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GENERAL NOTICES

NOTICE 555 OF 2001

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA) Nomination of new members to the National Standards Bodies (NSBs)

In order to proceed with the next three-year cycle of National Standards Bodies' (NSBs) registration in terms of Government Regulation 13 of 28 March 1998, SAQA invites nominations for members and their alternates from all six specified categories of organizations. SAQA encourages the nomination of alternate members in order to maintain continuity of information to the absent member and to the stakeholders. It must, however, be noted that the alternate members have no voting rights.

All nominations should be accompanied by the following:

- **A letter of motivation for the nomination written on the official letterhead of the nominating body;**
- **A completed relevant nomination form as per the attached;**
- **A CV completed as per the attached;**
- **A letter of acceptance from the nominee.**
- **In the case where the nominating body has the right to nominate more than one person, the multiple nominations form should be used.**

Nominations should reach SAQA **by no later than Monday 9 April 2001**. All correspondence should be marked **Nomination for NSB ..** – with the relevant NSB clearly indicated, and addressed to:

The Director: Standards Setting and Development
For Attention: Sharon Vasuthevan
SAQA
Postnet Suite 248
Private Bag X06
WATERKLOOF
0145
or faxed to: (012) 346 5812

NSB INFORMATION

In terms of Government Regulation 3(4) of 28 March 1998, the National Qualifications Framework is divided into **12 organising fields**, viz.:

- (a) Field 01: Agriculture and Nature Conservation
- (b) Field 02: Culture and Arts
- (c) Field 03: Business, commerce and Management Studies
- (d) Field 04: Communication Studies and Language
- (e) Field 05: Education, Training and Development

- (f) Field 06: Manufacturing, Engineering and Technology
- (g) Field 07: Human and Social Studies
- (h) Field 08: Law, Military Science and Security
- (i) Field 09: Health Sciences and Social Services
- (j) Field 10: Physical, Mathematical, Computer and Life Sciences
- (k) Field 11: Services
- (l) Field 12: Physical Planning and Construction

Government Regulations 19(1) and (2) of 28 March 1998 specify the **Functions of the NSB** to be:

- 19(1) (a) define and recommend to the Authority the boundaries of the discrete field for which it is constituted, by the value added by the field including but not limited to process, product or service, related to other fields;
- (b) define and recommend to the Authority a framework of sub-fields to be used as a guide for the recognition and/or establishment of Standards Generating Bodies;
- (c) recognise and/or establish Standards Generating Bodies within the framework of sub-fields, or withdraw or rescind such recognition or establishment;
- (d) ensure that the work of Standards Generating Bodies meets the requirements for the registration of standards and qualifications as determined by the Authority;
- (e) recommend the recognition of standards on the National Qualifications Framework to the Authority;
- (f) recommend the registration of qualifications to the Authority;
- (g) update and review qualifications;
- (h) liaise with Education and Training Quality Assurance bodies regarding the procedures for recommending new standards and qualifications, or amending registered standards and qualifications;
- (i) define requirements and mechanisms of moderation to be applied across Education and Training Quality Assurance bodies;
- (j) appoint office-bearers, such committees and members of committees as required to carry out the functions designated, in consultation with the Authority; and
- (k) perform such other functions as may from time-to-time be delegated by the Authority.
- (2) In performing the functions referred to in regulation 19(1), a National Standards Body shall –
- (a) abide by the decisions of the Authority relating to the development and implementation of the National Qualifications Framework;
- (b) consult with experts in the defined field concerning the accuracy and acceptability of the results of such activities and subject such results to their scrutiny;
- (c) publish the results of such activities in the Government Gazette for comment by interested parties; and
- (d) ensure that the results of such activities are subjected to the scrutiny of the Reference Grouping contemplated in Regulation 17, prior to submission to the Authority.

Government Regulations 16(1) and (2) of 28 March 1998 require that **Nominations of Members to NSBs** should accord with the following:

- 16(1) Organisations proposing to nominate persons to National Standards Bodies 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;
 - (b) enjoy credibility in the various parts of the constituency in question which includes but is not limited to those who enjoy respect, have the necessary expertise and experience in the field, are well-versed in the strategies and policies of the organisation nominating, and have the support or backing of the organisation;
 - (c) are able to advocate and mediate the needs and interests of all levels within the field covered by the National Standards Body;
 - (d) are able to exercise critical judgement at a high level; and
 - (e) are committed to a two-way communication process between the National Standards Body and the constituency.
- (2) Organisations wishing to be represented on National Standards Bodies shall be guided in their submissions for representations by the following:
- (a) Each National Standards Body shall be composed of six categories of organisations which are: State Departments, organised Business, organised Labour, Providers of Education and Training, Critical Interest Groups and Community/Learner organisations.
 - (b) Each Category of organisations shall normally be entitled to a maximum of six representatives and the maximum number of representatives forming a National Standards Body shall be 36 unless the Authority deems otherwise.
 - (c) In addition to the guidelines referred to in regulation 16(a) and (b) –
 - (i) state representatives shall include the Departments of Education and Labour and, where desirable, other state departments, representatives of the provinces and of schools;
 - (ii) organised Business and Labour shall each have six representatives, with two representatives each being versed in policy and evaluation, and the others being actively involved in the field of the National Standards Body;
 - (iii) providers of education and training should be representative of the General Education and Training Band, the Further Education and Training Band and the Higher Education and Training Band;
 - (iv) the Chairperson of the Authority or a nominated member of the Authority shall be ex-officio a member of each National Standards Body;
 - (v) the executive officer of the Authority or a nominee shall also be a member of each National Standards Body; and
 - (vi) other members of the Authority may attend meetings of a National Standards Body by prior arrangement with the Chairperson of the relevant National Standards Body.

NSB MEMBERSHIP TERM OF OFFICE 01 AUGUST 2001 - 31 JULY 2004

NOMINATION FORM

DATE:	
NAME OF NOMINATING BODY:	
ORGANISING FIELD	<ul style="list-style-type: none"><input type="checkbox"/> NSB01: Agriculture and Nature Conservation<input type="checkbox"/> NSB02: Culture and Arts<input type="checkbox"/> NSB03: Business, Commerce and Management Studies<input type="checkbox"/> NSB04: Communication Studies and Language<input type="checkbox"/> NSB05: Education, Training and Development<input type="checkbox"/> NSB06: Manufacturing, Engineering and Technology<input type="checkbox"/> NSB07: Human and Social Studies<input type="checkbox"/> NSB08: Law, Military Science and Security<input type="checkbox"/> NSB09: Health Sciences and Social Services<input type="checkbox"/> NSB10: Physical, Mathematical, Computer and Life Sciences<input type="checkbox"/> NSB11: Services<input type="checkbox"/> NSB12: Physical Planning and Construction
NAME OF NOMINEE:	

ROLE THE INDIVIDUAL PLAYS IN THE ORGANIZATION:	
NAME OF ALTERNATE NOMINEE:	
ROLE THE INDIVIDUAL PLAYS IN THE ORGANIZATION:	
STAKEHOLDER CATEGORY:	<input type="checkbox"/> State Department <input type="checkbox"/> Organised Business <input type="checkbox"/> Organised Labour <input type="checkbox"/> Provider of Education and Training <input type="checkbox"/> Community / Learner Organisation <input type="checkbox"/> Critical Interest Group
DESCRIPTION OF FEEDBACK MECHANISM THE NOMINATING BODY HAS IN PLACE	

We, the undersigned, herewith submit the above nominations for NSB membership for the term of office, 01 August 2001 – 31 July 2004.

NAME OF AUTHORIZED PERSON:	
DESIGNATION:	
SIGNATURE OF AUTHORIZED PERSON	
NAME OF SECONDER:	
DESIGNATION:	
SIGNATURE OF SECONDER:	

NSB MEMBERSHIP TERM OF OFFICE 01 AUGUST 2001 – 31 JULY 2004

MULTIPLE NOMINEES NOMINATION FORM

DATE: _____

NAME OF NOMINATING BODY: _____

STAKEHOLDER CATEGORY:

- ☐ State Departments
- ☐ Organised Business
- ☐ Organised Labour
- ☐ Provider of Education and Training
- ☐ Community / Learner Organisation
- ☐ Critical Interest Group

NOMINATIONS:

NATIONAL STANDARDS BODY	NAME	ROLE THE INDIVIDUAL PLAYS IN THE ORGANISATION
NSB01: Agriculture and Nature Conservation	Nominee:	
	Alternate:	
NSB02: Culture and Arts	Nominee:	
	Alternate:	
NSB03: Business, Commerce and Management Studies	Nominee:	
	Alternate:	
NSB04: Communication and Language Studies	Nominee:	
	Alternate:	

NATIONAL STANDARDS BODY	NAME	ROLE THE INDIVIDUAL PLAYS IN THE ORGANISATION
NSB05: Education, Training and Development	Nominee:	
	Alternate:	
NSB06: Manufacturing, Engineering and Technology	Nominee:	
	Alternate:	
NSB07: Human and Social Sciences	Nominee:	
	Alternate:	
NSB08: Law, Military Science and Security	Nominee:	
	Alternate:	
NSB09: Health Sciences and Social Services	Nominee:	
	Alternate:	
NSB10: Physical, Mathematical, Computer and Life Sciences	Nominee:	
	Alternate:	
NSB11: Services	Nominee:	
	Alternate:	
NSB12: Physical Planning and Construction	Nominee:	
	Alternate:	

DESCRIPTION OF FEEDBACK MECHANISM THE NOMINATING BODY HAS IN PLACE:

We, the undersigned, herewith submit the above nominations for NSB membership for the term of office, 01 August 2001 – 31 July 2004.

NAME OF THE AUTHORIZED PERSON

DESIGNATION

SIGNATURE

NAME OF SECONDER

DESIGNATION

SIGNATURE

CURRICULUM VITAE OF NOMINEE

NAME	
POSTAL ADDRESS	
STREET ADDRESS	
CONTACT NUMBERS	Work: Cell: Fax:
E-MAIL ADDRESS	
FORMAL QUALIFICATIONS	
WORK EXPERIENCE IN THE FIELD	
CURRENT EMPLOYER	
POSITION	
PREVIOUS PARTICIPATION IN SAQA STRUCTURES AND PROCESS	

CURRICULUM VITAE OF ALTERNATE

NAME	
POSTAL ADDRESS	
STREET ADDRESS	
CONTACT NUMBERS	Work: Cell: Fax:
E-MAIL ADDRESS	
FORMAL QUALIFICATIONS	
WORK EXPERIENCE IN THE FIELD	
CURRENT EMPLOYER	
POSITION	
PREVIOUS PARTICIPATION IN SAQA STRUCTURES AND PROCESS	

NOTICE 556 OF 2001**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Grain

Registered by NSB 01, Agriculture and Nature Conservation, publishes the following unit standards-based qualifications for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purposes of the qualifications, and the titles and specific outcomes of the unit standards upon which qualifications are based. The full qualifications and unit standards can be accessed via the SAQA web-site at www.saqa.co.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, 659 Pienaar street, Brooklyn, Pretoria.

