCES
NQF LEVEL 1**
UNIT TITLES AND SPECIFIC OUTCOMES

1. Title: **Demonstrate Understanding About Ways Of Working With Whole Numbers**

Specific Outcomes

- | | |
|------------|--|
| Outcome 1 | Express and interpret a range of contexts using mathematical symbols and find applications for numerical models. |
| Outcome 2: | Solve a range of everyday problems using estimation and calculations. |
| Outcome 3: | Verify and justify solutions within different contexts. |
| Outcome 4: | Perform operations on simple and complex numerical expressions |
| Outcome 5: | Describe and compare counting systems from different cultures |
| Outcome 6: | Critically analyse the development of the base ten number system. |

2. Title: Demonstrate Understanding About Ways Of Working With Positive Rational Numbers

Specific Outcomes

- | | |
|-----------|--|
| Outcome 1 | Express and interpret a range of contexts using mathematical symbols. |
| Outcome 2 | Solve a range of everyday problems using estimation and calculations |
| Outcome 3 | Verify and justify solutions within different contexts |
| Outcome 4 | Perform operations on simple and complex numerical expressions |
| Outcome 5 | Demonstrate understanding of the relationship between rational and whole numbers |

3. Title: Demonstrate Understanding About Ways Of Working With Integers

Specific Outcomes

- | | |
|------------|--|
| Outcome 1 | Express and interpret a range of contexts using mathematical symbols. |
| Outcome 2: | Solve a range of everyday problems using estimation and calculations. |
| Outcome 3: | Verify and justify solutions within different contexts. |
| Outcome 4: | Perform operations on simple and complex numerical expressions |
| Outcome 5: | Demonstrate understanding of the relationship between rational numbers and integers. |

4. Title: Recognise And Work With Patterns

Specific Outcomes

- | | |
|------------|---|
| Outcome 1 | Recognise, identify and describe patterns in various contexts |
| Outcome 2: | Complete, extend and generate patterns in a variety of contexts |

5. Title: Use And Express Generalisations Of Patterns In Various Contexts

Specific Outcomes

- | | |
|------------|---|
| Outcome 1 | Devise processes for a general rule |
| Outcome 2: | Represent patterns using different generalised mathematical forms |
| Outcome 3: | Use general rules to generate patterns. |

6. Title: Critically Analyse How Mathematics Is Used In Social, Political And Economic Relations

Specific Outcomes

- | | |
|-----------|---|
| Outcome 1 | Critically analyse the use of mathematical language and |
|-----------|---|

- relationships in the work place.
- Outcome 2: Critically analyse the use of mathematical language and relationships in the economy.
- Outcome 3: Critically analyse the use of mathematics in social relations.
- Outcome 4: Critically analyse the use of mathematics and mathematical language and relationships in political relations.

7. Title: Work With Measurement In A Variety Of Contexts

Specific Outcomes

- Outcome 1 Demonstrate understanding of the relationships between common quantities in various contexts,
- Outcome 2: Use measuring instruments to measure and calculate quantities in various contexts
- Outcome 3: Solve measurement problems in various contexts

8. Title: Work With Measurement In A Variety Of Contexts

Specific Outcomes

- Outcome 1 Identify situations for investigation and data collection and collect numerical data
- Outcome 2: Classify and analyse numerical data.
- Outcome 3: Summarise and display organised numerical data
- Outcome 4: Extract and interpret information from various forms of display, communicate findings and critically evaluate information.
- Outcome 5: Demonstrate understanding of the concept of chance and simple probabilities.

9. Title: Use Mathematical Models To Describe And Represent Relationships Between Quantities In A Variety Of Ways

Specific Outcomes

- Outcome 1 Describe and represent relationships in a variety of contexts using tables.
- Outcome 2: Describe and represent relationships in a variety of contexts using simple algebraic expressions and/or equations.
- Outcome 3: Describe and represent relationships in a variety of contexts using graphs
- Outcome 4: Describe and represent relationships in a variety of contexts geometrically

10. Title: Use Algebraic Notation, Conventions And Terminology To Solve Problems.

Specific Outcomes

- Outcome 1 Form and use algebraic equations and inequalities to represent and solve practical and abstract problems.
- Outcome 2: Manipulate algebraic expressions to find equivalent forms.
- Outcome 3: Select and use algebraic formulae to solve problems

11. Title: Analyse Interpret And Give Meaning To Mathematical Models In A Variety Of Ways And In Different Contexts

Specific Outcomes

- Outcome 1 Analyse and explain the behaviour of graphs in terms of increasing and decreasing trends.
- Outcome 2: Analyse and explain the behaviour of general algebraic equations and formulae in terms of increasing and decreasing relationships between variables.

12. Title: Use maps to access and communicate information concerning routes, location and direction

Specific Outcomes

- Outcome 1 Read, interpret and use maps, to depict and make sense of real locations, distances and relative positions.
- Outcome 2: Draw maps according to scale.

13. Title: Describe And Represent Objects And The Environment In Terms Of Shape, Space, Time And Motion

Specific Outcomes

- Outcome 1 Describe and represent the position and change in position of an object in space.
- Outcome 2: Illustrate changes in size and shape of the appearance of objects as a result of changes in orientation.

14. Title: Analyse Cultural Products And Processes As Representations Of Shape, Space And Time

Specific Outcomes

- Outcome 1 Identify geometric shapes and patterns in cultural products.
- Outcome 2: Analyse similarities and differences in shapes and patterns, and the effect of colour, used by different cultures.
- Outcome 3: Analyse and explain the way shapes and space are used in different epochs and cultures.

<p align="center">ADULT BASIC EDUCATION AND TRAINING UNIT STANDARDS FOR NATURAL SCIENCES : NQF LEVEL 1</p>

UNIT TITLES

- | | | |
|----|--------|--|
| 1. | Title: | Demonstrate And Understanding Of The Concept Of Science |
| 2. | Title: | Use An Investigation To Explain A Phenomenon Or Solve A Problem Related To Natural Science |
| 3. | Title: | Demonstrate An Understanding Of Fundamental Concepts And Principles In The Natural Sciences |
| 4. | Title: | Demonstrate An Understanding Of How Scientific Skills And Knowledge Could Contribute To Sustainable use of Resources |
| 5. | Title: | Demonstrate An Understanding Of The Impact Of Scientific Innovation On Quality Of Life |
| 6. | Title: | Debate Ethical Issues Arising From Advances In The Natural Sciences |

ADULT BASIC EDUCATION AND TRAINING
UNIT STANDARDS FOR NATURAL SCIENCES : NQF LEVEL 1

UNIT TITLES AND SPECIFIC OUTCOMES

- | | | |
|----|--------|--|
| 1. | Title: | Demonstrate And Understanding Of The Concept Of Science |
|----|--------|--|

Specific Outcomes

- | | |
|------------|---|
| Outcome 1 | Identify and describe the various fields of natural sciences. |
| Outcome 2: | Recognise that the nature of science is a constantly changing body of knowledge. |
| Outcome 3: | Recognise that different perspectives and world-views may influence the development of science. |
| Outcome 4: | Describe the processes and attitudes necessary for scientific investigation. |
| Outcome 5: | Illustrate the significance of science in everyday life. |

