



# Government Gazette Staatskoerant

REPUBLIC OF SOUTH AFRICA  
REPUBLIEK VAN SUID-AFRIKA

Vol. 431

Pretoria, 25 May  
Mei 2001

No. 22318



AIDS HELPLINE: 0800-0123-22 Prevention is the cure

**CONTENTS • INHOUD**

No.

Page  
No. Gazette  
No.**GOVERNMENT NOTICES****South African Qualifications Authority***Government Notices*

445	Standards Generating Bodies: National Standards Body 12 (Physical Planning and Construction) .....	3	22318
446	Public Notice by NSB 02: Culture and Arts of the registration of the Music Industry SGB .....	9	22318
447	do.: Culture and Arts for the registration of the SGB for Music in General and Further Education and Training .....	12	22318
448	do.: Culture and Arts of the registration of the SGB for Music in Higher Education and Training .....	15	22318
449	Public Notice by NSB 12: Physical Planning and Construction to register an SGB for Quantity Surveying .....	18	22318
450	do.: Physical Planning and Construction of an application to register an SGB for Architecture .....	21	22318
451	National Standards Bodies: National Standards Generating Body (SGB): Financial Services .....	24	22318
452	do.: do.: Computer Science and Information Technology .....	34	22318
453	do.: do.: Hospitality, Tourism, Leisure and Guiding .....	43	22318

## GOVERNMENT NOTICES

## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 445

25 May 2001

*Established in terms of Act 58 of 1995***SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In order to proceed with the recognition of Standards Generating Bodies in terms of Government Regulations 19(1)(c) and 22(2) of 28 March 1998, National Standards Body 12 (Physical Planning and Construction) invites public comment with respect to *the acceptability of the nominees and the representativeness of the key education and training stakeholder interest groups* listed as an SGB applicant below.

**In addition, the NSB invites submissions from interested parties wishing to serve on such an SGB.** Interested parties should take note of the section on SGB Information below.

**All nominations/ applications should be accompanied by curricula vitae.**

More information regarding this application may be obtained on the SAQA website or from the SAQA offices.

Comment should reach the NSB at the address below not later than Monday 25 June 2001. All correspondence should be marked **SGB Formation – NSB 12, Physical Planning and Construction** and be addressed to:

The Director: Standard Setting and Development  
SAQA  
Attention: Sharon Vasuthevan  
Postnet Suite 248  
Private Bag X06  
Waterkloof  
0145  
or faxed to 012-346 5812

### SGB INFORMATION

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

SGBs shall:

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

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

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

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

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



**PUBLIC NOTICE BY NSB 12, PHYSICAL PLANNING AND CONSTRUCTION, OF AN APPLICATION TO REGISTER AN SGB FOR THE WATER SECTOR**

NSB 12, Physical Planning and Construction, has received an application to recognise and establish an SGB for the Water Sector.

**PROPOSED BRIEF OF THE SGB**

1. Identify transformation, development and equity issues relevant to the sub-field Physical Planning, Design and Management in the NQF organising field 12 and develop mechanisms to include these issues within qualifications as envisaged in 2 below [Regulation 24(1)(e)].
2. Generate the following unit standards-based qualifications (level 4 to 8) in accordance with Authority requirements [Regulation 24(1)(a)]:
  - National certificate in water service planning and design – level 4
  - National certificate in water services construction – level 4
  - National certificate in water services operations and maintenance – water – level 4
  - National certificate in water services operations and maintenance – waste water – level 4
  - National certificate in water services management, administration and training – level 4
  - National diploma in water service planning and design – level 5
  - National diploma in water services construction – level 5
  - National diploma in water services operations and maintenance – water – level 5
  - National diploma in water services operations and maintenance – waste water – level 5
  - National diploma in water services management, administration and training – level 5
  - National first degree in water service planning and design – level 6
  - National first degree in water services construction – level 6
  - National first degree in water services operations and maintenance – water – level 6
  - National first degree in water services operations and maintenance – waste water – level 6
  - National first degree in water services management, administration and training – level 6
  - Master's degree in water service planning and design – level 8
  - Master's degree in water services construction – level 8
  - Master's degree in water services operations and maintenance – water – level 8
  - Master's degree in water services operations and maintenance – waste water – level 8

3. Liaise with all other SGBs in the field whose briefs mandate them to generate Physical Planning, Design and Management qualifications, as well as NSB 03 and NSB 05 [Regulation 24(1)(a) & (e)].
4. Recommend the qualifications generated in 2 above to National Standards Body 12 [Regulation 24(1)(c)].
5. Recommend criteria for the registration of assessors and moderators or moderating bodies [Regulation 24(1)(d)].
6. Accept and perform other related functions as requested by NSB 12 [Regulation 12(1)(e)].

**PROPOSED COMPOSITION OF THE SGB**

<b>NAME</b>	<b>INSTITUTION</b>	<b>NOMINATING BODY</b>	<b>QUALIFICATION</b>
Coetzee, M	Cobra Watertech	Cobra Watertech	BSc
Donovan, RP	Department of Water Affairs and Forestry	Directorate Water Conservation	National Diploma for Technicians Diploma in Industrial Administration
Gqweta, ME	Khulani Groundwater Consultants	Geological Society of South Africa	BSc (HonoUrs)
Howarth, CM	Durban Metro Water Services	Durban Metro Water Services	BSc (Chemical Engineering)
Jordan, M	Institute for Plumbing	Institute for Plumbing	National Certificate in Plumbing
Kopung, SM	Department of Water Affairs and Forestry	Water Services Operations	BSc (Ed) Diploma in Computerised Project Management, MBA
Moodie, U	National Community Water and Sanitation Training Institute	National Community Water and Sanitation Training Institute	National Diploma in Medical Technology, N9 Water and Waste Operators Certificate B Tech Ed M Tech Ed
Moodley, R	Umgeni Water	South African Water Board	National Diploma in Analytical Chemistry, National Higher Diploma in Chemistry, Business Management Programme, Certificate in Training
Naude, Y	Institute for Water Quality	Department of Water Affairs and Forestry	Certificate in Laboratory Management Certificate for the training task for the supervisor Certificate in laboratory quality management M. Tech