Comment on the qualifications and unit standards should reach SAQA at the address *below and no later than Monday 2 April 2001*. All correspondence should be marked **Standards Setting – SGB for Grain** and addressed to

The Director: Standard Setting and Development
SAQA

Attention: Mrs S. Vasuthevan

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 346 5812



SAMUEL B.A. ISAACS
EXECUTIVE OFFICER

NATIONAL CERTIFICATE IN GRAIN HANDLING PROCESSES – NQF LEVEL 2

Field:	Agriculture and Nature Conservation
Sub-field:	Secondary Agriculture
NQF level:	Level 2
Credits:	128 of which at least 118 will be at or above level 2 43 credits fundamental; 58 credits core, and 27 credits elective

Purpose of Qualification: This qualification is registered at level 2 on the National Qualifications Framework. It provides learners with the opportunity to access learning in broad Grain Handling processes and practices, which include opportunities for learners to grow in the specific field.

Learners will be able to combine fundamental, core and elective unit standards in order to gain competence linked to best practice. Learners will, once qualified and assessed as competent, be able to demonstrate competence in storage of stock, control of stock, shunt railway trucks, measure consignment mass, unload grain consignments in bulk, intake of grain, drying of grain, cleaning of grain, apply storage hygiene, dispatch grain and provide effective administrative support. Learners will also demonstrate an understanding of the Grain Handling Industry.

UNIT STANDARDS AT NQF LEVEL 2**Fundamental learning:**

1. Literacy and communication at NQF level 2
2. Numeracy at NQF level 2
3. Use data entry skills to input computer data
4. Care for electronic equipment and measuring instruments

Core learning:

5. Introduction to Grain Handling Industry
6. Storage of stock
7. Shunt railway trucks
8. Measure consignment mass
9. Unload grain consignments in bulk
10. Intake of grain
11. Drying of grain

12. Cleaning of grain
13. Apply storage hygiene
14. Dispatch grain
15. Provide effective administrative support

Elective learning:

16. Control of stock
17. Receive, store and handle hazardous materials
18. Contribute to planning, allocation and supervision of work
19. Function as a Safety Health Environmental representative
20. Operate fork-lift

CREDIT COMPOSITION

FUNDAMENTAL		CORE		ELECTIVE	
Literacy and communication at (NQF level 2)	20	Introduction to Grain Handling Industry	4	Operate fork lift	6
Numeracy at (NQF level 2)	16	Shunt railway trucks	6	Control of stock	8
Use data entry skills to input computer data	3	Measure consignment mass	3	Contribute to planning, allocation and supervision of work	6
Care for electronic equipment and measuring instruments	4	Unload grain consignments in bulk	2	Receive, store and handle hazardous materials	3
		Storage of stock	4	Function as a Safety Health Environmental representative	4
		Intake of grain	10		
		Drying of grain	8		
		Cleaning of grain	6		
		Apply storage hygiene	4		
		Dispatch grain	7		
		Provide effective administrative support	4		
Total	43	Total	58	Total	27

UNIT STANDARDS AND SPECIFIC OUTCOMES NQF LEVEL 2**1. Title: Shunt railway trucks**

- Specific outcome 1.1: Prepare for shunting
Specific outcome 1.2: Shunt railway trucks
Specific outcome 1.3: Complete shunting process

2. Title: Measure consignment mass

- Specific outcome 2.1: Prepare for the measuring of consignment mass
Specific outcome 2.2: Measuring consignment mass
Specific outcome 2.3: Complete the mass measuring process

3. Title: Unload grain consignments in bulk

- Specific outcome 3.1: Prepare for the unloading of grain consignments in bulk
Specific outcome 3.2: Unload consignment
Specific outcome 3.3: Complete the unloading process of grain consignments in bulk

4. Title: Intake of grain

- Specific outcome 4.1: Prepare for the intake process
Specific outcome 4.2: Perform intake of grain
Specific outcome 4.3: Complete the intake of grain process

5. Title: Drying of grain

- Specific outcome 5.1: Prepare for the drying of grain process
Specific outcome 5.2: Reclaim grain
Specific outcome 5.3: Determine moisture content
Specific outcome 5.4: Complete drying of grain

6. Title: Cleaning of grain

- Specific outcome 6.1: Prepare for the cleaning process
Specific outcome 6.2: Perform cleaning process
Specific outcome 6.3: Complete cleaning of grain

7. Title: Dispatch grain

- Specific outcome 7.1: Prepare for dispatch
Specific outcome 7.2: Dispatch grain consignments
Specific outcome 7.3: Complete dispatch process

NATIONAL CERTIFICATE IN AGRI TRADE PROCESSES – NQF LEVEL 2

Field: Agriculture and Nature Conservation

Sub-field: Secondary Agriculture

NQF level: Level 2

Credits: 137 of which 121 will be at or above level 2
69 credits fundamental;
49 credits core, and
19 credits elective.

Purpose of Qualification: This qualification is registered at level 2 on the National Qualifications Framework. It provides learners with the opportunity to access learning in broad Agri Trade processes and practices, which include opportunities for learners to grow in the specific field.

Learners will be able to combine fundamental, core and elective unit standards in order to gain competence linked to best practice. Learners will, once qualified and assessed as competent, be able to demonstrate competence in ordering, receiving, pricing, storing and selling of merchandise as well as stock taking and completing of sales transactions. Learners will also demonstrate an understanding of the Agri Trade Industry.

Fundamental learning:

1. Applying basic business principles
2. Care for hand tools, utensils and protective equipment
3. Care for technical- and site equipment
4. Care for electronic equipment and measuring instruments
5. Providing customer service
6. Provide administrative support
7. Literacy and communication at NQF level 2
8. Numeracy at NQF level 2
9. Use data entry skills to input computer data

Core learning:

10. Introduction to Agri Trade
11. Place merchandise order
12. Receive merchandise
13. Pricing of merchandise
14. Storage of stock

15. Determine stock level
16. Merchandise store
17. Complete sales transactions
18. Handling cash
19. Introduction to safety, health and environment
20. Apply general safety in the work place

Elective learning:

21. Operate forklift
22. Apply storage hygiene
23. Contribute to planning, allocation and supervision of work
24. Receive, store and handle hazardous materials

CREDIT COMPOSITION

FUNDAMENTAL		CORE		ELECTIVE	
Applying basic business principles	9	Introduction to Agri Trade	2	Operate fork lift	6
Care for hand tools, utensils and pro-TECTIVE equipment	2	Place merchandise order	4	Apply storage hygiene	4
Care for technical- and site equipment	3	Receive merchandise	4	Contribute to planning, allocation and supervision of work	6
Care for electronic equipment and measuring instruments	4	Pricing of merchandise	3	Receive, store and handle hazardous materials	3
Providing customer service	8	Storage of stock	4		
Provide administrative support	4	Determine stock level	5		
Literacy and communication at NQF level 2	20	Merchandise store	4		
Numeracy at (NQF level 2)	16	Complete sales transactions	6		
Use data entry skills to input computer data	3	Handling cash	12		
		Introduction to safety, health and environment	2		
		Apply general safety in the work place	3		
Total	69	Total	49	Total	19

UNIT STANDARDS AND SPECIFIC OUTCOMES NQF LEVEL 2**1. Title: Care for hand tools, utensils and protective equipment**

Specific outcome 1.1: Inspect and report faulty hand tools, utensils and protective equipment

Specific outcome 1.2: Maintain and store hand tools, utensils and protective equipment

2. Title: Routine maintenance of technical- and site equipment

Specific outcome 3.1: Inspect and report faulty technical – and site equipment

Specific outcome 3.2: Maintain and store technical – and site equipment

3. Title: Care for electronic equipment and measuring instruments

Specific outcome 3.1: Inspect and report faulty electronic equipment and measuring instruments

Specific outcome 3.2: Maintain and store electronic equipment and measuring instruments

4. Title: Place merchandise order

Specific outcome 4.1: Prepare for ordering merchandise

Specific outcome 4.2: Determine appropriate ordering method

Specific outcome 4.3: Generate merchandise order

5. Title: Receive merchandise

Specific outcome 5.1: Prepare for receiving merchandise

Specific outcome 5.2: Check that correct merchandise is received

Specific outcome 5.3: Group merchandise for distribution

Specific outcome 5.4: Record receipt of merchandise

Specific outcome 5.5: Distribute merchandise

6. Title: Pricing of merchandise

Specific outcome 6.1: Prepare for pricing of merchandise

Specific outcome 6.2: Apply correct price labels

Specific outcome 6.3: Complete price labelling task

7. Title: Storage of stock

Specific outcome 7.1: Prepare for storage of stock

Specific outcome 7.2: Move stock to correct storage areas

Specific outcome 7.3: Stack commodities

Specific outcome 7.4: Dismantle stack

Specific outcome 7.5: Complete storage of stock process

8. Title: Determine stock level

Specific outcome 8.1: Prepare for determining stock levels

Specific outcome 8.2: Determine stock levels

Specific outcome 8.3: Complete the process of determining stock levels

9. Title: Merchandise store

Specific outcome 9.1: Prepare for merchandising store

Specific outcome 9.2: Replenish stock

Specific outcome 9.3: Complete the process of merchandising store

NATIONAL CERTIFICATE IN AGRI SALES AND SERVICES - NQF LEVEL 4

Field:	Agriculture and Nature Conservation
Sub-field:	Secondary Agriculture
NQF level:	Level 4
Credits:	178 of which 131 will be at or above level 4 46 credits fundamental; 93 credits core, and 39 credits elective

Purpose of Qualification: This qualification is registered at level 4 on the National Qualifications Framework. It provides learners with the opportunity to access learning in Agri Sales and Services which include opportunities for learners to grow in the specific field.

Learners will be able to combine fundamental, core and elective unit standards in order to gain competence linked to best practice. Learners will, once qualified and assessed as competent, be able to demonstrate competence in ordering, receiving, pricing, storing, selling and marketing of merchandise as well as implementing and running promotions. Learners will demonstrate an understanding of broader business principles such as interpretation of financial reports applicable to the Agri Trade as well as coordinating promotional activities, customer service and supervision of people.