- | | | |
|----|--------|---|
| 2. | Title: | Use An Investigation To Explain A Phenomenon Or Solve A Problem Related To Natural Science |
|----|--------|---|

Specific Outcomes

- | | |
|------------|---|
| Outcome 1 | Select a phenomenon or identify and formulate a problem. |
| Outcome 2: | Express clearly and exactly a plan to implement a procedure to investigate phenomena. |
| Outcome 3: | Implement a plan to investigate a phenomenon. |
| Outcome 4: | Data is gathered and interpreted. |
| Outcome 5: | Conclusions are drawn from data. |

Title: Demonstrate An Understanding Of Fundamental Concepts And Principles In The Natural SciencesSpecific Outcomes

- Outcome 1 Define concepts and principles in the natural sciences.
Outcome 2: Practically demonstrate a concept or principle in the natural sciences.
Outcome 3: Interpret evidence to build up the concept or principle.
Outcome 4: Apply knowledge and skills in order to explain phenomena.

4. Title: Demonstrate An Understanding Of How Scientific Skills And Knowledge Could Contribute To Sustainable use of ResourcesSpecific Outcomes

- Outcome 1 Identify and classify natural resources
Outcome 2: Explain how scientific knowledge and skills can be applied in sustainable development of organic resources.
Outcome 3: Describe the effect of mismanagement of inorganic natural resources on the organic resources.
Outcome 4: Describe how scientific knowledge and skills can be used in the recycling of artificial resources.

5. Title: Demonstrate An Understanding Of The Impact Of Scientific Innovation On Quality Of LifeSpecific Outcomes

- Outcome 1 Explain the application of scientific principles in technological developments.
Outcome 2: Provide scientific evidence to show whether or not technology has improved the quality of life.
Outcome 3: Discuss with examples how science and technology has affected economic development.
Outcome 4: Discuss with examples how technology indigenous to South Africa contributes to society.

6. Title: Debate Ethical Issues Arising From Advances In The Natural SciencesSpecific Outcomes

- Outcome 1 Present arguments that reflect a variety of viewpoints on ethical issues relating to individuals.
Outcome 2: Present arguments that reflect a variety of viewpoints on ethical issues relating to societal needs.
Outcome 3: Present arguments that show where ethical issues have had a bearing on economic needs.
Outcome 4: Presenting opposing viewpoints on ethics of scientific research.

No. R. 381

26 March 1999

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In order to proceed efficiently with the registration of standards and qualifications while Standards Generating Bodies (SGBs) are in the process of being registered, the following unit standards are published by SAQA for public comment.

Qualifications and unit standards which have been developed by the New Tyre Manufacturing Industry Education and Training Board in conjunction with key stakeholders, including unions, employers and providers in the industry.

This notice contains the titles and levels of the qualifications, and the titles of the unit standards. The full qualifications and unit standards can be accessed via the SAQA website : <http://www.saga.org.za>. Copies may also be obtained from the Directorate : Framework Implementation

All public comment on the unit standards and qualifications should be sent to:

Mr Joe Samuels, Director : Framework Implementation

Prior to 14 May 1999

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SAMUEL B. A. ISAACS
EXECUTIVE OFFICER

**PROPOSED QUALIFICATIONS
FOR
NEW TYRE MANUFACTURING INDUSTRY
QUALIFICATION AND UNIT TITLES**

QUALIFICATION – TITLE CURING – PASSENGER CERTIFICATE

NQF LEVEL: 4

QUALIFICATION - TYPE: FURTHER EDUCATION AND TRAINING CERTIFICATE

FIELD: MANUFACTURING, ENGINEERING AND TECHNOLOGY

NQF LEVEL 1 UNIT STANDARDS

- INDUCTION INTO THE TYRE INDUSTRY.
- OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENT.
- PREPARE AND SERVICE PASSENGER AND LIGHT TRUCK TYRES FOR CURING.
- MENTORING.

NQF LEVEL 2 UNIT STANDARDS

- BASIC PROBLEM SOLVING / WORK ORGANISATION 1.
- COMMUNICATION 1.
- INDUSTRIAL RELATIONS.
- CURE PASSENGER AND LIGHT TRUCK TYRES.

NQF LEVEL 3 UNIT STANDARDS

- BASIC PLANNING / WORK ORGANISATION 2.
- UNDERSTANDING OUR BUSINESS.
- PASSENGER AND LIGHT TRUCK CHART CHECKING.

NQF LEVEL 4 UNIT STANDARDS

- PROBLEM SOLVING, DECISION MAKING AND PLANNING / WORK ORGANISATION 3.
- COMMUNICATION 2.
- QUALITY.
- CHANGE AND ASSEMBLE MOULDS AND BLADDERS FOR PASSENGER AND LIGHT TRUCK TYRES.
- ASSESSOR.

QUALIFICATION - TITLE TYRE BUILDING - TRUCK CERTIFICATE**NQF LEVEL: 4****QUALIFICATION - TYPE:** FURTHER EDUCATION AND TRAINING CERTIFICATE**FIELD:** MANUFACTURING, ENGINEERING AND TECHNOLOGY**NQF LEVEL 1 UNIT STANDARDS**

- INDUCTION INTO THE TYRE INDUSTRY.
- OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENT.
- SERVICING MINING EARTHMOVER AND INDUSTRIAL TYRE BUILDING MACHINES.
- MENTORING.

NQF LEVEL 2 UNIT STANDARDS

- BASIC PROBLEM SOLVING / WORK ORGANISATION 1.
- COMMUNICATION 1.
- INDUSTRIAL RELATIONS.
- LAMINATING AND MILLING OPERATION.

NQF LEVEL 3 UNIT STANDARDS

- BASIC PLANNING / WORK ORGANISATION 2.
- UNDERSTANDING OUR BUSINESS.
- BUILDING AND INSPECTING MINING, EARTHMOVER AND INDUSTRIAL TYRES.

NQF LEVEL 4 UNIT STANDARDS

- PROBLEM SOLVING, DECISION MAKING AND PLANNING / WORK ORGANISATION 3.
 - COMMUNICATION 2.
 - QUALITY.
 - PERFORMING SIZE CHANGES ON MINING, EARTHMOVER AND INDUSTRIAL TYRE BUILDING MACHINES.
 - ASSESSOR.
-

QUALIFICATION - TITLE: TYRE BUILDING - TRUCK CERTIFICATE**NQF LEVEL: 4****QUALIFICATION - TYPE: FURTHER EDUCATION AND TRAINING CERTIFICATE****FIELD: MANUFACTURING, ENGINEERING AND TECHNOLOGY****NQF LEVEL 1 UNIT STANDARDS**

- INDUCTION INTO THE TYRE INDUSTRY.
- OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENT.
- SERVICING CROSS PLY TRUCK AND LIGHT TRUCK TYRE BUILDING MACHINES.
- MENTORING.