<b>Polecut, BW</b>	<b>Durban Metro Water Services</b>	<b>Joint Acceptance for Water Instillation Components</b>	<b>B. Sc</b>
<b>Raftesath, C</b>	<b>Consultant</b>	<b>South African Association of Water Boards</b>	<b>BA HdipEd PDM (Graduate School of Business – Witwaterrand University)</b>
<b>Rice, CP</b>	<b>Professional Diamond Drilling Equipment</b>	<b>Borehole Water Association of Southern Africa</b>	<b>Grad CE ( University of Rhodesia) B Sc (Chemistry and Mathematics)</b>
<b>Sekati, MM</b>	<b>Department of Water Affairs and Forestry</b>	<b>State</b>	<b>B Paed, B Ed, Advanced Diploma in Organisational Development, MSc Human Resource Management</b>
<b>Sekobe, G</b>	<b>Department of Health</b>	<b>Department of Health</b>	<b>Master's in Medical Science.</b>
<b>Viljoen, P</b>	<b>Water Quality Management</b>	<b>State</b>	<b>BSc. BSc (Honours)</b>
<b>Wilson, I</b>	<b>Mvula Trust</b>	<b>Mvula Trust</b>	<b>BA H Dip, Lib</b>



No. 446

25 May 2001

**PUBLIC NOTICE BY NSB 02, CULTURE AND ARTS, OF THE REGISTRATION OF  
THE MUSIC INDUSTRY SGB**

NSB 02 hereby registers the Music Industry SGB in the sub-field of Music for a period of three years until 18 April 2004.

**BRIEF OF THE SGB**

1. Identify transformation, development, access and equity issues relevant to education and training in music industry contexts 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 the Music Industry from level 2 through to level 8 [Regulation 24 (1)(e)]. The precise nature of what is possible will be determined during a thorough outcomes analysis of the Sector.
3. Generate the following qualifications and standards in the area of the Music Industry in accordance with Authority requirements, at NQF levels 2-6, for competencies in all related areas of the Music Industry [Regulation 24 (1)(a)]:
  - National Certificate in Music Industry practices (level 2)
  - National Certificate in Music Industry practices (level 3)
  - National Certificate in Music Industry practices (Music-making) (level 4)
  - National Certificate in Music Industry practices (Technology) (level 4)
  - National Certificate in Music Industry practices (Business and Management) (level 4)
  - Diploma in Music Industry practices (Music-making) (level 5)
  - Diploma in Music Industry practices (Technology) (level 5)
  - Diploma in Music Industry practices (Business and Management) (level 5)
4. Recommend standards and qualifications generated under 1 and 2 above to the NSB and other related statutory bodies including professional registration [Regulation 24(1)(c)].
5. Establish mechanisms for the integration of the assessment of competence in particular instruments and musical practices into the standards and qualifications recommended in (4) above.
6. Recommend criteria for the registration of assessors, moderators and moderating bodies [Regulation 24(1)(d)].
7. Liaise with other SGBs in the sub-field and related sub-fields and/or fields registered in the Further and Higher Education and Training bands of the NQF [Regulation 24(1)(e)].
8. 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)].

**COMPOSITION OF THE SGB**

<b>Nominee</b>	<b>Workplace</b>	<b>Nominating Body</b>	<b>Experience/ Qualifications</b>
Beardwood	Gearhouse Equipment Hire	Gearhouse	Sound Engineer, Making Music Productions Branch Manager
Duby, Marc	Pretoria Technikon	Pretoria Technikon	Lecturer, Technikon Pretoria/President SA Jazz Educator Association
Farrant, Garth	National School of Arts	Department of Education	Drummer, Conductor, Educator, Head of Contemporary Music Department at the National Schools of Arts
Garbharran, Prathima	Gauteng Department of Sport, Recreation, Arts & Culture	Gauteng Department of Sport, Recreation, Arts & Culture	Arts policy Formulator/Co- ordinator, Curriculum Developer
Harrod, Rod	Athlone Technical College	PROMPT (Professional Music Performance and Technology)	PROMPT/Sounds Africa Executive Director, Music Industry Knowledge
Katz, Rosie	Music Industry Development Initiative	Music Industry Development Initiative	Music Industry Knowledge
Knight, Gail	Self	Self	Production/Manag ement/Producer
Le Roux, André Stephen	Department of Arts, Culture, Science & Technology (DACST)	DACST)	Arts Administrator/Pol icy Contributor
Mahony, Shane	PROMPT	PROMPT	Record producer/Songwrit er/Drummer
Makhene, Motsumi	ABT Associates	Musicians' Union of South Africa (MUSA)	President Musicians' Union, Trustee MIDI Trust, Chief Executive ABT Association
Mapaya, Geoff	Fuba School of Music	Fuba School of Music	Head of Academics, Fuba School of Music
Masoga, Mhlanganisi	Gauteng Institute for Curriculum Development	Gauteng Institute for Curriculum Development	Educator/Musician /Curriculum Developer