UNIT STANDARDS AT NQF LEVEL 4**Fundamental learning:**

1. Literacy and communication at NQF level 4
2. Numeracy at NQF level 4
3. Interpret financial reports

Core learning:

4. Place merchandise order
5. Receive merchandise
6. Pricing of merchandise
7. Storage of stock
8. Determine stock levels
6. Complete sales transactions
7. Control of stock
8. Marketing of merchandise

9. Purchase merchandise
10. Selling goods and services
11. Providing customer service
12. Contribute to the planning allocation and supervision of work

Elective learning:

13. Implement and run promotions
14. Coordinating promotional activities
15. Provide effective administrative support
16. Function as a safety, health and environmental representative
17. Maintain sound labour relations

CREDIT COMPOSITION

FUNDAMENTAL		CORE		ELECTIVE	
Literacy and communication at (NQF level 4)	20	Control of stock	8	Implement and run promotions	7
Numeracy at (NQF level 4)	16	Place merchandise order	4	Coordinating promotional activities	16
Interpreting financial reports	10	Receive merchandise	4	Provide effective administrative support	4
		Pricing of merchandise	3	Function as a Safety Health Environmental representative	4
		Storage of stock	4	Maintain sound labour relations	8
		Determine stock level	5		
		Marketing of merchandise	10		
		Complete sales transactions	6		
		Purchase merchandise	12		
		Providing customer services	16		
		Contribute to the planning allocation and supervision of work	5		
		Selling goods and services	16		
Total	46	Total	93	Total	39

UNIT STANDARDS AND SPECIFIC OUTCOMES NQF LEVEL 4**1. Title: Complete sales transactions**

Specific outcome 1.1: Prepare for processing of transactions

Specific outcome 1.2: Determine transaction details

Specific outcome 1.3: Complete sales transaction

2. Title: Control of stock

Specific outcome 2.1: Prepare for controlling of stock

Specific outcome 2.2: Apply stock control measures

Specific outcome 2.3: Complete the process of adjusting stock levels

3. Title: marketing of merchandise

Specific outcome 3.1: Prepare for marketing merchandise

Specific outcome 3.2: Identify prospective customers

Specific outcome 3.3: Provide product information

Specific outcome 3.4: Complete marketing process

4. Title: Purchase merchandise

Specific outcome 4.1: Prepare for purchasing of merchandise

Specific outcome 4.2: Determine product ranges

Specific outcome 4.3: Identify and select supplier

Specific outcome 4.4: Negotiate purchase agreement

Specific outcome 4.5: Capture supplier details

5. Title: Implement and run promotions

Specific outcome 5.2: Prepare for implementing promotion

Specific outcome 5.3: Implement promotion

Specific outcome 5.4: Provide product information

Specific outcome 5.5: Complete promotional activities

NATIONAL DIPLOMA IN AGRI SALES AND SERVICES MANAGEMENT – NQF LEVEL 5

Field:	Agriculture and Nature Conservation
Sub-field:	Secondary Agriculture
NQF level:	Level 5
Credits:	246 of which at least 153 will be at or above level 5: 46 credits fundamental; 144 credits core, and 56 credits elective

Purpose of Qualification: This qualification is registered at level 5 on the National Qualifications Framework. It provides learners with the opportunity to access learning in Agri Sales and Service Management which include opportunities for learners to grow in the field of Agri Trade Management.

Learners will be able to combine fundamental, core and elective unit standards in order to gain competence linked to best practice. Learners will, once qualified and assessed as competent, be able to demonstrate competence in principles of local and international trade, managing transactions, promotional strategies, stock and financial decision making. Learners will also demonstrate an understanding of broader business management principles such as budget control and cost allocation, work place supervision, labour relations and performance management.

UNIT STANDARDS AT NQF LEVEL 5**Fundamental learning:**

1. Business communication
2. Numeracy at NQF level 5
3. Writing business reports

Core learning:

4. Plan merchandise layout
5. Managing cash and credit transactions
5. Managing merchandise policy
6. Develop and implement promotion strategies
7. Developing customer service policy
8. Managing stock
9. Allocate costs and control budgets
10. Provide work place supervision

11. Provide effective administrative support

12. Manage performance of people

Elective learning:

13. Applying basic principles of local and international trade

14. Interpret financial reports

15. Co-ordinate and control sales and marketing function

16. Develop and implement marketing plan

17. Assess and manage risk

18. Assist conduct of internal audits

19. Maintain compliance with policy, procedures and legal requirements

20. Maintain sound labour relations

21. Recruitment and selection of personnel

CREDIT COMPOSITION

FUNDAMENTAL		CORE		ELECTIVE	
Writing business reports	6	Plan merchandise layout	7	Applying basic principles of local and international trade	4
Business communication	20	Managing cash and credit transactions	25	Interpret financial reports	6
Numeracy (NQF level 5)	20	Managing merchandise policy	30	Co-ordinate sales and marketing function	
		Develop and implement promotional strategies	20	Develop and implement marketing plan	
		Developing customer service policy	12	Assess and manage risk	10
		Managing stock	20	Assist conduct of internal audits	10
		Allocate cost and control budgets	10	Maintain compliance with policy, procedure and legal requirements	10
		Provide work place supervision	6	Maintain sound labour relations	8
		Provide effective administrative support	4	Recruitment and selection of personnel	8
		Manage performance of people	10		
Total	46	Total	144	Total	56

UNIT STANDARDS AND SPECIFIC OUTCOMES NQF LEVEL 5**1. Title: Plan merchandise layout**

- Specific outcome 1.1: Prepare for merchandise layout
- Specific outcome 1.2: Determine store layout
- Specific outcome 1.3: Apply category management
- Specific outcome 1.4: Complete merchandise layout planning process

NATIONAL CERTIFICATE AGRICULTURAL MACHINERY TECHNICIAN– NQF LEVEL 2

Field: Agriculture and Nature Conservation

Sub-field: Secondary Agriculture

NQF level: Level 2

Credits: 115 of which at least 86 will be at or above level 2
48 credits fundamental;
49 credits core, and
18 credits elective

Purpose of Qualification: This qualification is registered at level 2 on the National Qualifications Framework. It provides learners with the opportunity to access learning in fundamental servicing, reconditioning and repairing agricultural machinery which include opportunities for learners to grow in the specific field.

Learners will be able to combine fundamental, core and elective unit standards in order to gain competence linked to best practice. Learners will, once qualified and assessed as competent, be able to demonstrate competence in service, repair and reconditioning vehicle systems and implements. Learners will demonstrate an understanding of technical principles such as lubrication, service methods, procedures, and identification of ferrous and non-ferrous metal.

Fundamental learning:

1. Literacy and communication
2. Introduction to Agricultural Machinery Industry
3. Identify, select, use and care for measuring instrument

Core learning:

4. Service vehicle system
5. Service and test battery
6. Recondition fuel system components
7. Recondition clutch
8. Weld metals using oxy-fuel gas process
9. Cut metals using oxy-fuel gas process
10. Tack weld ferrous metals

Elective learning:

11. Repair belt and chain driven systems
12. Commission agricultural implement

CREDIT COMPOSITION

FUNDAMENTAL		CORE		ELECTIVE	
Literacy and communication at NQF level 2	20	Service vehicle systems	5	Repair belt and chain driven system	8
Numeracy at (NQF level 2)	16	Service and test battery	5	Commission agricultural implement	10
Introduction to agricultural machinery industry.	4	Recondition fuel systems	8		
Identify, select, use and care for measuring instruments	8	Weld metal using oxy-fuel gas process	8		
		Recondition clutch.	10		
		Cut metals using oxy-fuel gas process	8		
		Tack weld ferrous metals	5		
TOTAL	48	TOTAL	49	TOTAL	18

UNIT STANDARDS AND SPECIFIC OUTCOMES NQF LEVEL 2**1. Identify, select, use and care for measuring instruments**

Specific outcome 1.1: Identify, select and prepare measuring instrument

Specific outcome 1.2: Use measuring instrument

Specific outcome 1.3: Maintain and store measuring instrument

2. Title: Service vehicle system

Specific outcome 2.1: Plan and prepare for servicing vehicle system

Specific outcome 2.2: Service vehicle system

Specific outcome 2.3: Complete servicing activity

3. Title: Service and test battery

Specific outcome 3.1: Plan and prepare for servicing and testing battery

Specific outcome 3.2: Servicing battery

Specific outcome 3.3: Test battery

Specific outcome 3.4: Complete servicing and testing procedure of battery

4. Title: Recondition fuel system components

Specific outcome 4.1: Plan and prepare for reconditioning fuel system components

Specific outcome 4.2: Assess fuel system components

Specific outcome 4.3: Assemble fuel system components

Specific outcome 4.4: Complete fuel system reconditioning task

5. Title: Recondition clutch

Specific outcome 5.1: Plan and prepare for reconditioning a clutch

Specific outcome 5.2: Dismantle clutch and assess parts

Specific outcome 5.2: Repair and assemble clutch

Specific outcome 5.3: Complete work activity of recondition clutch

6. Title: Weld metals using oxy-fuel gas process

Specific outcome 6.1: Plan and prepare for welding process

Specific outcome 6.2: Weld metals

Specific outcome 6.3: Care for and store welding equipment, tools and consumables

7. Title: Cut metals using oxy-fuel gas process

Specific outcome 7.1: Plan and prepare for cutting process

Specific outcome 7.2: Cut metals

Specific outcome 7.3: Care for and store cutting equipment, tools and consumables

8. Title: Tack weld ferrous metals

Specific outcome 8.1: Plan and prepare for tack welding

Specific outcome 8.2: Arc weld metals manually

Specific outcome 8.3: Care for and store welding equipment, tools and consumables

9. Title: Repair belt and chain driven systems

Specific outcome 9.1: Plan and prepare for dismantling, repairing and assembling

Specific outcome 9.2: Dismantle belt and chain in driven system

Specific outcome 9.3: Repair and assemble belt and chain driven system

Specific outcome 9.4: Complete dismantling / repairing activity of belt and chain driven system

10. Title: Commission agricultural implement

Specific outcome 10.1: Plan and prepare for commissioning of an agricultural implement

Specific outcome 10.2: Prepare commission work site

Specific outcome 10.3: Commission implement

Specific outcome 10.4: Complete commissioning of implement

NATIONAL CERTIFICATE AGRICULTURAL MACHINERY TECHNICIAN– NQF LEVEL 3

Field: Agriculture and Nature Conservation

Sub-field: Secondary Agriculture

NQF level: Level 3

Credits: 159 of which at least 143 will be at or above level 3:
52 credits fundamental;
82 credits core, and
25 credits elective

Purpose of Qualification: This qualification is registered at level 3 on the National Qualifications Framework. It provides learners with the opportunity to access learning in diagnosing, removing, installing and reconditioning advanced technical systems which include opportunities for learners to grow in the specific field.