NQF LEVEL 2 UNIT STANDARDS

- BASIC PROBLEM SOLVING / WORK ORGANISATION 1.
- COMMUNICATION 1.
- INDUSTRIAL RELATIONS.
- BUILDING AND INSPECTING 2ND STAGE RADIAL TRUCK TYRES.
- BUILDING AND INSPECTING 1ST STAGE RADIAL TRUCK CARCASS.

NQF LEVEL 3 UNIT STANDARDS

- BASIC PLANNING / WORK ORGANISATION 2.
- UNDERSTANDING OUR BUSINESS.
- BUILDING CROSS PLY LIGHT TRUCK TYRES ON CROSS PLY TYRE BUILDING MACHINES.

NQF LEVEL 4 UNIT STANDARDS

- PROBLEM SOLVING, DECISION MAKING AND PLANNING / WORK ORGANISATION 3.
 - COMMUNICATION 2.
 - QUALITY.
 - PERFORMING SIZE CHANGE ON TYRE BUILDING MACHINES.
 - ASSESSOR.
-

QUALIFICATION - TITLE TYRE BUILDING - PASSENGER CERTIFICATE

NQF LEVEL: 4

QUALIFICATION - TYPE: FURTHER EDUCATION AND TRAINING CERTIFICATE

FIELD: MANUFACTURING, ENGINEERING AND TECHNOLOGY

NQF LEVEL 1 UNIT STANDARDS

- INDUCTION INTO THE TYRE INDUSTRY.
- OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENT.
- STEEL BREAKER BUILDING.
- SERVICE RADIAL PASSENGER TYRE BUILDING MACHINES.
- MENTORING.

NQF LEVEL 2 UNIT STANDARDS

- BASIC PROBLEM SOLVING / WORK ORGANISATION 1.
- COMMUNICATION 1.
- INDUSTRIAL RELATIONS.
- BUILDING AND INSPECTING 1ST STAGE RADIAL PASSENGER TYRES.
- BUILDING AND INSPECTING 2ND STAGE RADIAL PASSENGER TYRES.

NQF LEVEL 3 UNIT STANDARDS

- BASIC PLANNING / WORK ORGANISATION 2.
- UNDERSTANDING OUR BUSINESS.
- BUILDING AND INSPECTING CROSS PLY TYRES.
- BUILDING AND INSPECTING FULL STAGE RADIAL TYRES.

NQF LEVEL 4 UNIT STANDARDS

- PROBLEM SOLVING, DECISION MAKING AND PLANNING / WORK ORGANISATION 3.
 - COMMUNICATION 2.
 - QUALITY.
 - PERFORM SIZE CHANGES ON RADIAL 1ST AND 2ND STAGE TYRE BUILDING MACHINES.
 - ASSESSOR.
-

QUALIFICATION TYPE MIXING - CONTROL ROOM CERTIFICATE

NQF LEVEL: 4

QUALIFICATION - TITLE: FURTHER EDUCATION AND TRAINING CERTIFICATE

FIELD: MANUFACTURING, ENGINEERING AND TECHNOLOGY

NQF LEVEL 1 UNIT STANDARDS

- INDUCTION INTO THE TYRE INDUSTRY.
- OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENT.
- SERVICE WORKSTATION WITH MATERIAL.
- LAYDOWN AND STORE PROCESS MATERIAL.
- MENTORING.

NQF LEVEL 2 UNIT STANDARDS

- BASIC PROBLEM SOLVING / WORK ORGANISATION 1.
- COMMUNICATION 1.
- INDUSTRIAL RELATIONS.
- MIXING OF SOLVENTS AND CEMENTS.
- PREPARE AND LOAD CARBON BLACK FOR MIXING.
- REWORK MATERIAL.
- MIX COMPOUND ON OPEN MILL.
- PREPARE CHEMICALS AND OILS FOR MIXING PROCESS.
- OPERATE BATCH OFF MILL AND ROLLER DIE.

NQF LEVEL 3 UNIT STANDARDS

- BASIC PLANNING / WORK ORGANISATION 2.
- UNDERSTANDING OUR BUSINESS.
- ASSEMBLE AND WEIGH MATERIAL AND OPERATE INTERNAL MIXER.

NQF LEVEL 4 UNIT STANDARDS

- PROBLEM SOLVING, DECISION MAKING AND PLANNING / WORK ORGANISATION 3.
 - COMMUNICATION 2.
 - QUALITY.
 - CONTROL ROOM OPERATOR.
 - ASSESSOR.
-

QUALIFICATION - TITLE: TUBES CERTIFICATE

NQF LEVEL: 4

QUALIFICATION - TYPE: FURTHER EDUCATION AND TRAINING CERTIFICATE

FIELD: MANUFACTURING, ENGINEERING AND TECHNOLOGY

NQF LEVEL 1 UNIT STANDARDS

- INDUCTION INTO THE TYRE INDUSTRY.
- OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENT.
- FINAL BOXING AND PALLETISE OF TUBES.
- BOOKING OF GREEN TUBES.
- REPAIRING OF TUBES.
- MENTORING.

NQF LEVEL 2 UNIT STANDARDS

- BASIC PROBLEM SOLVING / WORK ORGANISATION 1.
- COMMUNICATION 1.
- INDUSTRIAL RELATIONS.
- BOOK AND INSPECT CURED TUBES.
- BLEND AND PREPARE COMPOUND FOR EXTRUDER.

NQF LEVEL 3 UNIT STANDARDS

- BASIC PLANNING / WORK ORGANISATION 2.
- UNDERSTANDING OUR BUSINESS.
- CUT, DUST, SPLICE AND VALVE TUBES.
- FORM AND CURE TUBES.

NQF LEVEL 4 UNIT STANDARDS

- PROBLEM SOLVING, DECISION MAKING AND PLANNING / WORK ORGANISATION 3.
 - COMMUNICATION 2.
 - QUALITY.
 - OPERATE HOT FEED EXTRUDER.
 - ASSESSOR.
-

QUALIFICATION - TITLE: CURING EARTHMOVER CERTIFICATE**NQF LEVEL: 4****QUALIFICATION - TYPE: FURTHER EDUCATION AND TRAINING CERTIFICATE****FIELD: MANUFACTURING, ENGINEERING AND TECHNOLOGY****NQF LEVEL 1 UNIT STANDARDS**

- INDUCTION INTO THE TYRE INDUSTRY.
- OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENT.
- PREPARE AND SERVICE EARTHMOVER AND INDUSTRIAL TYRES.
- MENTORING.

NQF LEVEL 2 UNIT STANDARDS

- BASIC PROBLEM SOLVING / WORK ORGANISATION 1.
- COMMUNICATION 1.
- INDUSTRIAL RELATIONS.
- CURE EARTHMOVER AND INDUSTRIAL TYRES.

NQF LEVEL 3 UNIT STANDARDS

- BASIC PLANNING / WORK ORGANISATION 2.
- UNDERSTANDING OUR BUSINESS.
- EARTHMOVER CHART CHECKING.