Nominee	Workplace	Nominating Body	Experience/ Qualifications
Ngcukana, Duke	Intlanganiso Secondary School, Khayelitsha	Intlanganiso Secondary School, Khayelitsha	Trumpeter/ Composer/Educator
Mokale, Abel	Phakamani Music Industry Institute	Phakamani Music Industry Institute	Pianist/Music Educator
Oakes, Cathy	Contemporary Music Dept of Allenby Campus	Allenby Campus	Music Teacher/Founded Allenby Campus School for Contemporary Music
Pash, Neil	Family Harvest Church	Family Harvest Church	Musician/Recording Engineer/Website design
Pee, Gee	Cape Audio College	Cape Audio College	Lecturer: Cape Audio College
Peterson, Alvin	University of the Western Cape	International Society of Music Educators	African and General Music Specialist, former Head of Music at the University of the Western Cape
Pieterse, Karen	Self	Self	Musician/Teacher/MBA Music Business
Schouw, Tina	Singer/Songwriter	Self	Singer/Songwriter/Musician, Primary Teacher's Diploma
Sedibe, Kgomotso Leslie	EMI Records	EMI	Head of Legal and Business Affairs EMI Music S.A.
Sewpaul, Naren	Lemon Productions	Lemon Productions	Songwriter/Musician/Teacher
Sibisi, Paul Nhlanhla	RISA (formerly ASAMI)	RISA	General Manager RISA/Attorney
Van Nooie, Meryl	Baxter Soundhouse	Baxter Soundhouse	Musician/Teacher/Technologist/Arranger

**PUBLIC NOTICE BY NSB 02, CULTURE AND ARTS, FOR THE REGISTRATION  
OF THE SGB FOR MUSIC IN GENERAL AND FURTHER EDUCATION AND  
TRAINING**

NSB 02 hereby registers the SGB for Music in General and Further Education and Training in the sub-field of Music for a period of three years until 18 April 2001.

**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 (specialisation to be nominated) (NQF 4)
  - National Certificate in Music Performing (specialisation to be nominated) (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)]*.



**COMPOSITION OF THE SGB**

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

Ntuli, Simon	Eastside College of Education	Eastside College of Education	Popular music, jazz
Pretorius, Daniela	Laerskool Gustav Preller	Orff Schulwerk Society of Southern Africa	Director of "Orff Africa", choral conductor, organist
Pretorius, Daniela	Drakensberg Boys Choir School	Drakensberg Boys Choir School	Music centre work, Boeremusiek
Rajuile, Nomazizi	Consultant	Kids Care Project	Non-governmental organisations, curriculum development
Roscher, Annarine	Consultant	MEUSSA	Choral accompaniment, jazz
Sumner, Dag	St Barnabas School	St Barnabas School	Music educator, classical music, strings, brass
Swales, Philip	Cape Town Philharmonic	Cape Town Philharmonic	Orchestras
Taljaard, Dawn	Private music teacher	South African Society of Music Teachers	Chairperson Beeld-Pretoria-Eisteddfod, teacher of piano, theory and harmony, organist
Van der Watt, Niel	Pretoria Boys High	Pretoria Boys High	Arranger, composer, conductor, examiner
Wolff, Nita	Redhill School	Redhill School	Music appreciation, classical and choral music

No. 448

25 May 2001

**PUBLIC NOTICE BY NSB 02, CULTURE AND ARTS, OF THE  
REGISTRATION FOR THE SGB FOR MUSIC IN HIGHER EDUCATION  
AND TRAINING**

NSB 02 hereby registers the SGB for Music in Higher Education and Training in the sub-field of Music for the period of three years until 18 April 2004.

**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 (specialisation to be nominated) (NQF 5)
  - National Diploma in Music Performing (specialisation to be nominated) (NQF 5)
  - National Diploma in Composing/Songwriting/Arranging (specialisation to be nominated) (NQF 6)
  - National Diploma in Music Performing (specialisation to be nominated) (NQF 6)
  - First degree in Music (NQF 6-7)
  - First degree in Music (Composing/Songwriting/Arranging) (specialisation to be nominated) (NQF 6-7)
  - First degree in Music (Performing) (specialisation to be nominated) (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 (specialisation to be nominated) (NQF 7)
  - Master's and Doctoral degrees in Music (NQF 8)
  - Master's and Doctoral degrees in Music (Composing/Songwriting/Arranging) (specialisation to be nominated) (NQF 8)
  - Master's and Doctoral degrees in Music (Performing) (specialisation to be nominated) (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 and make recommendations regarding the articulation between Music qualifications in the Higher Education and Training band and other music qualifications registered on the NQF [Regulation 24(1)(e)].
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)].

#### COMPOSITION OF THE SGB

Nominee	Workplace	Nominating Body	Experience/ Qualifications
Bosman, Ronelle	Pro Arte Alphen Park	Pro Arte Alphen Park	Flautist, educator
De Kock, Denise	Cape Town College of Education	Cape Town College of Education	Music education lecturer
Delpont, Alet	University of Port Elizabeth	University of Port Elizabeth	Music education lecturer
Devroop, Chats	University of Pretoria	University of Pretoria	World music, music technology, saxophone, recorder
Duby, Marc	Pretoria Technikon	Pretoria Technikon	President S.A. Jazz Educators Association
Feenstra, Mariaan	Pro Arte Alphenpark	National Union of Music Educators	General Secretary of the National Union of Music Educators
Govinder, Vinayagi	Consultant	MEUSSA	Indian Music, film and classical
Hoëk, Antoinette	Gauteng Dept of Education	Gauteng Dept of Education	Subject music, ensembles, teaching of theory
Katz, Rosalie	Music Industry Development Initiative	Music Industry Development Initiative	General Manager: MIDI Trust, experience in different facets of business management, particularly in entertainment-related industries



<b>Nominee</b>	<b>Workplace</b>	<b>Nominating Body</b>	<b>Experience/ Qualifications</b>
Lebona, Koloï	EMI	EMI	Music industry
Lüdemann, Winfried	University of Stellenbosch	Musicological Society of Southern Africa	Chairperson Musicological Society of Southern Africa
Lucia, Christine	Rhodes University	Committee of Heads of University Music Departments	Musicologist, ethnomusicologist, music educator, promoter of intercultural curricula and teaching methods
Masuelele, Patrick	Mankwe College of Education	Mankwe College of Education	Lecturer, moderator of music examinations at college level, regional facilitator for distance training in music, researcher
Smit, Ria	University of Stellenbosch	University of Stellenbosch	Music education, music lexicography
Van der Spuy, Hubert	University of South Africa	University of South Africa	Professional Director in the Department of Music at UNISA, experienced adjudicator and examiner
Williams, Kevin	South African 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

**PUBLIC NOTICE BY NSB 12, PHYSICAL PLANNING AND CONSTRUCTION, TO REGISTER  
AN SGB FOR QUANTITY SURVEYING**

NSB 12, Physical Planning and Construction, has decided to register an SGB for Quantity Surveying for a period of three years until April 2004.