Learners will be able to combine fundamental, core and elective unit standards in order to gain competence linked to best practice. Learners will, once qualified and assessed as competent, be able to demonstrate competence in diagnosing and repairing advanced technical systems and solving technical problems. Learners will demonstrate an understanding of broader business principles such as planning, supervision, administration as well as customer service.

UNIT STANDARDS AT NQF LEVEL 3**Fundamental learning:**

1. Literacy and communication NQF level 3
2. Numeracy at NQF level 3
3. Providing customer service

Core learning:

5. Recondition steering systems components
6. Recondition system and components
7. Remove and install system and components
8. Recondition brake system components
9. Diagnose and repair baler
10. Recondition knotter mechanism
11. Complete sales transactions

Elective learning:

12. Contribute to planning allocation and supervision of work
13. Provide effective administrative support
14. Diagnose and repair combine harvest system

CREDIT COMPOSITION

FUNDAMENTAL		CORE		ELECTIVE	
Literacy and communication at (NQF level 3)	20	Recondition steering system components	15	Contribute to the planning and allocation of work	6
Numeracy at (NQF level 3)	16	Recondition system and components	15	Provide effective administrative support	4
Providing customer service	16	Remove and install system and components	6	Diagnose and repair combine harvest system	15
		Recondition brake system components	10		
		Diagnose and repair baler.	15		
		Recondition knotter mechanism	15		
		Complete sales transactions	6		
TOTAL	52	TOTAL	82	TOTAL	25

UNIT STANDARDS AND SPECIFIC OUTCOMES NQF LEVEL 3**1. Title: Recondition steering systems components**

- Specific outcome 1.1: Plan and prepare for reconditioning of steering system components
- Specific outcome 1.2: Assess steering system components
- Specific outcome 1.3: Assembly steering system components
- Specific outcome 1.4: Complete reconditioning of steering system components

2. Title: Recondition system and components

- Specific outcome 2.1: Plan and prepare for reconditioning of system components
- Specific outcome 2.2: Dismantle system and components
- Specific outcome 2.3: Assemble system and components and attach secondary attachment
- Specific outcome 5.4: Complete reconditioning of system and components

3. Title: Remove and install system and components

- Specific outcome 3.1: Plan and prepare for removing and installing a system and components
- Specific outcome 3.2: Remove system and components and attach secondary attachment
- Specific outcome 3.3: Install system and complete components and detach secondary attachments
- Specific outcome 3.4: Complete removing and installing task

4. Title: Recondition brake system components

- Specific outcome 4.1: Plan and prepare for reconditioning of brake system components
- Specific outcome 4.2: Assess brake system components parts
- Specific outcome 4.3: Recondition and assemble brake system components
- Specific outcome 4.4: Complete reconditioning of brake system components

5. Title: Diagnose and repair baler

- Specific outcome 5.1: Plan and prepare for diagnosing and repairing baler by
- Specific outcome 5.2: Diagnose baler operational defects
- Specific outcome 5.3: Repair and adjust baler
- Specific outcome 5.4: Complete diagnosing and repairing of baler

6. Title: Recondition knotter mechanism

- Specific outcome 6.1: Plan and prepare for reconditioning of knotter mechanism
- Specific outcome 6.2: Dismantle knotter mechanism and assess components
- Specific outcome 6.3: Recondition and assemble knotter mechanism
- Specific outcome 6.4: Complete reconditioning of knotter mechanism

7. Title: Diagnose and repair combine harvest system

- Specific outcome 7.1: Plan and prepare for diagnosing and repairing combine harvest system
- Specific outcome 7.2: Diagnose combine harvest system defects
- Specific outcome 7.3: Repair and adjust combine harvest system
- Specific outcome 7.4: Complete diagnosing and repairing of combine harvest system

NATIONAL DIPLOMA SPECIALIST AGRICULTURAL MACHINERY TECHNICIAN – NQF LEVEL 5

Field: Agriculture and Nature Conservation

Sub-field: Secondary Agriculture

NQF level: Level 5

Credits: 258 of which at least 168 will be at or above level 5
49 credits fundamental;
132 credits core, and
67 credits elective

Purpose of qualification: This qualification is registered at level 5 on the National Qualifications Framework. It provides learners with the opportunity to access learning in Specialist technical areas and management principles which include opportunities for learners to grow in the field of Agricultural Machinery Services and Workshop Management.

Learners will be able to combine fundamental, core and elective unit standards in order to gain competence linked to best practice. Learners will, once qualified and assessed as competent, be able to demonstrate competence in principles of diagnosing and problem solving of integrated hydraulic mechanical electrical and electronic systems. Learners will also demonstrate an understanding of broader business management principles such as budget control and cost allocation, work place supervision, labour relations and performance management.

Fundamental learning:

1. Business communication
2. Numeracy at NQF level 5
3. Writing business reports
4. Use data entry skills to input computer data

Core learning:

5. Diagnose and repair a single system and components
6. Diagnose and repair power driven machines
7. Recondition pumps and motors
8. Managing cash and credit transactions
9. Manage customer service policy
10. Managing stock
11. Allocate costs and control budgets

12. Provide work place supervision
13. Provide effective administrative support
14. Manage performance of people

Elective learning:

15. Diagnose and repair advanced integrated system and components
16. Interpret financial reports
17. Assess and manage risk
18. Assist conduct of internal audits
19. Maintain compliance with policy, procedure and legal requirements
20. Maintain sound labour relations
21. Recruitment and selection of personnel

CREDIT COMPOSITION

FUNDAMENTAL		CORE		ELECTIVE	
Writing business reports.	6	Diagnose and repair a single system and components	15	Diagnose and repair advanced integrated system and components	25
Business communication	20	Managing cash and credit transactions	25	Interpret financial reports	6
Numeracy (NQF level 5)	20	Diagnose and repair power driven machines.	15	Assess and manage risk	10
Use data entry skills to input computer data.	3	Recondition pumps and motors	15	Assist conduct of internal audits	10
		Manage customer service policy	12	Maintain compliance with policy, procedure and legal requirements	10
		Managing stock	20	Maintain sound labour relations	8
		Allocate cost and control budgets	10	Recruitment and selection of personnel	8
		Provide work place supervision	6		
		Provide effective administration support	4		
		Manage performance of people	10		
TOTAL	49	TOTAL	132	TOTAL	77

UNIT STANDARDS AND SPECIFIC OUTCOMES NQF LEVEL 5**1. Title: Diagnose and repair single system and components**

- Specific outcome 1.1: Plan and prepare for diagnosing and repairing single system and components
- Specific outcome 1.2: Diagnose single system and components operational defects
- Specific outcome 1.3: Repair and adjust single system and components
- Specific outcome 1.4: Complete diagnosing and repairing of single system and components

2. Title: Diagnose and repair power driven machines

- Specific outcome 2.1: Plan and prepare for diagnosing and repairing power driven machines
- Specific outcome 2.2: Diagnose power driven machines operational defects
- Specific outcome 2.3: Repair and adjust power driven machines
- Specific outcome 2.4: Complete diagnosing and repairing of power driven machines

3. Title: Diagnose and repair advance integrated system and components

- Specific outcome 3.1: Plan and prepare for diagnosing and repairing advanced integrated system and components
- Specific outcome 3.2: Repair and adjust advanced integrated system and component
- Specific outcome 3.3: Complete diagnosing and repairing of advanced integrated system and components

NOTICE 557 OF 2001
SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Nature Conservation


Registered by NSB 01, Agriculture and Nature Conservation, publishes the following unit standards-based qualifications for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purposes of the qualifications, and the titles and specific outcomes of the unit standards upon which qualifications are based. The full qualifications and unit standards can be accessed via the SAQA web-site at www.saga.co.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, 659 Pienaar street, Brooklyn, Pretoria.

Comment on the qualifications and unit standards should reach SAQA at the address ***below and no later than Monday 2 April 2001***. All correspondence should be marked **Standards Setting – SGB for Nature Conservation** and addressed to

The Director: Standard Setting and Development
SAQA

Attention: Mrs S. Vasuthevan
Postnet Suite 248
Private Bag X06
Waterkloof
0145
or faxed to 012 – 346 5812



SAMUEL B.A. ISAACS
EXECUTIVE OFFICER

NATIONAL CERTIFICATE IN NATURE CONSERVATION

Field: Agriculture and Nature Conservation

Sub-field: Nature Conservation

NQF Level: 2

Credits: 121

Purpose: The qualifying learner is able to perform a multiple set of roles in assisting with the maintenance of the integrity of a conserved area, by integrating operational knowledge and skills.

Learners with this qualification will be able to carry out conservation security practices within a designated conserved area; combat soil erosion and alien invader plant species; gather basic biological data for research purposes; and perform a liaison function with neighbouring communities in terms of raising their awareness of important environmental issues and considerations, as well as what constitutes legal and illegal acts if carried out within a conserved area.

Learners will be able to function within a team and understand and follow instructions clearly.