NQF LEVEL 4 UNIT STANDARDS

- PROBLEM SOLVING, DECISION MAKING AND PLANNING / WORK ORGANISATION. 3.
 - COMMUNICATION 2.
 - QUALITY.
 - CHANGE AND ASSEMBLE BLADDERS FOR EARTHMOVER AND INDUSTRIAL TYRES.
 - ASSESSOR.
-

QUALIFICATION - TITLE - PREPARATORY CERTIFICATE**NQF LEVEL: 4****QUALIFICATION - TYPE:** FURTHER EDUCATION AND TRAINING CERTIFICATE**FIELD:** MANUFACTURING, ENGINEERING AND TECHNOLOGY**NQF LEVEL 1 UNIT STANDARDS**

- INDUCTION INTO THE TYRE INDUSTRY.
- OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENT.
- REPAIR DEFECTIVE PLY.
- SERVICE, LOAD AND UNLOAD FABRIC FOR FABRIC CUTTERS.
- SERVICE, LOAD AND UNLOAD STEEL CORD FOR STEEL WIRE CUTTING AND SLITTING OF RUBBER.
- REROLL LINERS ON LINER REROLL TABLES.
- MENTORING.

NQF LEVEL 2 UNIT STANDARDS

- BASIC PROBLEM SOLVING / WORK ORGANISATION 1.
- COMMUNICATION 1
- INDUSTRIAL RELATIONS.
- ASSEMBLE VARIOUS COMPONENTS TO WOUND WIRES TO FINALISE BEADS.
- SET-UP, OPERATE AND OPTIMISE THE BEAD WINDING MACHINE.
- SET-UP, OPERATE AND OPTIMISE A FABRIC CUTTING MACHINE.
- SERVICE, SET-UP AND OPERATE THE PRE-ASSEMBLY MACHINE.

NQF LEVEL 3 UNIT STANDARDS

- BASIC PLANNING / WORK ORGANISATION 2.
- UNDERSTANDING OUR BUSINESS.
- SET-UP, OPERATE AND OPTIMISE A STEELWIRE CUTTING MACHINE.

NQF LEVEL 4 UNIT STANDARDS

- PROBLEM SOLVING, DECISION MAKING AND PLANNING / WORK ORGANISATION 3.
 - COMMUNICATION 2.
 - QUALITY.
 - SET-UP, OPTIMISE AND OPERATE THE RUBBER COATING OF STEEL WIRES.
 - ASSESSOR.
-

QUALIFICATION - TITLE EXTRUSION CERTIFICATE**NQF LEVEL: 4****QUALIFICATION - TYPE: FURTHER EDUCATION AND TRAINING CERTIFICATE****FIELD: MANUFACTURING, ENGINEERING AND TECHNOLOGY****NQF LEVEL 1 UNIT STANDARDS**

- INDUCTION INTO THE TYRE INDUSTRY.
- OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENT.
- SERVICE COMPONENTS AND EQUIPMENT TO AND FROM EXTRUDER.
- MENTORING.

NQF LEVEL 2 UNIT STANDARDS

- BASIC PROBLEM SOLVING / WORK ORGANISATION 1.
- COMMUNICATION 1.
- INDUSTRIAL RELATIONS.
- BLEND AND PREPARE COMPOUND FOR EXTRUDER.

NQF LEVEL 3 UNIT STANDARDS

- BASIC PLANNING / WORK ORGANISATION 2.
- UNDERSTANDING OUR BUSINESS.
- SKIVE, CEMENT, BOOK AND SLIT EXTRUDER COMPONENTS.

NQF LEVEL 4 UNIT STANDARDS

- PROBLEM SOLVING, DECISION MAKING AND PLANNING / WORK ORGANISATION 3.
 - COMMUNICATION 2.
 - QUALITY.
 - OPERATE A HOT/COLD FEED EXTRUDER.
 - ASSESSOR.
-

QUALIFICATION - TITLE FINAL FINISH - TRUCK CERTIFICATE

NQF LEVEL: 4

QUALIFICATION - TYPE: FURTHER EDUCATION AND TRAINING CERTIFICATE

FIELD: MANUFACTURING, ENGINEERING AND TECHNOLOGY

NQF LEVEL 1 UNIT STANDARDS

- INDUCTION INTO THE TYRE INDUSTRY.
- OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENT.
- SORT AND SERVICE TRUCK TYRES.
- BUFF AND REPAIR TRUCK TYRES.
- BUFF AND REPAIR EARTHMOVER TYRES
- MENTORING.

NQF LEVEL 2 UNIT STANDARDS

- BASIC PROBLEM SOLVING / WORK ORGANISATION 1.
- COMMUNICATION 1.
- INDUSTRIAL RELATIONS.
- INSPECT, TRIM AND BALANCE TRUCK TYRES.

NQF LEVEL 3 UNIT STANDARDS

- BASIC PLANNING / WORK ORGANISATION 2.
- UNDERSTANDING OUR BUSINESS.
- TEST RADIAL TRUCK TYRES FOR UNIFORMITY DEFECTS.

NQF LEVEL 4 UNIT STANDARDS

- PROBLEM SOLVING, DECISION MAKING AND PLANNING / WORK ORGANISATION 3.
 - COMMUNICATION 2.
 - QUALITY.
 - X-RAY TRUCK TYRES AND LIGHT TRUCK TYRES.
 - ASSESSOR.
-

**QUALIFICATION - TITLE: "MATERIAL HANDLING
"ADJUSTING TYRES CERTIFICATE"****NQF LEVEL: 4****QUALIFICATION - TYPE: FURTHER EDUCATION AND TRAINING CERTIFICATE****FIELD: MANUFACTURING, ENGINEERING AND TECHNOLOGY****NQF LEVEL 1 UNIT STANDARDS**

- INDUCTION INTO THE TYRE INDUSTRY.
- OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENT.
- LOAD AND SHIP FINISHED GOODS FROM THE WAREHOUSE.
- WASTE CONTROL SORTING.
- MENTORING.

NQF LEVEL 2 UNIT STANDARDS

- BASIC PROBLEM SOLVING / WORK ORGANISATION 1.
- COMMUNICATION 1.
- INDUSTRIAL RELATIONS.
- RECEIVE AND STORE FINISHED GOODS IN THE WAREHOUSE.
- CHECKING FIRE EQUIPMENT, DO FIRE WATCH AND FIGHT FIRES.

NQF LEVEL 3 UNIT STANDARDS

- BASIC PLANNING / WORK ORGANISATION 2.
- UNDERSTANDING OUR BUSINESS.
- CHECK, BALANCE AND FIT TYRES TO TEST VEHICLE AND PREPARE VEHICLE FOR ROAD TESTING.

NQF LEVEL 4 UNIT STANDARDS

- PROBLEM SOLVING, DECISION MAKING AND PLANNING / WORK ORGANISATION 3.
 - COMMUNICATION 2.
 - QUALITY.
 - ADJUSTING TYRES.
 - ASSESSOR.
-

QUALIFICATION - TYPE: FURTHER EDUCATION AND TRAINING CERTIFICATE**NQF LEVEL: 4****QUALIFICATION - TYPE: FURTHER EDUCATION AND TRAINING CERTIFICATE****FIELD: MANUFACTURING, ENGINEERING AND TECHNOLOGY****NQF LEVEL 1 UNIT STANDARDS**

- INDUCTION INTO THE TYRE INDUSTRY.
- OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENT.
- CEMENT, ROLL-UP, WEIGH AND WRAP PRE-CURE TREADS.
- TRANSPORT CURED SLUGS AND SERVICE BOOKING STATION.
- TRANSPORT AND STOCK PRE-CURE TREADS AND SERVICE WORKSTATION.
- MENTORING.