**BRIEF OF THE SGB**

1. Develop learning pathways for potential qualifications and unit standards in the sub-field Physical Planning, Design and Management from level 4 through to level 8 [Regulation 24(1)(e)].
2. Generate, either independently or in collaboration with relevant SGBs in the fields Physical Planning and Construction, Business, Commerce and Management Studies and Physical, Computer and Life Sciences, the following qualifications and standards in the sub-field, in accordance with Authority requirements at NQF level 4 to 8 [Regulation 24(1)(a)]:
  - National Certificate in Quantity Surveying – level 4;
  - National Diploma in Quantity Surveying – level 5;
  - National first Degree in Quantity Surveying – level 6;
  - Master's Degree in Quantity Surveying – level 8; and
  - Doctoral Degree in Quantity Surveying – level 8+.

The certificates and diplomas will include unit standards in the assessment of professional competence, continuing professional development, quantity surveying, construction management, construction project management, building surveying and construction science, building sciences (levels 4 and 5).

Further diplomas and degrees (First Degrees, Master's and Doctoral Degrees) will include unit standards in Construction Management, (QS) Financial Management and Business Management, (QS) Computer Science, (QS) Construction Management, Quantity Surveying, Construction Studies, Construction Project Management, and Housing Development and Management (levels 6 to 8).

3. Research and assess professional competence and continuing professional development leading to renewal of professional qualifications within the Built Environment [Regulation 24(1)(e)].
4. Recommend the qualifications and standards generated under 2, above, to NSB 12 [Regulation 24(1)(c)].
5. Recommend criteria for the registration of assessors and moderators or moderating bodies [Regulation 24(1)(d)].
6. Accept and perform other related functions as requested by NSB 12 [Regulation 12(1)(e)].

**COMPOSITION OF SGB**

<b>NAME</b>	<b>WORKPLACE</b>	<b>NOMINATING BODY</b>	<b>EXPERIENCE/ QUALIFICATION</b>
Bowen, P	University of Cape Town	Association of South African Quantity Surveyors	BSc (QS) PhD (QS)
Butt, E	South African Institute of Building	The South African Institute of Building	MSC (Building Management)
Eichbaum, MGC	Fraser Alexander Construction	Association of South African Quantity Surveyors	National Diploma in Surveying
Harmse, E	Western Province Technical College	Western Province Technical College	National Technical Diploma
Harris, L	Association of South African Quantity Surveyors	Association of South African Quantity Surveyors	BSc (QS)
Hauptfleisch, D	University of Pretoria	Association of South African Quantity Surveyors	BSc (QS) PhD (QS)
Hoyana, TW	Letchmia Daya Hoyana Construction Cost Consultants	Association of South African Quantity Surveyors	BSc (QS)
Israelite, C	Project Management Institute	Association of South African Quantity Surveyors	BSc (Building)
Jacobsen, L	Cape Technikon	Association of South African Quantity Surveyors	Dipl. (QS)
Jeptha, SA	INFRACOM	INFRACOM	Doctor of Education
Kgobokoe, K	Department of Welfare	Department of Welfare	MEd (Counseling)
Le Roux, G	University of Port Elizabeth	Association of South African Quantity Surveyors	Dipl. (QS) PhD (QS)
Louw, A	South African Institute of Architects	South African Institute of Architects	BA (Architecture)
Mitchell, KA	University of Cape Town	Association of South African Surveyors	Master of Philosophy
Mocheke, MF	Department of Correctional Services	Department of Correctional Services	BCompt
Nkado, E	University of Port Elizabeth	Association of South African Quantity Surveyors	BSc (QS) PhD (QS)
Pearl, R	University of Natal	Association of South African Quantity Surveyors	Dipl. (QS) PhD (QS)
Pretorius, FJ	Department of Public Works	Department of Public Works	BSc (QS)

NAME	WORKPLACE	NOMINATING BODY	EXPERIENCE/ QUALIFICATION
Probert, B	Association of South African Quantity Surveyors	Association of South African Quantity Surveyors	BSc (QS)
Ramsey, DN	Committee of Technikon Principals	Committee of Technical Principals	BSc (QS)
Senekal, R	Architecture and Surveying Institute	Architecture and Surveying Institute	National Higher Diploma in Building Surveying
Sihlongonyane, MF	South African Council for Town and Regional Planners	South African Council for Town and Regional Planners	MSc (Development Planning)
Van der Walt, NTS	Committee of Technikon Principals	Committee of Technikon Principals	BSc (QS)
Verster, B	University of the Orange Free State	Association of South African Quantity Surveyors	BSc (QS) PhD (QS)



**PUBLIC NOTICE BY NSB 12, PHYSICAL PLANNING AND CONSTRUCTION, OF AN  
APPLICATION TO REGISTER AN SGB FOR ARCHITECTURE**

NSB 12, Physical Planning and Construction, has decided to register an SGB for Architecture for a period of three years until April 2004.

**BRIEF OF THE SGB**

1. Identify transformation, development and equity issues relevant to the sub-field Physical Planning, Design and Management in the NQF organising field 12 and develop mechanisms to include these issues within qualifications as envisaged in 2 below [Regulation 24(1)(e)].
2. Generate the qualifications in accordance with Authority requirements [Regulation 24(1)(a)]:
  - National Certificates in Architecture – level 4
  - National Diploma in Architecture – level 5
  - National First Degree in Architecture – level 6
  - Masters Degree in Architecture – level 8; and
  - Doctoral Degree in Architecture –level 8+
  - The following areas in Architecture will be included:
    - Architectural Science;
    - Architecture Studiorum;
    - Architectural Research;
    - Architectural Philosophy;
    - Architectural Technology; and
    - Architectural Building Arts.
3. Liaise with all other SGBs in the field whose briefs mandate them to generate Physical Planning, Design and Management qualifications [Regulation 24(1)(a) & (e)].
4. Recommend the qualifications generated in 2 above to National Standards Body 12 [Regulation 24(1)(c)].
5. Recommend criteria for the registration of assessors and moderators or moderating bodies [Regulation 24(1)(d)].
6. Accept and perform other related functions as requested by NSB 12 [Regulation 12(1)(e)].