UNIT STANDARDS TITLES NQF LEVEL 2**Fundamental Learning:**

1. Operate a personal computer system (Registered Unit Standard ID number 7547)
2. Do basic research
3. Understand social issues
4. Operate in a team
5. Apply basic written and oral communication skills
6. Use numeracy for self-organisation
7. Understand and apply personal values and ethics

8. Organise oneself in the workplace
9. Work with people who have special needs

Core Learning:

1. Perform conservation guardianship
2. Understand nature conservation
3. Manage cultural heritage resources in the field
4. Perform basic infrastructural maintenance
5. Demonstrate knowledge of conservation ethics
6. Identify and monitor local wildlife
7. Control problem animals
8. Carry out the harvesting of fauna
9. Carry out the harvesting of flora
10. Handle weapons NQF Level 5
11. Collect field specimens
12. Maintain occupational health and safety
13. Demonstrate an understanding of HIV/AIDS and its implications

Elective Learning:

1. Combat soil erosion
2. Combat problem plants
3. Apply appropriate burning techniques
4. Erect and maintain wildlife fencing

CREDIT COMPOSITION:

FUNDAMENTAL		CORE		ELECTIVE	
Operate a personal computer	6	Perform nature conservation guardianship	8	Combat soil erosion	2
Do basic research	4	Understand nature conservation issues	4	Combat problem plants	3
Understand social issues	4	Manage cultural heritage resources in the field	2	Apply appropriate burning techniques	3
Operate in a team	4	Demonstrate knowledge of conservation ethics	3	Erect and maintain wildlife fencing	4
Apply basic written and oral communication skills	10	Identify and monitor local wildlife	8		
Use numeracy for self-organisation	2	Control problem animals	4		
Understand and apply personal values and ethics	4	Carry out the harvesting of fauna	3		

FUNDAMENTAL		CORE		ELECTIVE	
Organise oneself in the workplace	3	Carry out the harvesting of flora	3		
Work with people who have special needs	4	Handle weapons	4		
		Collect field specimens	2		
		Maintain occupational health and safety	2		
		Demonstrate an understanding of HIV/AIDS and its implications	4		
TOTAL	41	TOTAL	47	TOTAL	12

UNIT STANDARDS FOR NATURE CONSERVATION**UNIT STANDARDS TITLES AND SPECIFIC OUTCOMES – NQF LEVEL 2****1. Title: Perform Basic Infrastructural Maintenance**

- Specific outcome 1.1: Identify levels of expected maintenance of infrastructure
- Specific outcome 1.2: Assess existing infrastructure against agreed standards
- Specific outcome 1.3: Carry out continuous maintenance or repairs of infrastructure where authorised and competent to do so
- Specific outcome 1.4: Refer repairs or maintenance where unauthorised or unskilled to deal with them
- Specific outcome 1.5: Make suggestions to improve future maintenance of infrastructure

2. Title: Apply Appropriate Burning Techniques

- Specific outcome 2.1: Initiate a fire to achieve management objectives
- Specific outcome 2.2: Extinguish fires where appropriate to the management objectives
- Specific outcome 2.3: Effectively use fire-fighting equipment
- Specific outcome 2.4: Secure the area after a fire
- Specific outcome 2.5: Produce a report

3. Title: Combat Problem Plants

- Specific outcome 3.1: Identify target species
- Specific outcome 3.2: Operate and maintain equipment
- Specific outcome 3.3: Safely use the appropriate control methods
- Specific outcome 3.4: Map treated areas
- Specific outcome 3.5: Carry out follow-up procedures
- Specific outcome 3.6: Keep an attendance register

UNIT STANDARDS TITLES AND SPECIFIC OUTCOMES – NQF LEVEL 2**4. Title: Combat Soil Erosion**

- Specific outcome 4.1: Identify erosion sites
- Specific outcome 4.2: Identify the causes of erosion
- Specific outcome 4.3: Control erosion through taking appropriate remedial action in the long and short term
- Specific outcome 4.4: Maintain management systems
- Specific outcome 4.5: Evaluate actions taken and identify possible areas for self-improvement

5. Title: Perform Conservation Guardianship

- Specific outcome 5.1: Collect and interpret information about the status of activities in an area, using patrolling, observation and detection
- Specific outcome 5.2: React appropriately within the law and according to procedure, in order to counter any illegal activities
- Specific outcome 5.3: Collect information in order to be able to prosecute a suspect and present evidence in a court of law
- Specific outcome 5.4: Effectively communicate information gathered by various methods

6. Title: Collect Field Specimens

- Specific outcome 6.1: Use prescribed method of collection for specific species
- Specific outcome 6.2: Locate the appropriate or specified area
- Specific outcome 6.3: Collect the required specimens
- Specific outcome 6.4: Transport specimens and report to the place where they will be handed over

7. Title: Carry out the Harvesting of Fauna

- Specific outcome 7.1: Carry out checks on equipment and methods used
- Specific outcome 7.2: Collect and record basic biological data

UNIT STANDARDS TITLES AND SPECIFIC OUTCOMES – NQF LEVEL 2

Specific outcome 7.3: Carry out and / or monitor appropriate harvest product processing according to the use and local veterinary, legal and quality assurance requirements.

Specific outcome 7.4: Record and report on the harvest

8. Title: Carry out the Harvesting of Flora

Specific outcome 8.1: Locate the harvest site

Specific outcome 8.2: Identify the species to be harvested

Specific outcome 8.3: Supervise the harvesting process

Specific outcome 8.4: Record the harvest

Specific outcome 8.5: Report on the harvest

Specific outcome 8.6: Evaluate the efficiency and effectiveness of the harvesting process and methods

9. Title: Demonstrate Knowledge of Conservation Ethics

Specific outcome 9.1: Demonstrate respect for others, their possessions and the environment taking into account cultural protocols

Specific outcome 9.2: Articulate different cultural interests and values with regard to the environment

Specific outcome 9.3: Explain which interactions between humans and the natural environment will achieve a successful environment

10. Title: Identify and Monitor Local Wildlife

Specific outcome 10.1: State the purpose and principles of monitoring used

Specific outcome 10.2: Identify local plants and animals species including their sign, spoor and habitat

Specific outcome 10.3: Count plants and animals accurately

Specific outcome 10.4: Determine sex and age of relevant species

UNIT STANDARDS TITLES AND SPECIFIC OUTCOMES – NQF LEVEL 2

Specific outcome 10.5: Specify the locality of animals / plants / abiotic elements

Specific outcome 10.6: Record information on species observed

11. Title: Manage Cultural Heritage Resources in the Field

Specific outcome 11.1: Define basic cultural heritage resource management

Specific outcome 11.2: Recognise local cultural heritage practices, traditions and sites.

Specific outcome 11.3: Monitor cultural heritage sites

Specific outcome 11.4: Demonstrate a working knowledge of relevant cultural heritage legislation.

12. Title: Control Problem Animals

Specific outcome 12.1: Identify any given non-dangerous animal

Specific outcome 12.2: Assist in control measures that may be necessary involving non-dangerous species

Specific outcome 12.3: Carry out skinning procedures which may be necessary as a result of the control of non-dangerous animals as well as assist in the disposal of carcasses

Specific outcome 12.4: Assist in employer – community interactions in addressing problem animal incidents adjacent to protected areas

13. Title: Understand Nature Conservation Issues

Specific outcome 13.1: Broadly explain the concept and principles of nature conservation

Specific outcome 13.2: Explain the history of nature conservation and how it impacts upon the present situation

Specific outcome 13.3: Explain the relevance of nature conservation principles to society

Specific outcome 13.4: Explain the inter relatedness within ecosystems

Specific outcome 13.5: Identify locally scarce plants and animals according to the IUCN (the World Conservation Union) categories

Specific outcome 13.6: Explain the necessity of environmental impact assessment

UNIT STANDARDS TITLES AND SPECIFIC OUTCOMES – NQF LEVEL 2**14. Title: Erect And Maintain Wildlife Fencing**

- Specific outcome 14.1: Erect and dismantle a fence of specified standard on a prescribed line
- Specific outcome 14.2: Prepare an area for fencing
- Specific outcome 14.3: Monitor the fence for effectiveness once erected
- Specific outcome 14.4: Monitor any impact of animals on communities
- Specific outcome 14.5: Patrol and maintain the fence on a regular basis
- Specific outcome 14.6: Repair broken fences
- Specific outcome 14.7: Construct fences at river crossings

NOTICE 558 OF 2001**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

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Nature Conservation

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Comment on the qualifications and unit standards should reach SAQA at the address **below and no later than Monday 2 April 2001**. All correspondence should be marked **Standards Setting – SGB for Nature Conservation** and addressed to

The Director: Standard Setting and Development
SAQA

Attention: Mrs S. Vasuthevan

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 346 5812


SAMUEL B.A. ISAACS
EXECUTIVE OFFICER

UNIT STANDARDS FOR NATURE CONSERVATION**UNIT STANDARDS TITLES NQF LEVEL 5**

1. Title: Handle Weapons
2. Title: Manage Area Integrity
3. Title: Enforce Conservation Compliance
4. Title: Understand And Develop Conservation Ethics
5. Title: Construct And Maintain Infrastructure
6. Title: Construct Paths / Tracks And Maintain Road Networks
7. Title: Operate And Maintain A Vehicle In Conservation Areas
8. Title: Control Erosion
9. Title: Facilitate Conservation Understanding
10. Title: Implement Integrated Catchment Management
11. Title: Demonstrate Knowledge Of Indigenous Plant Management
12. Title: Apply Conservation Management Planning
13. Title: Demonstrate A Basic Knowledge Of Animal Management
14. Title: Manage Cultural Heritage Resources In Conservation Areas
15. Title: Manage Pollution And Pollution Control
16. Title: Plan And Co-Ordinate Problem Plant Control
17. Title: Plan And Coordinate Conservation Removal Operations
18. Title: Crew A Vessel
19. Title: Manage Veld Burn Operations
20. Title: Manage Water Provision
21. Title: Erect, Monitor And Maintain Wildlife Fencing

UNIT STANDARDS FOR CONSERVATION**UNIT STANDARDS TITLE AND SPECIFIC OUTCOMES – NQF LEVEL 5****1. Title: Handle Weapons**

- Specific Outcome 1.1: Safely handle and maintain a firearm in accordance with laid down rules, procedures and conditions
- Specific Outcome 1.2: Safely secure firearm in accordance with legal requirements
- Specific Outcome 1.3: Shoot a firearm in accordance with laid down rules, procedures and conditions

2. Title: Manage Area Integrity

- Specific Outcome 2.1: Monitor species
- Specific Outcome 2.2: Establish good working relationships with local communities
- Specific Outcome 2.3: Maintain integrity
- Specific Outcome 2.4: Identify potential ecological impacts
- Specific Outcome 2.5: Implement the Security Plan

3. Title: Enforce Conservation Compliance

- Specific Outcome 3.1: Apply appropriate legislation at provincial, national and international level
- Specific Outcome 3.2: Carry out *in situ* inspections to ensure compliance with permits issued, in a pro-active and reactive manner
- Specific Outcome 3.3: Institute legal proceedings and prosecutions
- Specific Outcome 3.4: Gather and report information
- Specific Outcome 3.5: Comply with procedures with respect to collection and submission of evidence for Convention for the International Trade in Endangered species
- Specific Outcome 3.5: Identify parts and derivatives of priority species
- Specific Outcome 3.6: Cope with and manage psychological stress in self and others
- Specific Outcome 3.7: Demonstrate proficiency in self-defence techniques

UNIT STANDARDS TITLE AND SPECIFIC OUTCOMES – NQF LEVEL 5**4. Title: Understand and Develop Conservation Ethics**