NQF LEVEL 2 UNIT STANDARDS

- BASIC PROBLEM SOLVING / WORK ORGANISATION 1.
- COMMUNICATION 1.
- INDUSTRIAL RELATIONS.
- BLEND AND PREPARE COMPOUND FOR EXTRUSION.
- UNLOAD, TRIM, INSPECT AND SORT PRE-CURE TREADS.
- BUFF AND INSPECT PRE-CURE TREADS.
- LOAD AND CURE PRE-CURE TREADS.

NQF LEVEL 3 UNIT STANDARDS

- BASIC PLANNING / WORK ORGANISATION 2.
- UNDERSTANDING OUR BUSINESS.
- SKIVE, WEIGH, MEASURE AND BOOK EXTRUDED SLUGS.
- MOULD CHANGES ON PRE-CURE PRESSES AND CLEAN MOULDS.

NQF LEVEL 4 UNIT STANDARDS

- PROBLEM SOLVING, DECISION MAKING AND PLANNING / WORK ORGANISATION 3.
 - COMMUNICATION 2.
 - QUALITY.
 - OPERATE AN EXTRUDER TO EXTRUDE SLUGS.
 - ASSESSOR.
-

QUALIFICATION – TITLE: "CALENDERING – STEEL CERTIFICATE"**NQF LEVEL: 4****QUALIFICATION - TYPE: FURTHER EDUCATION AND TRAINING CERTIFICATE****FIELD: MANUFACTURING, ENGINEERING AND TECHNOLOGY****NQF LEVEL 1 UNIT STANDARDS**

- INDUCTION INTO THE TYRE INDUSTRY.
- OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENT.
- PREPARE, LOAD AND UNLOAD THE CALENDER WIND-UP AND LET-OFF.
- MENTORING.

NQF LEVEL 2 UNIT STANDARDS

- BASIC PROBLEM SOLVING / WORK ORGANISATION 1.
- COMMUNICATION 1.
- INDUSTRIAL RELATIONS.
- MIX DIP SOLUTION FOR FABRIC TREATING.
- OPERATE THE MILL.

NQF LEVEL 3 UNIT STANDARDS

- BASIC PLANNING / WORK ORGANISATION 2.
- UNDERSTANDING OUR BUSINESS.
- SET-UP AND OPERATE GUM CALENDER MACHINE.
- SET-UP, OPTIMISE AND OPERATE FABRIC TREATING MACHINE.

NQF LEVEL 4 UNIT STANDARDS

- PROBLEM SOLVING, DECISION MAKING AND PLANNING / WORK ORGANISATION 3.
 - COMMUNICATION 2.
 - QUALITY.
 - SET-UP, OPTIMISE AND OPERATE STEEL CALENDER MACHINE.
 - ASSESSOR.
-

QUALIFICATION - TITLE CURING - TRUCK CERTIFICATE**NQF LEVEL: 4****QUALIFICATION - TYPE:** FURTHER EDUCATION AND TRAINING CERTIFICATE**FIELD:** MANUFACTURING, ENGINEERING AND TECHNOLOGY**NQF LEVEL 1 UNIT STANDARDS**

- INDUCTION INTO THE TYRE INDUSTRY.
- OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENT.
- PREPARE AND SERVICE TRUCK AND REAR WHEEL TRACTOR TYRES FOR CURING.
- MENTORING.

NQF LEVEL 2 UNIT STANDARDS

- BASIC PROBLEM SOLVING / WORK ORGANISATION 1.
- COMMUNICATION 1.
- INDUSTRIAL RELATIONS.
- CURE TRUCK TYRES IN B.O.M. AND STEAMDOME PRESSES.

NQF LEVEL 3 UNIT STANDARDS

- BASIC PLANNING / WORK ORGANISATION 2.
- UNDERSTANDING OUR BUSINESS.
- TRUCK TYRES CHART CHECKING.

NQF LEVEL 4 UNIT STANDARDS

- PROBLEM SOLVING, DECISION MAKING AND PLANNING / WORK ORGANISATION 3.
 - COMMUNICATION 2.
 - QUALITY.
 - CHANGE AND ASSEMBLE MOULDS AND BLADDERS FOR TRUCK TYRES.
 - ASSESSOR.
-

QUALIFICATION - TITLE - FINAL FINISH - PASSENGER CERTIFICATE

NQF LEVEL: 4

QUALIFICATION - TYPE: FURTHER EDUCATION AND TRAINING CERTIFICATE

FIELD: MANUFACTURING, ENGINEERING AND TECHNOLOGY

NQF LEVEL 1 UNIT STANDARDS

- INDUCTION INTO THE TYRE INDUSTRY.
- OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENT.
- SORT AND SERVICE PASSENGER AND LIGHT TRUCK TYRES.
- TRIM, SORT AND BUFF WHITE SIDEWALL FOR PASSENGER AND LIGHT TRUCK TYRES.
- MENTORING.

NQF LEVEL 2 UNIT STANDARDS

- BASIC PROBLEM SOLVING / WORK ORGANISATION 1.
- COMMUNICATION 1.
- INDUSTRIAL RELATIONS.
- BALANCE AND REPAIR PASSENGER AND LIGHT TRUCK TYRES.
- INSPECT, CLASSIFY AND BULGE TEST PASSENGER AND LIGHT TRUCK TYRES.

NQF LEVEL 3 UNIT STANDARDS

- BASIC PLANNING / WORK ORGANISATION 2.
- UNDERSTANDING OUR BUSINESS.
- TEST THE UNIFORMITY FORCES OF PASSENGER AND LIGHT TRUCK TYRES.

NQF LEVEL 4 UNIT STANDARDS

- PROBLEM SOLVING, DECISION MAKING AND PLANNING / WORK ORGANISATION 3.
 - COMMUNICATION 2.
 - QUALITY.
 - X-RAY PASSENGER TYRES AND LIGHT TRUCK TYRES.
 - ASSESSOR.
-

QUALIFICATION - TITLE - MIXING - LABORATORY CERTIFICATE**NQF LEVEL: 4****QUALIFICATION - TYPE:** FURTHER EDUCATION AND TRAINING CERTIFICATE**FIELD:** MANUFACTURING, ENGINEERING AND TECHNOLOGY**NQF LEVEL 1 UNIT STANDARDS**

- INDUCTION INTO THE TYRE INDUSTRY.
- OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENT.
- SERVICE WORKSTATION WITH MATERIAL.
- LAYDOWN AND STORE PROCESS COMPOUND.
- MENTORING.