**COMPOSITION OF THE SGB**

<b>Nominee</b>	<b>Workplace</b>	<b>Nominating Body</b>	<b>Experience/ Qualifications</b>
Beetge, W	The African Academy for CADD Training	The African Academy for CADD Training	National Technical Diploma Higher Education Diploma
Bush, W	Head of Dept. Architecture Technikon Natal	Committee of Technikon Principles	B. Arch
Campbell, M	Architects and Development Planners	South African Black Technical and Allied Career Organisation	MSc (Econ) in Urban Development
Carter, W	Consultant	SA Institute of Architects	B. Arch
Clucas, C	Design SA	Design SA	BA (Hon) (Interior Design)
Fisher, R (Prof.)	University of Pretoria	University of Pretoria	PhD in Architecture
Klein, G	University of the Witwatersrand	The Association of Consulting Town & Regional Planners	BSc (T & RP) MUD (University of the Witwatersrand)
Knoetze, M	SA Council for Architectural Profession	SA Council for Architectural Profession	BComm
Maraschin, L	Johannesburg Technical College	Association of Technical Colleges	National Technical Diploma JTC: Head of Skills Training
Naicker, R	Dept of Public Works	Council for Architects	B. Arch
Naidoo, K	Consultant	South African Women in Construction	M. URP
Njobe, S	Consultant	South African Black Technical and Allied Career Organisation	M. Arch
Peters, W (Prof.)	University of Natal	University of Natal	PhD in Architecture
Pieters, E	Technikon Pretoria	Technikon Pretoria	B. Arch
Robertson, A	ML Architects and Planners (PTY) Ltd	Council for Architects	B. Arch

Nominee	Workplace	Nominating Body	Experience/ Qualifications
Todeschini, F	University of Cape Town	Urban Design Institute of South Africa	B. Arch (UCT) M. Arch (Urban Design) (Penn) M. Arch (City Planning) (Penn)
Van Schoor, M	Northern Gauteng Technikon	SA Institute of Architectural Technologists	National Diploma
Vosloo, C	Port Elizabeth Technikon	Port Elizabeth Technikon	M. Arch
Vosloo, P	University of Pretoria	Board of Control for Landscape Architects	B. Arch ML
Yull, D	Goldblatt, Yull and Partners	Council for Architects	M. Arch (Penn)

No. 451

25 May 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

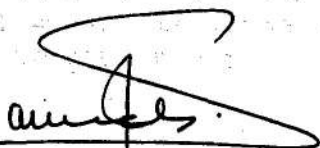
**FINANCIAL SERVICES**

Registered by NSB 03, Business, Commerce and Management Studies, 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](http://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 25 June 2001. All correspondence should be marked **Standards Setting – SGB for Financial Services** and addressed to

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



PP **SAMUEL B.A. ISAACS**  
**EXECUTIVE OFFICER**

**National Certificate in Insurance: Level 3****FIELD:** Business, Commerce and Management Studies**SUB-FIELD:** Financial Services – Insurance**NQF LEVEL:** 3**CREDITS:** 120

<b>FUNDAMENTAL</b>	<b>CORE</b>	<b>ELECTIVE</b>	<b>TOTAL CREDITS</b>
<b>46 Credits at Level 3</b>	<b>55 Credits from Insurance at Level 2 and 3</b>	<b>A minimum of 19 credits from Insurance and Financial Services related elective at Level 2 and 3</b>	<b>120 Credits</b>
<ul style="list-style-type: none"> <li>Mathematical literacy: 16</li> <li>Communication in the language of business: 20</li> <li>Literacy (Life Skills): 10</li> </ul>			<b>46 Fundamental at Level 3</b>  <b>55 Core at Level 2 or 3</b>
			<b>19 Electives at level 2, 3 or above</b>
<b>46 credits</b>	<b>55 credits</b>	<b>19 credits</b>	<b>Total: 120</b>

**PURPOSE:**

The National Certificate in Insurance will empower learners to operate confidently as individuals in the South African Community and to respond to the challenges of the economic environment and changing world of work in the insurance industry. The unit standards that make up the qualification are intended as building blocks for the further development of skills that will make the learner a more fulfilled, informed, efficient and cost-effective worker in the industry. This should result, in turn, in more effective and efficient service to the consumer and should make the industry more competitive in the global market.

*Qualifying learners are capable of:*

- Carrying out simple research tasks.
- Relating needs and wants to the development and selection of insurance products.
- Describing sub-sectors of insurance such as a life, short term, unit trusts, retirement funding, funeral and healthcare benefits administration.
- Interpreting current affairs and their influence on the insurance industry.
- Recognising the effect of HIV/AIDS on the workplace, society and the insurance industry.
- Managing risk in their own lives.
- Operating a personal computer, keyboard and computer peripherals.



Depending on the unit standards selected as electives, the learner will become competent in basic skills relating to:

- Customer service.
- Claims administration.
- Wellness and lifestyle management.
- Short term insurance.
- Long terms insurance.
- Group benefits.
- Intermediaries – marketing a single need insurance product.
- Unit trusts.
- Healthcare benefits administration.
- Short and long term insurance.
- Use of word processing, spreadsheets and presentation software.