- Specific Outcome 4.1: Identify values, situations and behaviours which have caused global environmental crises, and which can be addressed at a local level
- Specific Outcome 4.2: Articulate differing interests and values underlying local environmental conflict
- Specific Outcome 4.3: Develop a personal set of extrinsic and intrinsic values of ecosystems including their bio-cultural components
- Specific Outcome 4.4: Distinguish differing interests and values underlying current practices in "Conservation"
- Specific Outcome 4.5: Interact with people to address issues of conflict of a bioregional context

5. Title: Construct and Maintain Infrastructure

- Specific Outcome 5.1: Maintain infrastructure on a protected area
- Specific Outcome 5.2: Repair leaks, blockages, inoperable plumbing equipment (sewerage) and construct ablution facilities
- Specific Outcome 5.3: Repair gas appliances and replace lights and fuses
- Specific Outcome 5.4: Do basic carpentry, bricklaying, painting, paving and barricading
- Specific Outcome 5.5: Erect log / wooden structures
- Specific Outcome 5.6: Glazing
- Specific Outcome 5.7: Maintain wildlife fencing
- Specific Outcome 5.8: Welding and brazing
- Specific Outcome 5.9: Pumps and boreholes

UNIT STANDARDS TITLE AND SPECIFIC OUTCOMES – NQF LEVEL 5**6. Title: Construct Paths / Tracks & Maintain Road Networks**

- Specific Outcome 6.1: Recognise problems in proposed paths/tracks placement
- Specific Outcome 6.2: Construct and maintain paths and tracks
- Specific Outcome 6.3: Maintain road surfaces
- Specific Outcome 6.4: Supervise use of, operation and maintenance of equipment
- Specific Outcome 6.5: Ensure effective drainage of paths/tracks and roads

7. Title: Operate and Maintain A Vehicle In Conservation Areas

- Specific Outcome 7.1: Exhibit skills for the safe operation of vehicles
- Specific Outcome 7.2: Exhibit competence in the towing of trailers, operation of auxiliary equipment and recovery vehicles
- Specific Outcome 7.3: Be able to carry out pre-driving maintenance checks
- Specific Outcome 7.4: Be able to carry out basic routine maintenance tasks
- Specific Outcome 7.5: Inspect and report any more extensive faults to appropriate person, according to company prescription for repair

8. Title: Control Erosion

- Specific Outcome 8.1: Identify soil loss and the nature thereof, taking into account the type, intensity and causes
- Specific Outcome 8.2: Decide on appropriate action(s) to minimise further soil loss and implement them
- Specific Outcome 8.3: Monitor the impact of the management action

UNIT STANDARDS TITLE AND SPECIFIC OUTCOMES – NQF LEVEL 5**9. Title: Facilitate Conservation Understanding**

- Specific Outcome 9.1: Design and implement a childrens' environmental education programme
- Specific Outcome 9.2: Design and implement an adults' environmental education programme
- Specific Outcome 9.3: Design and implement an environmental education programme for visitors to a conservation area

10. Title: Implement Integrated Catchment Management

- Specific Outcome 10.1: Identify the essential components and their functions in a catchment system
- Specific Outcome 10.2: Identify, report and predict present and future environmental problems that may be caused by human activity in catchment systems
- Specific Outcome 10.3: Implement corrective measures for environmental problems identified and / or predicted, in consultation / collaboration with local communities and other stakeholders
- Specific Outcome 10.4: Monitor the quality and quantity of water in catchment areas
- Specific Outcome 10.5: Monitor the quality of catchment area habitat

11. Title: Demonstrate Knowledge of Indigenous Plant Management

- Specific Outcome 11.1: Identify common and threatened indigenous plants, their parts and their uses in his/her area
- Specific Outcome 11.2: Identify significant plant and animal associations and their fluctuations
- Specific Outcome 11.3: Interpret at a local level impacts and implications of management actions / inactions
- Specific Outcome 11.4: Harvest plants according to management guidelines.
- Specific Outcome 11.5: Ascribe values to common species
- Specific Outcome 11.6: Propagate and re-introduce indigenous plants

UNIT STANDARDS TITLE AND SPECIFIC OUTCOMES – NQF LEVEL 5

Specific Outcome 11.7: Undertake basic plant monitoring techniques

Specific Outcome 11.8: Explain management actions in the context of different ecological levels of complexity

12. Title: Apply Conservation Management Planning

Specific Outcome 12.1: Follow an accepted format when planning work activities in a conserved area

Specific Outcome 12.2: Follow a planning cycle in carrying out an action

Specific Outcome 12.3: Use a management plan, to plan priorities over the period of a year

Specific Outcome 12.4: Assess and report on goals achieved

13. Title: Demonstrate A Basic Knowledge of Animal Management

Specific Outcome 13.1: Identify animal form and function

Specific Outcome 13.2: Identify animals

Specific Outcome 13.3: Interpret ecological interactions

Specific Outcome 13.4: Identify and describe habitat requirements of key species in South Africa

Specific Outcome 13.5: Implement basic monitoring techniques for local area

Specific Outcome 13.6: Collect and preserve animal specimens

Specific Outcome 13.7: Explain management actions in the context of different ecological levels of complexity

14. Title: Manage Cultural Heritage Resources In Conservation Areas

Specific Outcome 14.1: Explain the need for cultural heritage management

Specific Outcome 14.2: Interpret cultural management in terms of the cultural heritage legislation in South Africa

Specific Outcome 14.3: Assist the development, implementation and maintenance of a cultural heritage management plan

UNIT STANDARDS TITLE AND SPECIFIC OUTCOMES – NQF LEVEL 5

Specific Outcome 14.4: Manage cultural heritage sites

Specific Outcome 14.5: Monitor local lifestyles, practices and customs

Specific Outcome 14.6: Interpret cultural heritage sites

15. Title: Manage Pollution and Pollution Control

Specific Outcome 15.1: Identify the type and degree of pollution, and the resulting problems

Specific Outcome 15.2: Network and liaise with the responsible environmental pollution experts and with communities where necessary

Specific Outcome 15.3: Propose corrective measures for some pollution situations

Specific Outcome 15.4: Undertake follow-up assessment and monitoring procedures at the conclusion of the project

16. Title: Plan and Co-Ordinate Problem Plant Control

Specific Outcome 16.1: Identify and locate problem plants, declared weeds and alien invasive plants

Specific Outcome 16.2: Interpret the impact problem plants have on an ecosystem and the dangers they pose

Specific Outcome 16.3: Determine an appropriate approach to deal with the threat

Specific Outcome 16.4: Supervise and coach personnel to control problem plants effectively and safely

Specific Outcome 16.5: Implement post-operational procedures in order to ensure treated areas are followed up and effected areas are managed effectively

Specific Outcome 16.6: Facilitate the utilisation of by-products where relevant

UNIT STANDARDS TITLE AND SPECIFIC OUTCOMES – NQF LEVEL 5**17. Title: Plan and Co-ordinate Conservation Removal Operations**

- Specific Outcome 17.1: Prepare for culling operations
- Specific Outcome 17.2: Undertake the correct preparation for culling operations relating to different techniques
- Specific Outcome 17.3: Carry out the culling operations
- Specific Outcome 17.4: Supervise and collect scientific data

18. Title: Crew A Vessel

- Specific Outcome 18.1: Manoeuvre a powered vessel less than 40 tonnes, under the supervision of a qualified skipper, in various water and weather conditions to carry out operations with small commercial vessels in sheltered and offshore waters
- Specific Outcome 18.2: Take appropriate action in emergency situations involving the safety of the vessel and those on board or the safety of other vessels and persons.
- Specific Outcome 18.3: Assess whether the safety and equipment on board a vessel meets safety requirements
- Specific Outcome 18.4: Assess the forecast weather conditions and actual weather conditions to determine actions for the safe operation of the vessels
- Specific Outcome 18.5: Avoid collisions
- Specific Outcome 18.6: Apply navigation techniques to ensure the safe navigation of a small vessel in sheltered and offshore waters
- Specific Outcome 18.7: Maintain and use ropes

19. Title: Manage Veld Burn Operations

- Specific Outcome 19.1: Assess physical conditions to determine the type of fire according to management objectives
- Specific Outcome 19.2: Initiate and implement preparation phase to achieve determined management objectives

UNIT STANDARDS TITLE AND SPECIFIC OUTCOMES – NQF LEVEL 5

Specific Outcome 19.3: Initiate controlled fire to achieve management objectives

Specific Outcome 19.4: Monitor fire behaviour

Specific Outcome 19.5: Extinguish a fire

20. Title: Manage Water Provision

Specific Outcome 20.1: Critically evaluate water provision

Specific Outcome 20.2: Demonstrate an understanding of the water requirements of different wildlife species (inter- and intra-relations of drinking habits)

Specific Outcome 20.3: Select the best provision method for different users and conditions

Specific Outcome 20.4: Maintain water provision sites and equipment

21. Title: Erect, Monitor and Maintain Wildlife Fencing

Specific Outcome 21.1: Plan and erect a fence on or inside the boundaries of the protected area, taking into account social impacts

Specific Outcome 21.2: Initiate and implement a preparation phase to achieve determined objectives

Specific Outcome 21.3: Construct and complete the fence according to specifications including electrification

Specific Outcome 21.4: Patrol and maintain the fence on a regular basis

Specific Outcome 21.5: Monitoring the fence for effectiveness

Specific Outcome 21.6: Remove unnecessary fences

NOTICE 559 OF 2001**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Hairdressing, Cosmetology and Beauty


Registered by NSB 11, Services, publishes the following unit standards-based qualifications for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purposes of the qualifications, and the titles and specific outcomes of the unit standards upon which qualifications are based. The full qualifications and unit standards can be accessed via the SAQA web-site at www.saqa.co.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, 659 Pienaar street, Brooklyn, Pretoria.

Comment on the qualifications and unit standards should reach SAQA at the address **below and no later than Monday 2 April 2001**. All correspondence should be marked **Standards Setting – SGB for Hairdressing, Cosmetology and Beauty** and addressed to

The Director: Standard Setting and Development
SAQA

Attention: Mrs S. Vasuthevan
Postnet Suite 248
Private Bag X06
Waterkloof
0145
or faxed to 012 – 346 5812


SAMUEL B.A. ISAACS
EXECUTIVE OFFICER

NATIONAL CERTIFICATE IN LADIES HAIRDRESSING

Field : Services

Sub-field : Personal Care

NQF level : 4

Credits : 167

Purpose of the Qualification:

The primary purpose of the qualification is to develop the foundational, practical and reflexive competencies in a person required for a career in Ladies hairdressing – Caucasian type hair.

Central to the qualification is the development of a culture of professionalism and "service excellence" in the hairdressing industry. This qualification intends to produce employable hairdressers with marketable skills who can significantly contribute towards the national initiatives for developing the SMME sector.