NQF LEVEL 2 UNIT STANDARDS

- BASIC PROBLEM SOLVING / WORK ORGANISATION 1.
- COMMUNICATION 1.
- INDUSTRIAL RELATIONS.
- MIXING OF SOLVENTS AND CEMENTS.
- PREPARE AND LOAD CARBON BLACK FOR MIXING PROCESS.
- REWORK MATERIAL FOR PROCESSING.
- MIX COMPOUND ON OPEN MILL.
- PREPARE CHEMICALS AND OILS FOR MIXING PROCESS.
- OPERATE BATCH OF MILL AND ROLLER DIE.

NQF LEVEL 3 UNIT STANDARDS

- BASIC PLANNING / WORK ORGANISATION 2.
- UNDERSTANDING OUR BUSINESS.
- ASSEMBLE AND WEIGH MATERIAL AND OPERATE THE INTERNAL MIXER.

NQF LEVEL 4 UNIT STANDARDS

- PROBLEM SOLVING, DECISION MAKING AND PLANNING / WORK ORGANISATION 3.
 - COMMUNICATION 2.
 - QUALITY.
 - MATERIAL EVALUATION.
 - PHYSICAL RELEASE.
 - DO CHEMICAL ANALYSIS.
 - ASSESSOR.
-

QUALIFICATION – TITLE: TRANSMISSION BELTS CERTIFICATE**NQF LEVEL: 4****QUALIFICATION - TYPE: FURTHER EDUCATION AND TRAINING CERTIFICATE****FIELD: MANUFACTURING, ENGINEERING AND TECHNOLOGY****NQF LEVEL 1 UNIT STANDARDS**

- INDUCTION INTO THE TYRE INDUSTRY.
- OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENT.
- FLIP V-BELTS ON FLIPPING MACHINES AND CUT STOCK FOR FLIPPING.
- MENTORING.

NQF LEVEL 2 UNIT STANDARDS

- BASIC PROBLEM SOLVING / WORK ORGANISATION 1.
- COMMUNICATION 1.
- INDUSTRIAL RELATIONS.
- CURE BANDS FOR THE MANUFACTURING OF CUT-EDGE V-BELTS.
- BUILD BANDS FOR THE MANUFACTURING OF CUT-EDGE V-BELTS.
- CURE V-BELTS ON OPEN SIDE PRESSES.
- BUILD V-BELTS ON TWO PULLEY BUILDING MACHINE.

NQF LEVEL 3 UNIT STANDARDS

- BASIC PLANNING / WORK ORGANISATION 2.
- UNDERSTANDING OUR BUSINESS.
- MEASURE, INSPECT AND PRINT V-BELTS.
- MILL CURE BANDS FOR THE MANUFACTURING OF CUT-EDGE V-BELTS.

NQF LEVEL 4 UNIT STANDARDS

- PROBLEM SOLVING, DECISION MAKING AND PLANNING / WORK ORGANISATION 3.
 - COMMUNICATION 2.
 - QUALITY.
 - OPERATE 8 INCH HOT FEED EXTRUDER TO EXTRUDE RUBBER.
 - ASSESSOR.
-

QUALIFICATION TITLE: CALENDERING - RUBBER CERTIFICATE**NQF LEVEL: 4****QUALIFICATION - TYPE:** FURTHER EDUCATION AND TRAINING CERTIFICATE**FIELD:** MANUFACTURING, ENGINEERING AND TECHNOLOGY**NQF LEVEL 1 UNIT STANDARDS**

- INDUCTION INTO THE TYRE INDUSTRY.
- OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENT.
- PREPARE, LOAD AND UNLOAD THE CALENDER WIND-UP AND LET-OFF.
- MENTORING.

NQF LEVEL 2 UNIT STANDARDS

- BASIC PROBLEM SOLVING / WORK ORGANISATION 1.
- COMMUNICATION 1.
- INDUSTRIAL RELATIONS.
- MIX DIP SOLUTION FOR FABRIC TREATING.
- OPERATE THE MILL.

NQF LEVEL 3 UNIT STANDARDS

- BASIC PLANNING / WORK ORGANISATION 2.
- UNDERSTANDING OUR BUSINESS.
- SET-UP AND OPERATE GUM CALENDER MACHINE.
- SET-UP, OPTIMISE AND OPERATE GUM CALENDER MACHINE.

NQF LEVEL 4 UNIT STANDARDS

- PROBLEM SOLVING, DECISION MAKING AND PLANNING / WORK ORGANISATION 3.
 - COMMUNICATION 2.
 - QUALITY.
 - SET-UP, OPTIMISE AND OPERATE RUBBER COATING CALENDER MACHINE.
 - ASSESSOR.
-

QUALIFICATION - TITLE: CONVEYOR BELT CERTIFICATE**NQF LEVEL: 4****QUALIFICATION - TYPE: FURTHER EDUCATION AND TRAINING CERTIFICATE****FIELD: MANUFACTURING, ENGINEERING AND TECHNOLOGY****NQF LEVEL 1 UNIT STANDARDS**

- INDUCTION INTO THE TYRE INDUSTRY.
- OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENT.
- LOADING GUM ROLLES, PLY-UP THE GUM BELTS AND WIND-UP AND REMOVE THE FINISHED BELT.
- PREPARING COMPOUND TO USE AS BELT COVER AND ASSIST IN THE WINDING UP OF BELT COVER.
- SLITTING CONVEYOR BELTS.
- LOADING BELT COVER, COMPACT COVER AND STEEL CABLES TO FORM A GREEN CONVEYOR BELT.
- MENTORING.

NQF LEVEL 2 UNIT STANDARDS

- BASIC PROBLEM SOLVING / WORK ORGANISATION 1.
- COMMUNICATION 1.
- INDUSTRIAL RELATIONS.
- OPERATING CAMERON MACHINE AND DIAPHRAGME BUILDING.
- MIXING CHEMICALS TO DIP CONVEYOR.
- CURING CONVEYOR BELTS ON A ROTO-CURE PRESS.
- CURING CONVEYOR BELTS ON A 63-INCH PLATTEN PRESS.
- CURING CONVEYOR BELTS ON A 84-INCH PLATTEN PRESS.
- CURING CONVEYOR BELTS ON A 7 2-INCH PLATTEN PRESS.
- MANUFACTURING MISCELLANEOUS GOODS.
- DIPPING AND CURING CONVEYOR BELTS ON A PVC UNIT.

NQF LEVEL 3 UNIT STANDARDS

- BASIC PLANNING / WORK ORGANISATION 2.
- UNDERSTANDING OUR BUSINESS.
- OPERATE THE CALENDER TO MANUFACTURE CONVEYOR BELT COVER.

NQF LEVEL 4 UNIT STANDARDS

- PROBLEM SOLVING, DECISION MAKING AND PLANNING / WORK ORGANISATION 3.
 - COMMUNICATION 2.
 - QUALITY.
 - INSPECTING AND REPAIRING CONVEYOR BELTS.
 - ASSESSOR.
-

QUALIFICATION – TITLE: "MATERIAL HANDLING – STORES CERTIFICATE"**NQF LEVEL: 4****QUALIFICATION - TYPE:** FURTHER EDUCATION AND TRAINING CERTIFICATE**FIELD:** MANUFACTURING, ENGINEERING AND TECHNOLOGY**NQF LEVEL 1 UNIT STANDARDS**

- INDUCTION INTO THE TYRE INDUSTRY.
- OCCUPATIONAL HEALTH, SAFETY AND ENVIRONMENT.
- LOAD AND SHIP FINISHED GOODS FROM THE WAREHOUSE.
- WASTE CONTROL SORTING.
- MENTORING.