UNIT	1
UNIT	2
UNIT	3
UNIT	4
UNIT	5
UNIT	6
UNIT	7
UNIT	8
UNIT	9
UNIT	10
UNIT	11
UNIT	12
UNIT	13
UNIT	14
UNIT	15
UNIT	16
UNIT	17
UNIT	18
UNIT	19
UNIT	20

UNIT	21
UNIT	22
UNIT	23
UNIT	24
UNIT	25
UNIT	26
UNIT	27
UNIT	28
UNIT	29
UNIT	30
UNIT	31
UNIT	32
UNIT	33
UNIT	34
UNIT	35
UNIT	36
UNIT	37
UNIT	38
UNIT	39
UNIT	40

**UNIT STANDARDS TITLES FOR NATIONAL CERTIFICATE IN INSURANCE NQF LEVEL 3****CORE UNIT STANDARDS**

1. Title: Research the history of the Financial Services Industry in South Africa.
2. Title: Indicate how different needs lead to the development of different insurance products.
3. Title: Describe life insurance.
4. Title: Describe short term insurance.
5. Title: Describe unit trusts as an investment.
6. Title: Explain Healthcare Benefits Administration in South Africa.
7. Title: Describe retirement funding in South Africa.
8. Title: Interpret current affairs related to financial services in general and insurance in particular.
9. Title: Recognise the effect of HIV/AIDS in the insurance industry and workplace, and indicate the precautions that are necessary to avoid unnecessary transmission of the HI Virus.
10. Title: Manage risk in own life.
11. Title: Describe funeral insurance.
12. Title: Operate a personal computer system.
13. Title: Operate personal computer peripherals.
14. Title: Develop and use keyboard skills to enter text.

**UNIT STANDARDS TITLES FOR NATIONAL CERTIFICATE IN INSURANCE NQF LEVEL 3****ELECTIVE UNIT STANDARDS**

15. Title: Indicate the scope of life insurance in South Africa.
16. Title: Indicate the scope of short term insurance in South Africa.
17. Title: Describe the importance of a healthy lifestyle for members of medical schemes and explain the concept of corporate wellness.
18. Title: Outline the structure of the unit trust industry.
19. Title: Indicate how unit trusts are reported.
20. Title: Explain basic transactions in the Unit Trust industry.
21. Title: Describe healthcare funding in South Africa and the role of intermediaries in the sector.
22. Title: Administer long-term employee benefits and healthcare membership.
23. Title: Market a single need insurance policy to a niche market.
24. Title: Explain the types of compulsory statutory insurance in South Africa.
25. Title: Produce written evidence of short term insurance contracts and maintain records of policies and premiums.

26. Title: An additional South African official language at NQF level 1 or above from the list of official languages other than the language of business provided that:
- The language has not been offered under fundamental.
  - Only one language from the Nguni group may be offered as either elective or fundamental.
  - Only one language from the Sotho group may be either elective or fundamental.
27. Title: Demonstrate the ability to use electronic mail software to send and receive messages.
28. Title: Produce word processing documents for business.
29. Title: Produce and use spreadsheets for business.
30. Title: Produce presentation documents for business.
31. Title: Demonstrate ability to use the World Wide Web.

**UNIT STANDARDS FOR CERTIFICATE IN INSURANCE NQF LEVEL 3****Unit Standards and Specific Outcomes**

- |   |   |
|---|---|
| <b>1. Title:</b><br><br>Specific Outcome 1.1<br>Specific Outcome 1.2<br>Specific Outcome 1.3<br><br>Specific Outcome 1.4<br>Specific Outcome 1.5      | <b>Research the history of the Financial Services industry in South Africa.</b><br><br>Compare the different services that are classified as financial.<br>Investigate the history of banking in South Africa.<br>Investigate the history of one of the insurance sub-sectors in South Africa.<br>Investigate the history of the unit trust sector in South Africa.<br>Investigate alternative avenues for obtaining loans or making investments outside of the formal financial services sector.                   |
| <b>2. Title:</b><br><br>Specific Outcome 2.1<br><br>Specific Outcome 2.2<br><br>Specific Outcome 2.3<br>Specific Outcome 2.4                          | <b>Indicate how different needs lead to the development of different insurance products.</b><br><br>Survey options on the need for insurance in two different communities.<br>Compare the different insurance and investment markets in South Africa for short term, long term and healthcare benefits administration.<br>Match the needs of potential consumers with available products.<br>Interpret statistical information to determine the type of insurance or investment most valued by the two communities. |
| <b>3. Title:</b><br><br>Specific Outcome 3.1<br>Specific Outcome 3.2<br>Specific Outcome 3.3<br><br>Specific Outcome 3.4<br><br>Specific Outcome 3.5: | <b>Describe life insurance.</b><br><br>Know and explain the concept of life insurance.<br>Know and explain the parties to an insurance contract.<br>Identify the different products that a life insurance company markets.<br>Recognise the factors that affect the insurance premium/contribution.<br>Apply knowledge of customer profiles and risk to life insurance.   |
| <b>4. Title:</b><br><br>Specific Outcome 4.1<br>Specific Outcome 4.2<br><br>Specific Outcome 4.3<br>Specific Outcome 4.4<br>Specific Outcome 4.5      | <b>Describe short term insurance.</b><br><br>Know and explain the concept of short term insurance.<br>Identify the different products that a short term insurance organization/provider markets.<br>Categorise the different types of short term insurance.<br>Recognise events that impact on short term insurance.<br>Apply knowledge of customer profiles and risk to short term insurance.  |