The qualifying learner will have access to the hairdressing trade as a prelude to full registration as a qualified hairdresser in Ladies Hairdressing by the Personal Care Chamber of the Services SETA.

Qualification Matrix

	Level 2		Level 3		Level 4		Total
	Unit Standard	Credits	Unit S T	Credits	Unit S T	Credits	
Fundamental			Communication for Hairdressers	4	Any unit standards from the field of Communication Studies and Language	16	36
					Any unit standards from the field of Mathematics	16	
Core	Induction to Personal Care Sector	1	Conditioning of Ladies Hair	6	Colouring and Lightening of Ladies Hair	15	99
	Shampooing of Ladies Hair	7	Designing Ladies Hair Styles	10	Proficiency in Ladies Hairdressing Services	15	

			Cutting and Shaping of Ladies Hair	18	Perming of Ladies Hair	15	
					Relaxing and Straightening of Ladies Hair	12	
Electives			Sanitation and Sterilisation for Hairdressing	5	Retailing for Hairdressers	10	32
			Receiving and Consulting with Hairdressing Clients	7	Hair and Scalp Disorders and Diseases	4	
			Salon Support Services	6			
Total		8		56		103	167

UNIT STANDARDS FOR NATIONAL CERTIFICATE IN LADIES HAIRDRESSING

Unit Standards at NQF level 2

1. Title : Induction to the Personal Care Sector
2. Title : Shampooing of Ladies Hair

Unit Standards at NQF level 3

1. Title : Communication for Hairdressers
2. Title : Sanitation and Sterilisation for Hairdressing
3. Title : Receiving and Consulting with Hairdressing Clients
4. Title : Conditioning of Ladies Hair
5. Title : Salon Support Services
6. Title : Designing Ladies Hair Styles
7. Title : Cutting and Shaping of Ladies Hair

Unit Standards at NQF level 4

1. Title : Hair and Scalp Disorders and Diseases
2. Title : Retailing for Hairdressers
3. Title : Colouring and Lightening of Ladies Hair
4. Title : Perming of Ladies Hair
5. Title : Relaxing and Straightening of Ladies Hair
6. Title : Proficiency in Ladies Hairdressing Services

Unit standards titles and specific outcomes at NQF level 2

1. Title : Induction to the Personal Care Sector

Specific Outcome 1: Explain and discuss the requirements of education and training within the hairdressing industry with special reference to the roles that different Bodies play in the education and training of hairdressers.

Specific Outcome 2: Explain and discuss the learnership agreement to determine the roles and functions and responsibilities of the different parties involved in the learnership contract.

Specific Outcome 3: Explain and describe the foundational, practical and reflexive competence that learners of hairdressing standards and qualifications are required to master.

2. Title : Shampooing of Ladies Hair

Specific Outcome 1: Demonstrate the correct procedure for draping and protecting the client in readiness for all hairdressing services.

Specific Outcome 2: Select the appropriate shampoo product and service, perform the required shampooing service, recommend products for home care and record information on an analysis card. This outcome must be met in terms of all types and conditions of hair including braids and hair extensions and home care recommendations must be based on at least two product ranges.

Unit standards titles and specific outcomes at NQF level 3

1. Title : Communication for Hairdressers

Specific Outcome 1: Communicate effectively with clients, colleagues and prospective employers by using the appropriate communication mode ensuring that professionalism is maintained at all times.

Specific Outcome 2: Communicate effectively with clients, colleagues and prospective employers using written communication.

2. Title : Sanitation and Sterilisation for Hairdressing

Specific Outcome 1: Demonstrate and discuss the different methods of sterilisation and sanitation procedures performed in the salon and explain the importance of maintaining a clean and safe working environment.

Specific Outcome 2: Demonstrate and explain the cleaning, sanitising and sterilising of equipment, materials and tools in the salon/working environment.

Specific Outcome 3: Explain and demonstrate basic First Aid procedures applicable to salon practices.

Specific Outcome 4: Demonstrate and explain effective procedures for dealing with disposable waste in the salon environment following all applicable safety procedures.

3. Title : Receiving and Consulting with Hairdressing Clients

Specific Outcome 1: Receive new, regular, expected and unexpected clients in the salon or telephonically, establish a relaxed relationship with them, care for all the clients' needs, receive enquiries around appointments and salon services and deal with them according to salon procedures.

Specific Outcome 2: Consult with the client in a professional manner and analyse and evaluate the hair and scalp to determine the appropriate procedure for the specified service. The context of this specific outcome includes all types and conditions of hair including virgin, chemically treated and physically damaged hair.

4. Title : Conditioning of Ladies Hair

Specific Outcome 1: Select the appropriate products according to hair and scalp analysis to improve the condition of the hair, apply surface or instant conditioner according to manufacturer's instructions, recommend products for home care from at least two different product ranges and prepare the client for further services.

Specific Outcome 2: Recognise and treat common hair conditions such as fragilitas crinium (split ends), damaged cuticle, trichorexis nodosa (beaded hair); select the treatment products required, select the appropriate application and massage technique, and perform the correct procedures for the treatment as required.

Specific Outcome 3: Recognise and treat common scalp conditions such as Pityriasis capitis (dandruff) and seborrhea (oily or greasy scalp); select the treatment products required, select the appropriate application and massage techniques and perform the correct procedures for the particular treatment required.

5. Title : Salon Support Services

Specific outcome 1: Order and receive stock from a supplier, check the items received against an invoice or stock book; unpack; open; decant; measure and dilute products where necessary and record their use.

Specific Outcome 2: Handle salon business by telephone successfully. Receiving and making telephone calls fall within the scope of this specific outcome.

Specific Outcome 3: Calculate and supply the final price for services rendered, and products bought by the clients within the scope of cash and non-cash payments.

Specific Outcome 4: Analyse and interpret information on remuneration slips according to salon policy, basic conditions of employment and/or collective agreements.

Specific Outcome 5: Keep salon records effectively within the scope of analysis and client cards, reconciliation sheets and stock sheets.

6. Title : Designing Ladies Hair Styles

Specific Outcome 1: Determine after consultation, the most aesthetically suitable hairstyle for the client and design a whole head of finger waves on short and medium length wet hair, using the fingers and

cutting comb only. Fingerwaving must be demonstrated with and without a parting using vertical, horizontal and diagonal fingerwaves.

Specific Outcome 2: Determine after consultation, the most aesthetically suitable hairstyle for the client and design a hairstyle for the whole head with pin curls using volume, flat, clockwise and anti-clockwise pin curls.

Specific Outcome 3: Determine after consultation, the most aesthetically suitable hairstyle for the client and design short, medium and long hairstyles with the use of rollers.

Specific Outcome 4: Determine after consultation, the most aesthetically suitable hairstyle for the client and design a hair style with single and multiple strands within the scope of weaving, roping, twisting, plaiting, corn rowing, braiding.

Specific Outcome 5: Determine after consultation the most aesthetically suitable hairstyle for a client, and design the hairstyle by attaching hair extensions to the natural hair. The scope of this unit standard covers synthetic and human hair extensions of different hair lengths namely long, medium and short and of different hair textures namely wavy, curly and straight.

Specific Outcome 6: Determine after consultation, the most aesthetically suitable hairstyle for the client and design long, medium and short hairstyles using blow drying techniques.

7. Title : Cutting and Shaping of Ladies Hair

Specific Outcome 1: Cut hair using a variety of **one length looks** taking into account critical influencing factors such as hair texture, head/face shape and hair growth patterns.
(Range: Use different cutting techniques on curly and straight hair to create a variety of one length looks. Variety of one length looks includes above the shoulder, below the shoulder, with a fringe and without a fringe).

Specific Outcome 2: Cut hair using a variety of **layered looks** taking into account critical influencing factors such as hair texture, head/face shape and hair growth patterns.
(Range: Use different cutting techniques on curly and straight hair to create uniform layering and graduated layering effects on a variety of layered looks. Variety of layered looks include above the shoulder, below the shoulder, with a fringe and without a fringe).

Specific Outcome 3: Cut hair using a variety of **fashion looks** taking into account critical influencing factors such as client requirements, hair texture, head/face shape and hair growth patterns.

(Range: Use different cutting techniques on curly and straight hair to create uniform layering, graduated layering, scissors over comb, razor, clipper, texturising and freehand effects on a variety of fashion looks. Variety of fashion looks include above the shoulder and below the shoulder).

Unit standards titles and specific outcomes at NQF level 4

1. Title : Hair and Scalp Disorders and Diseases

Specific Outcome 1: Recognise hair and scalp disorders and diseases and determine the possible causes thereof.

Specific Outcome 2: Advise corrective treatment in the case of hair and scalp disorders.

2. Title : Retailing for Hairdressers

Specific Outcome 1: Discuss, describe and demonstrate the correct techniques for marketing within the context of the hairdressing industry.

Specific Outcome 2: Hairdressing products and services are marketed successfully through the use of various marketing techniques and knowledge of the marketing of products and services are demonstrated through discussion and explanation.

3. Title : Colouring and Lightening of Ladies Hair

Specific Outcome 1: The learner is able to analyse the hair and scalp, identify the natural colour of the hair; select the appropriate temporary colour for the hair and demonstrate the correct procedure for applying temporary colour to different types of hair.

Specific Outcome 2: The learner must analyse the hair and scalp, identify the natural colour of the hair; select the appropriate semi permanent colour for the hair and demonstrate the correct procedure for applying semi permanent colour to different types of hair.

Specific Outcome 3: Analyse the hair and scalp, identify the natural hair colour; select the appropriate demi colour and demonstrate the application of demi colour to different types of hair.

Specific Outcome 4: Analyse the hair and scalp, identify the natural hair colour; select the appropriate permanent colour and demonstrate the application of permanent colour to different types of hair.

Specific Outcome 5: Analyse the hair and scalp, identify the natural hair colour; select the appropriate lightening product for the hair and apply lightening colour products to different types of hair.

4. Title : Perming of Ladies Hair

Specific Outcome 1: The learner is able to analyse the hair and scalp and select the appropriate permanent wave products, equipment and tools based on tests conducted.

Specific Outcome 2: The learner is able to demonstrate the correct procedure for applying permanent wave services to different types and lengths of hair.

5. Title : Relaxing and Straightening of Ladies Hair

Specific Outcome 1: The learner is able to relax/straighten and neutralise virgin hair of different lengths taking into account critical influencing factors.

Specific Outcome 2: The learner is able to relax/straighten and neutralise hair of different lengths that had been previously relaxed/straightened. (i.e. re-growth application) taking into account critical influencing factors.