NQF LEVEL 2 UNIT STANDARDS

- BASIC PROBLEM SOLVING / WORK ORGANISATION 1.
- COMMUNICATION 1.
- INDUSTRIAL RELATIONS.
- RECEIVE AND STORE FINISHED GOODS IN THE WAREHOUSE.
- CHECKING FIRE EQUIPMENT, DO FIRE WATCH AND FIGHT FIRES.

NQF LEVEL 3 UNIT STANDARDS

- BASIC PLANNING / WORK ORGANISATION 2.
- UNDERSTANDING OUR BUSINESS.
- RECEIVE, STORE AND ISSUE RAW MATERIALS.
- ISSUING GOODS FROM ENGINEERING STORES.
- RECEIVE AND STORE GOODS FOR ENGINEERING STORES.

NQF LEVEL 4 UNIT STANDARDS

- PROBLEM SOLVING, DECISION MAKING AND PLANNING / WORK ORGANISATION 3.
 - COMMUNICATION 2.
 - QUALITY
 - ASSESSOR.
-

No. R. 382

26 March 1999

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In order to proceed with the recognition of Standards Generating Bodies in terms of Government Regulations 19(1)(c) and 22(2) of 28 March 1998, National Standards Bodies 05 (Education, Training and Development), and 10 (Mathematical, Physical, Computer and Life Sciences) invite public comment with respect to *the acceptability of the nominees and the representativeness of the key education and training stakeholder interest groups* listed as SGB applicants below.

In addition, the NSBs invite submissions from interested parties wishing to serve on such SGBs. Interested parties should take note of the section on SGB Information below.

All nominations/ applications should be accompanied by curriculum vitae.

More information regarding these applications may be obtained on the SAQA website or from the SAQA offices.

Comment should reach the respective NSBs at the below address **by not later than Friday 7 May 1999**. All correspondence should be marked **SGB Formation – NSB 05, or NSB 10**, and be addressed to:

The Director: Framework Implementation
SAQA
Postnet Suite 248
Private Bag X06
Waterkloof
0145
or faxed to 012 – 346 5812

SGB INFORMATION

As a necessary step in the development and implementation of the National Qualifications Framework, The National Standards Bodies are briefed [regulation 19(1)(c) of 28 March 1998] to recognise or establish Standards Generating Bodies (SGBs).

SGBs shall:

- a. generate standards and qualifications in accordance with the Authority requirements in identified sub-fields and levels;
- b. update and review standards;
- c. recommend standards and qualifications to National Standards Bodies;
- d. recommend criteria for the registration of assessors and moderators or moderating bodies; and
- e. perform such other functions as may from time-to-time be delegated by its National Standards Body.

Any bodies wishing to nominate representatives, make application to serve on, or make any other submission with regard to the above SGB should note the following information.

SGBs should be composed of organisations which shall be key education and training stakeholder interest groups in the sub-field. The NSB, when making its final decisions will have due regard for, among other things, *'the need for representativeness and equity, redress and relevant expertise in terms of the work of the SGBs.'*

Organisations proposing to nominate persons to SGBs should be sensitive to the need for **equity** and **redress**, and shall nominate persons who-

- (a) will be able to consider issues of productivity, fairness, public interest and international comparability as related to education and training in the sub-field;
- (b) enjoy credibility in the sub-field in question, who enjoy respect; have the necessary expertise and experience in the sub-field and have the support or backing of the nominating body;
- (c) are able to advocate and mediate the needs and interests of all levels within the sub-field covered by the Standards Generating Body;
- (d) are able to exercise critical judgement at a high level; and
- (e) are committed to a communication process between the Standards Generating Body, the National Standards Body and the Constituency.

**PUBLIC NOTICE BY NSB 05
EDUCATION, TRAINING AND DEVELOPMENT
OF AN APPLICATION TO REGISTER
AN SGB FOR EDUCATORS IN SCHOOLING**

NSB 05 has received an application to recognise and register an SGB for Educators in Schooling. This SGB would operate in the sub-field Schooling, and would liaise closely with an SGB for Early Childhood Development, an SGB for Adult Basic Education and Training as well as an SGB for Core, generic ETD competencies.

PROPOSED BRIEF OF THE SGB

1. Identify the integration, quality and equity priorities in schooling ETD practice. [Regulation 24(1)(e)].
2. Identify the competence necessary to produce ETD practice outcomes addressing 1, above, and distinguish the competencies that will be generic to the field from those specific to schooling ETD practice. [Regulation 24(1)(e)].
3. Design learning pathways for schooling ETD practice within the learning pathways for the field [Regulation 24(1)(e)].
4. Generate the following qualifications in accordance with the Authority requirements for competencies in schooling ETD practice: Higher Certificate in Education, Diploma in Education, Further Diploma in Education, Post Graduate Certificate in Education, Bachelor of Education, Advanced Diploma in Education, and Bachelor of Education (honours) [Regulation 24(1)(a)].
4. Recommend the standards generated under 4, above to the NSB [Regulation 24(1)(c)].
5. Recommend criteria for the registration of assessors and moderators or moderating bodies for schooling ETD. [Regulation 24(1)(d)].

PROPOSED COMPOSITION OF THE SGB

Nine representatives from University Faculties of Education

Christie, Pam
Irwin, Pat
Lemmer, Eleanor
Malan, Beverly

University of the Witwatersrand
Rhodes University
University of south Africa
Vista University, East Rand

Morrow, Wally	University of the Western Cape
Nyakutse, Charles	University of the North West
Park, Tom	University of Stellenbosch
Ralenala, Francis	University of the North

Four representatives from Technikon Schools of Education

Gerber, RE	Port Elizabeth Technikon
Hodges, Merle	Peninsula Technikon
Rampa, SH	Technikon South Africa
Sarpong, E	Eastern Cape Technikon

Six representatives from Colleges of Education

May, Basil	CCERSA
Mbokazi, Lindiwe	Daveyton
Nogauza, Tony	Algoa
Ntuli, Neli	Umlazi
O'Connell, Laraine	Tivumbeni
Potgieter, Ferdi	Pretoria

Nominations for membership are awaited as follows:

Two representatives from the National Department of Education

Four teacher representatives

These nominated members will be gazetted when the NSB receives the respective nominations and CVs.

**PUBLIC NOTICE BY NSB 05
EDUCATION, TRAINING AND DEVELOPMENT
OF AN APPLICATION TO REGISTER AN
SGB FOR EDUCATORS IN ADULT BASIC EDUCATION AND TRAINING**

NSB 05 has received an application to recognise and register an SGB for Educators in Adult Basic Education and Training. This SGB would be registered in the sub-field Adult Learning, and would liaise closely with two other envisaged SGBs in this field; Development-orientated ETD practice, and Occupationally orientated ETD practice as well as a SGB on Core, generic ETD Competencies.