- 5. Title: Describe unit trusts as an investment.**
- Specific Outcome 5.1 Know and explain the concept of a unit trust.  
Specific Outcome 5.2 Identify the different products that a unit trust invests in.  
Specific Outcome 5.3 Categorise the different types of unit trusts.  
Specific Outcome 5.4 Recognise unit trusts as a long-term investment.  
Specific Outcome 5.5 Apply knowledge of customer profiles and risk to unit trusts.
- 6. Title: Explain Healthcare Benefits Administration in South Africa.**
- Specific Outcome 6.1 Explain healthcare benefits.  
Specific Outcome 6.2 Compare medical insurance and medical scheme cover.  
Specific Outcome 6.3 Explain what healthcare benefit administrators do with policy holder's money.  
Specific Outcome 6.4 Explain the ways in which healthcare benefits administrators is regulated.
- 7. Title: Describe retirement funding in South Africa.**
- Specific Outcome 7.1 Know and understand the concept of retirement funding.  
Specific Outcome 7.2 Identify the different avenues that exist for retirement funding and providing for one's retirement.  
Specific Outcome 7.3 Explain the concept of retirement products.  
Specific Outcome 7.4 Assess the adequacy of pension provision.
- 8. Title: Interpret current affairs related to financial services in general and insurance in particular.**
- Specific Outcome 8.1 Interpret information about events in the physical environment that could impact on the insurance sub-field.  
Specific Outcome 8.2 Identify events in the socio-political environment that could impact on the insurance sub-field.  
Specific Outcome 8.3 Identify events in the economic environment that could impact on the insurance sub-field.  
Specific Outcome 8.4 Compare business news events of importance.
- 9. Title: Manage risk in own life.**
- Specific Outcome 9.1 Assess risk in own life.  
Specific Outcome 9.2 Identify risk in own life.  
Specific Outcome 9.3 Evaluate risk in own life.  
Specific Outcome 9.4 Control risk in own life.



- 10. Title: Describe funeral insurance.**
- Specific Outcome 10.1 Know and explain the concept of unreal insurance.
- Specific Outcome 10.2 Identify different funeral benefits related to funeral insurance and funeral societies.
- Specific Outcome 10.3 Recognise funeral insurance as part of financial planning.
- Specific Outcome 10.4 Apply knowledge of customer profiles and risk to funeral insurance.
- 11. Title: Indicate the scope of life insurance in South Africa.**
- Specific Outcome 11.1 Explain long term insurance.
- Specific Outcome 11.2 Describe ancillary benefits.
- Specific Outcome 11.3 Know and understand concepts related to long term assurance.
- Specific Outcome 11.4 Describe the role of intermediaries in marketing life insurance.
- Specific Outcome 11.5 Explain what life insurers do with their policy holders' money.
- Specific Outcome 11.6 Describe the role of the Life Offices Association (LOA).
- 12. Title: Indicate the scope of short term insurance in South Africa.**
- Specific Outcome 12.1 Explain short term insurance.
- Specific Outcome 12.2 Indicate the kind of products marketed as short term insurance and the role of intermediaries in short term insurance.
- Specific Outcome 12.3 Explain what short term insurers do with their policy holders' money.
- Specific Outcome 12.4 Describe the role of the short-term ombudsman.
- 13. Title: Describe the importance of a healthy lifestyle for members of medical schemes and explain the concept of corporate wellness.**
- Specific Outcome 13.1 Describe the purpose of a wellness programme and the benefits it holds for the member.
- Specific Outcome 13.2 Describe how to access a wellness programme.
- Specific Outcome 13.3 Demonstrate an understanding of how health and lifestyle impact on benefits derived from various insurance covers.
- Specific Outcome 13.4 Identify people as a resource and a wellness programme as a method of managing human assets.
- 14. Title: Outline the structure of the unit trust industry.**
- Specific Outcome 14.1 Identify the main elements in the structure of the unit trust industry.
- Specific Outcome 14.2 Describe the structure of a unit trust management company.
- Specific Outcome 14.3 Explain how the unit trust industry is regulated.
- Specific Outcome 14.4 Identify legislation that applies to the unit trust industry.

- 15. Title:** **Indicate how unit trusts are reported.**
- Specific Outcome 15.1 Describe how the performance of unit trusts is reported.
- Specific Outcome 15.2 Explain the pricing of unit trusts.
- Specific Outcome 15.3 Use the financial pages of a daily newspaper to research unit trust information.
- Specific Outcome 15.4 Explain health warnings associated with unit trusts.
- 16. Title:** **Explain basic transactions in the Unit Trust Industry.**
- Specific Outcome 16.1 Know and explain the concept of buying unit trusts.
- Specific Outcome 16.2 Explain the concept of repurchasing unit trusts.
- Specific Outcome 16.3 Explain the concept of switching in the unit trust industry.
- Specific Outcome 16.4 Explain the concept of cessions.
- Specific Outcome 16.5 Explain transactions on the death of a unit holder.
- 17. Title:** **Describe healthcare funding in South Africa and the role of intermediaries in the sector.**
- Specific Outcome 17.1 Know and understand the healthcare environment in South Africa.
- Specific Outcome 17.2 Indicate the kinds of products marketed as medical insurance and the role of intermediaries in the Healthcare Benefits / Medical Scheme industry.
- Specific Outcome 17.3 Distinguish between a medical scheme and health care insurance. Know and understand the legislation governing Healthcare Benefits Administration.
- Specific Outcome 17.4 Explain how the healthcare sector contains costs.
- 18. Title:** **Administer long-term employee benefits and healthcare membership.**
- Specific Outcome 18.1 Implement and process a new fund or policy in employee benefits or healthcare membership.
- Specific Outcome 18.2 Administer membership records and benefits.
- Specific Outcome 18.3 Administer the transfer between and within two funds or options.
- Specific Outcome 18.4 Transfer assets to the new fund/terminate a long term insurance fund.
- 19. Title:** **Market a single need insurance policy to a niche market.**
- Specific Outcome 19.1 Demonstrate knowledge and understanding of legislation governing the marketing of single need insurance policies.
- Specific Outcome 19.2 Demonstrate knowledge and understanding of a needs range in relation to the market.
- Specific Outcome 19.3 Research the organization that markets a specific niche insurance product.
- Specific Outcome 19.4 Communicate effectively in order to market a single need product.