Specific Outcome 3: The learner is able to perform a reverse perm to relax tightly curled hair of different lengths taking into account critical influencing factors.

6. Title : Proficiency in Ladies Hairdressing Services

Specific Outcome 1: The learner is able to integrate shampooing, cutting, perming and hair design to produce a complete change of style in a commercially viable time.

Specific Outcome 2: The learner is able to integrate shampooing, conditioning, cutting, colouring and hair design to produce a complete change of style in a commercially viable time.

Specific Outcome 3: The learner must integrate shampooing, conditioning, cutting, relaxing, straightening, pincurls and fingerwaving to produce a complete change of style in a commercially viable time.

Specific Outcome 4: The learner must plan and execute three daily salon sessions integrating shampooing, conditioning, cutting, perming, relaxing, colouring, setting, costing and record keeping to produce effective styles on a range of clients in a commercially viable time.

PROPOSED COMPOSITION OF THE SGB

Nominee	Workplace	Nominating Body	Experience/ Qualifications
Elma Britz	Pro Arte Alphen Park	SA Onderwysersunie	Music examiner, curriculum development, teacher education
Mandy Carver	Rhodes University	Eastern Cape music education projects	Classical musician, African music, recorder
Jeanet Domingues	Mpumalanga Dept of Education	Mpumalanga Dept of Education	Music teacher, music technology, clarinet
Schalk Fredericks	Gauteng Dept of Education	Gauteng Dept of Education	Subject Advisor
Dave Galloway	SAPS	MEUSSA	Bands and orchestras, all brass and woodwind instruments, percussion and guitar
Vinayagi Govinder	Consultant	MEUSSA	Indian Music, film and classical music
Sheila Masote	ACOSA	ACOSA	ACOSA Public Relations Officer, Board of Directors: Orchestra Company of SA, violin teacher, co-ordinator of ACOSA Adult Choirs Festival
Prudence Mathonsi	University of Durban-Westville Action Research Project	Mandeni Junior Choir	Community development
Desmond Moloele	Mamelodi Heritage Foundation	Mamelodi Heritage Foundation	Mamelodi Music Promotions, Melodi Artists, Mamelodi Arts and Culture Sub Forum
Zabalaza Mthembu	KwaZulu-Natal Dept of Arts and Culture	KwaZulu-Natal Dept of Arts and Culture	Zulu music (choirs)
Zenda Nel	Consultant	MEUSSA	Classical music educator
Simon Ntuli	Eastside College of Education	Eastside College of Education	Popular music, jazz
Daniela Pretorius	Laerskool Gustav Preller	Orff Schulwerk Society of Southern Africa	Director of "Orff Africa", choral conductor, organist

NOTICE 560 OF 2001**PUBLIC NOTICE BY NSB 02, CULTURE AND ARTS, OF AN APPLICATION TO REGISTER THE SGB FOR MUSIC IN GENERAL AND FURTHER EDUCATION AND TRAINING**

NSB 02 has received an application to recognise and register the SGB for Music in General and Further Education and Training in the sub-field of Music.

PROPOSED BRIEF OF THE SGB

1. Identify transformation, development, access and equity issues relevant to music education and training in the General and Further Education and Training bands and develop mechanisms to include these issues within standards and qualifications as envisaged in (3) below [*Regulation 24(1)(e)*].
2. Develop learning and career pathways for potential standards and qualifications in Music from level 1 through to level 4 [*Regulation 24(1)(e)*].
3. Review, add to and update existing standards and qualifications in Music in the General and Further Education and Training bands, as required [*Regulation 24(1)(b)*].
4. Generate where required the following qualifications and standards in Music in accordance with Authority requirements, at NQF levels 1-4, for competencies in all related areas of Music [*Regulation 24(1)(a)*].
 - Unit standards in Music for inclusion in the GETC (NQF 1)
 - Unit standards in Music for inclusion in FETCs (NQF 2-4)
 - National Certificate in Music (NQF 2)
 - National Certificate in Music (NQF 3)
 - National Certificate in Composing / Songwriting / Arranging (NQF 4)
 - National Certificate in Music Performing (NQF 4)
5. Recommend standards and/or qualifications generated under (3) above to the NSB [*Regulation 24(1)(c)*].
6. Establish mechanisms for the integration of the assessment of competence in particular instruments and music practices into the standards and qualifications contemplated in (3) above.
7. Recommend criteria for the registration of assessors, moderators and moderating bodies [*Regulation 24(1)(d)*].
8. Liaise with other SGBs in the sub-field and related sub-fields and/or fields [*Regulation 24(1)(e)*], and make recommendations regarding the articulation between Music qualifications in the General and Further Education and Training bands and other Music qualifications registered on the NQF.
9. Perform such other relevant functions as may from time to time be delegated by NSB 02: Culture and Arts (including Sports and Recreation) [*Regulation 24(1)(e)*]

Nominee	Workplace	Nominating Body	Experience/ Qualifications
Paul Pretorius	Drakensberg Boys Choir School	Drakensberg Boys Choir School	Music centre work, Boeremusiek
Nomazizi Rajule	Consultant	Kids Care Project	Non-governmental organisations, curriculum development
Annarine Roscher	Consultant	MEUSSA	Choral accompaniment, jazz
Dag Sumner	St Barnabas School	St Barnabas School	Music educator, classical music, strings, brass
Philip Swales	Cape Town Philharmonic	Cape Town Philharmonic	Orchestras
Dawn Taljaard	Private music teacher	South African Society of Music Teachers	Chairperson Beeld- Pretoria-Eisteddfod, teacher of piano, theory and harmony, organist
Niel van der Watt	Pretoria Boys High	Pretoria Boys High	Arranger, composer, conductor, examiner
Nita Wolff	Redhill School	Redhill School	Music appreciation, classical and choral music

NOTICE 561 OF 2001**PUBLIC NOTICE BY NSB 02, CULTURE AND ARTS, OF AN APPLICATION TO REGISTER THE SGB FOR MUSIC IN HIGHER EDUCATION AND TRAINING**

NSB 02 has received an application to recognise and register the SGB for Music in Higher Education and Training in the sub-field of Music.

PROPOSED BRIEF OF THE SGB

1. Identify transformation, development, access and equity issues relevant to music education and training in the Higher Education and Training band and develop mechanisms to include these issues within standards and qualifications as envisaged in (3) below [Regulation 24(1)(e)].
2. Develop learning and career pathways for potential standards and qualifications in Music from level 5 through to level 8 [Regulation 24(1)(e)].
3. Review, add to and update existing standards and qualifications in Music in the Higher Education and Training band, as required [Regulation 24(1)(b)].
4. Generate where required the following qualifications in Music in accordance with Authority requirements, at NQF levels 5-8, for competencies in all related areas of Music [Regulation 24(1)(a)].
 - National Diploma in Composing / Songwriting / Arranging (NQF 5)
 - National Diploma in Music Performing (NQF 5)
 - National Diploma in Composing / Songwriting / Arranging (NQF 6)
 - National Diploma in Music Performing (NQF 6)
 - First degree in Music (NQF 6-7)
 - First degree in Music (Composing / Songwriting / Arranging) (NQF 6-7)
 - First degree in Music (Performing) (NQF 6-7)
 - First degree in Music (Music Education) (NQF 6-7)
 - First degree in Music (Musicology) (NQF 6-7)
 - Post-graduate Diploma in Music Performing (NQF 7)
 - Master's and Doctoral degrees in Music (NQF 8)
 - Master's and Doctoral degrees in Music (Composing/Songwriting/Arranging) (NQF 8)
 - Master's and Doctoral degrees in (Music Performing) (NQF 8)
 - Master's and Doctoral degrees in Music (Music Education) (NQF 8)
 - Master's and Doctoral degrees in Music (Musicology) (NQF 8)
5. Recommend standards and/or qualifications generated under (3) above to the NSB [Regulation 24(1)(c)].

6. Establish mechanisms for the integration of the assessment of competence in particular instruments and music practices into the standards and qualifications contemplated in (3) above.
7. Recommend criteria for the registration of assessors, moderators and moderating bodies [Regulation 24(1)(d)].
8. Liaise with other SGBs in the sub-field and related sub-fields and/or fields [Regulation 24(1)(e)], and make recommendations regarding the articulation between Music qualifications in the Higher Education and Training band and other music qualifications registered on the NQF.
9. Perform such other relevant functions as may from time to time be delegated by NSB 02: Culture and Arts (including Sports and Recreation) [Regulation 24(1)(e)].

PROPOSED COMPOSITION OF THE SGB

Nominee	Workplace	Nominating Body	Experience/ Qualifications
Ronelle Bosman	Pro Arte Alphen Park	Pro Arte Alphen Park	Flautist, educator
Denise de Kock	Cape Town College of Education	Cape Town College of Education	Music education lecturer
Alet Delport	University of Port Elizabeth	University of Port Elizabeth	Music education lecturer
Chats Devroop	University of Pretoria	University of Pretoria	World music, music technology, saxophone, recorder
Marc Duby	Pretoria Technikon	Pretoria Technikon	President S.A. Jazz Educators Association
Mariaan Feenstra	Pro Arte Alphenpark	National Union of Music Educators	General Secretary of the National Union of Music Educators
Vinayagi Govinder	Consultant	MEUSSA	Indian Music, film and classical
Antoinette Hoek	Gauteng Dept of Education	Gauteng Dept of Education	Subject music, ensembles, teaching of theory

Nominee	Workplace	Nominating Body	Experience/ Qualifications
Rosalie Katz	Music Industry Development Initiative	Music Industry Development Initiative	General Manager: MIDI Trust, experience in different facets of business management, particularly in entertainment-related industries
Koloi Lebona	EMI	EMI	Music industry
Winfried Lüdemann	University of Stellenbosch	Musicological Society of Southern Africa	Chairperson Musicological Society of Southern Africa
Christine Lucia	Rhodes University	Committee of Heads of University Music Departments	Musicologist, ethnomusicologist, music educator, promoter of intercultural curricula and teaching methods
Patrick Masuelele	Mankwe College of Education	Mankwe College of Education	Lecturer, moderator of music examinations at college level, regional facilitator for distance training in music, researcher
Ria Smit	University of Stellenbosch	University of Stellenbosch	Music education, music lexicography
Hubert van der Spuy	University of South Africa	University of South Africa	Professional Director in the Department of Music at UNISA, experienced adjudicator and examiner
Kevin Williams	SA National Defence Force	SA National Defence Force	Principal Director of Music of the SANDF, Fellow of the Trinity College of Music, London, Special Commissioner for the Royal School of Church Music

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