PROPOSED BRIEF OF THE SGB

1. Identify the integration, quality and equity priorities in ABET ETD. [Regulation 24(1)(e)].
2. Identify the competence necessary to produce ETD practice outcomes addressing 1, above, and distinguish the competencies which will be generic to the field from those specific to ABET ETD practice. [Regulation 24(1)(e)].
3. Design learning pathways for ABET ETD practice within the learning pathways for the field [Regulation 24(1)(e)]
4. Generate the following qualifications and standards in accordance with the Authority requirements for competencies in ABET ETD practice: Higher Certificate Education,

- Training and Development (ETD): Specialisation; Diploma Education, Training and Development (ETD): Specialisation; and Degree Education, Training and Development (ETD): Specialisation [Regulation 24(1)(a)].
5. Recommend the standards generated under 4, above to the NSB [Regulation 24(1)(c)].
 6. Recommend criteria for the registration of assessors and moderators or moderating bodies in ABET ETD practice [Regulation 24(1)(d)].

PROPOSED COMPOSITION OF THE SGB

Name	Organisation
Baloyi, Colbert	Northern Province ABET Council
Gabriels, Jolene	South African Democratic Teachers' Union (SADTU)
Groener, Zelda	Centre for Adult and Continuing Education
Isaacs, Ismailly	South African NGO Coalition
Lewis, Patrick	Western Cape Education department
Lindner, Rosemarie	Project Literacy
Mackay, Veronica	University of South Africa
Maloi, December	Free State ABET Council
Manyisa, Derrick	Chairperson Practitioners Standing Committee/ Interim ABET Advisory Body
Mncube, Pinky	COSATU
Mogopodi, Malebo	Gauteng ABET Council
Ndlela, N.	Kwa-Zulu Natal ABET Council
Nong, Bothale	IAAB Executive / Adult Educators & Trainers Association of South Africa
Roman, Martsie	South African Council for Higher Education
Seape, J.	DEAFSA
Seid, Shelly	Natal Adult Basic Education Sport Agencies
Shabalala, Dumisani	Kwa-Zulu Natal ABET Council
Strydom, Adrian	Peninsula Technikon
Swanepoel, Carlo	Department of Labour
Teteme, Amon	Northern Cape ABET Council
Tsolo, Sello	SADTU
Tuchten, Gwyneth	National (ABET) Stakeholder Forum
Willard, Sandy	Metal & Engineering Industry Education & Training Board
Winburg, Chris	University of Cape Town

**PUBLIC NOTICE BY NSB 10
PHYSICAL, MATHEMATICAL, COMPUTER AND LIFE SCIENCES
OF AN APPLICATION TO REGISTER AN
SGB FOR INFORMATION TECHNOLOGY**

NSB 10 has received an application to recognise and register an SGB for Information Technology.

PROPOSED BRIEF OF THE SGB

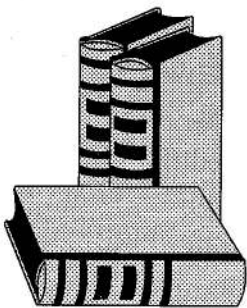
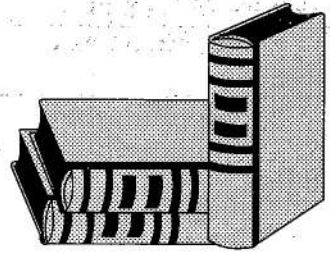
1. To develop learning pathways for potential qualifications and unit standards in the information technology for the following domains: *Information Systems and Technology Management; Systems Development; End User Computing; Data Communications and Networking; Computer Operations; Hardware and Computer Architecture; Information Technology Sales and Marketing; Information Technology Education Development and Training* for NQF levels 1 through 8 [regulation 24(1)(e).]
2. To generate qualifications and unit standards, in accordance with the Authority requirements, for NQF levels 1 through 8 in support of the learning pathways in 1, above. [regulation 24(1)(a)].
3. To recommend qualifications and unit standards as above to the National Standards Body [regulation 24 (1)(c)].
4. To recommend criteria for the registration of assessors and moderators or moderating bodies [regulation 24(1)(d)].

Proposed composition

NAME	STAKEHOLDER GROUPING / CONSTITUENCY
Boloyi, Mr. Tom	National Science & Technology Education Trust
Chiba, Mr. Jaydev	Vodacom - Sponsorship of Unit Standards
Coetzee, Mr. Derek	Vodacom - Sponsorship of Unit Standards
Dalton, Mr. Wayne	IT Training Provider Special Interest Group / Datatec Group
Du Plessis, Mr. Louw	Information Technology Users Council (ITUC) / First National Bank
du Toit, Mr. Francois	Association of Private Colleges of SA (APSCA) / Computer Training Institute
Guy, Mr. Chris	Computer Society of South Africa (CSSA)
Hitler, Ms. Yvette	IBM's Voyage 5000 and CARE Projects
Jasse, Mr. Imraan	BITF / Dynamic Training Solutions - enterprise
Keele, Mr. Mohlokakobo	ESKOM
Kubeka, Mr. Bongi	Black IT Forum (BITF) / Ariel Technologies
Maherry, Mr. Errol	IT Industry Training Board
Mphuht, Mr. Sam	Dept. of Public Service & Administration
Nel, Mr. John	TELKOM
Opperman, Mr. Piet	ITUC / Liberty Life
Plumstead, Mr. Micheal	Futurekids Computer Learning Centres
Riley, Mr. Phil	Computer Society of South Africa (CSSA)
Roode, Prof. J Dewald	South African Computer Lecturers Association (SACLA) / University of Pretoria
Sturgess, Ms. Gail	ITUC
Taljaard, Mr. Dirk	TELKOM
Taylor, Ms. Susanne	Technikon Computer Lecturers Association (TECLA) / Wits Technikon
Tladi, Ms. Charity	Denel Infoplan (Government IT Training)
van Niekerk, Mr. Francois	NCC of United Kingdom representing private training providers

van Vuuren, Ms. Jansen	TECLA / Pretoria Technikon
Verwey, Mr. Anton	ITA / PQ Africa
Yeomans, Mr. James	Information Technology Association (ITA)

Where is the largest amount of meteorological information in the whole of South Africa available?



Waar is die meeste weerkundige inligting in die hele Suid-Afrika beskikbaar?

Department of Environmental Affairs and Tourism
Departement van Omgewingsake en Toerisme

Keep South Africa Clean



Throw trash where it belongs

Hou Suid-Afrika Skoon



Gooi rommel waar dit hoort

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Printed by and obtainable from the Government Printer, Bosman Street, Private Bag X85, Pretoria, 0001
Tel: (012) 334-4507, 334-4511, 334-4509, 334-4515
Gedruk deur en verkrygbaar by die Staatsdrukker, Bosmanstraat, Privaat Sak X85, Pretoria, 0001
Tel: (012) 334-4507, 334-4511, 334-4509, 334-4515