- 20. Title:** Explain the types of compulsory statutory insurance in South Africa.
- Specific Outcome 20.1 Identify the types of insurance required by law in South Africa.  
Specific Outcome 20.2 Explain Worker's Compensation.  
Specific Outcome 20.3 Explain Unemployment Insurance Fund.  
Specific Outcome 20.4 Explain the Road Accident Fund (RAF).
- 21. Title:** Produce written evidence of short term insurance contracts and maintain records of policies and premiums.
- Specific Outcome 21.1 Prepare data for processing in short term insurance.  
Specific Outcome 21.2 Capture short-term policy data using an electronic system.  
Specific Outcome 21.3 Issue and distribute policy documentation and endorsement.  
Specific Outcome 21.4 Demonstrate knowledge and understanding of contracts in short term insurance.

No. 452

25 May 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

**COMPUTER SCIENCE AND INFORMATION TECHNOLOGY**

Registered by NSB 10, Physical, Mathematical, Computer and Life Sciences, publishes the following unit standards-based public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and the titles and specific outcomes of the unit standards. The unit standards can be accessed via the SAQA web-site at [www.saga.co.za](http://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 25 June 2001. All correspondence should be marked **Standards Setting – SGB for Computer Science and Information Technology** and addressed to

The Director: Standards Setting and Development  
SAQA

Attention: Sharon Vasuthevan

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012-346 5812



pp SAMUEL B.A. ISAACS  
EXECUTIVE OFFICER

**Field: Physical, Mathematical, Computer and Life Sciences**  
**Sub-field: Computer Science and Information Technology**

**UNIT STANDARD TITLES IN DATA COMMUNICATIONS AND NETWORKING AT  
NQF LEVEL 3**

Title	Level	Credit
1. Resolve technical computer problems	3	5
2. Resolve computer user's problems	3	5
3. Repair personal computer peripherals to module level	3	10
4. Repair data communications equipment to module level	3	10
5. Repair a personal computer to module level	3	15
6. Install personal computer system and applications software	3	5
7. Install computer cabling for a multi-user computer system	3	10
8. Install a single-user personal computer and peripherals	3	7
9. Identify computer problem trends	3	5
10. Explain the concepts of multi-user computer operating systems	3	7
11. Explain local area computer networks and install networked workstations	3	5
12. Explain computer architecture concepts	3	7
13. Describe and establish synchronous and asynchronous communication with computers	3	11
14. Describe computer cabling	3	4
15. Demonstrate an understanding of local and wide area computer networks	3	10
16. Demonstrate an understanding of hardware components for personal computers	3	7
17. Demonstrate an understanding of digital circuits	3	7
18. Assemble personal computers and peripherals from modules	3	7

**UNIT STANDARD TITLES IN DATA COMMUNICATIONS AND NETWORKING AT  
NQF LEVEL 4**

Title	Level	Credit
1. Apply the principles of installing, configuring and supporting a multi-user networked operating system	4	15
2. Install a wide area computer network	4	6
3. Install a local area computer network	4	10
4. Plan and coordinate the installation of a computer network	4	10
5. Design a wide area computer network	4	20
6. Design a local area computer network	4	20
7. Assess and provide technical advice on a wide area computer network	4	25
8. Assess and provide technical advice on a local area computer network	4	25



## **UNIT STANDARD TITLES AND SPECIFIC OUTCOMES IN DATA COMMUNICATIONS AND NETWORKING AT NQF LEVEL 3**

### **1. Title: Resolve technical computer problems**

- Specific outcome 1.1: Investigate technical computer problems
- Specific outcome 1.2: Provide solutions to technical computer problems
- Specific outcome 1.3: Maintain technical expertise in the field of computing

### **1. Title: Resolve computer user's problems**

- Specific outcome 2.1: Receive computer user's problems
- Specific outcome 2.2: Investigate computer user's problems
- Specific outcome 2.3: Implement solutions to computer user's problems
- Specific outcome 2.4: Close resolved computer user's problems

### **2. Title: Repair personal computer peripherals to module level**

- Specific outcome 3.1: Diagnose faults with personal computer peripherals to module level
- Specific outcome 3.2: Plan the repair of computer peripherals to module level
- Specific outcome 3.3: Replace faulty modules in personal computer peripherals
- Specific outcome 3.4: Restore to service personal computer peripherals

### **3. Title: Repair data communications equipment to module level**

- Specific outcome 4.1: Diagnose faults with data communications equipment to module level
- Specific outcome 4.2: Plan the repair of data communications equipment to module level
- Specific outcome 4.3: Replace faulty modules in data communications equipment
- Specific outcome 4.4: Restore to service data communications equipment

### **5. Title: Repair a personal computer to module level**

- Specific outcome 5.1: Diagnose faults with a personal computer
- Specific outcome 5.2: Plan the repair of a personal computer to module level
- Specific outcome 5.3: Replace faulty modules in a personal computer
- Specific outcome 5.4: Resolve faulty software in a personal computer
- Specific outcome 5.5: Restore to service a personal computer

**6. Title: Install personal computer system and applications software**

- Specific outcome 6.1: Plan the installation of single-user personal computer system software and application software
- Specific outcome 6.2: Install single-user personal computer system and application software
- Specific outcome 6.3: Test the installation of single-user personal computer system software and application software
- Specific outcome 6.4: Gain user acceptance for the installation of single user personal computer system software and applications software

**7. Title: Install computer cabling for a multi-user computer system**

- Specific outcome 7.1: Review user requirements for computer cabling for a multi-user computer system
- Specific outcome 7.2: Design a computer cabling system for a multi-user computer system
- Specific outcome 7.3: Plan the installation of a computer cabling system for a multi-user computer system
- Specific outcome 7.4: Install a computer cabling system for a multi-user computer system
- Specific outcome 7.5: Test a computer cabling system for a multi-user computer system
- Specific outcome 7.6: Document computer cabling systems for a multi-user computer system

**8. Title: Install a single-user personal computer and peripherals**

- Specific outcome 8.1: Plan the installation of a single-user personal computer and peripherals
- Specific outcome 8.2: Install a single-user personal computer and peripherals
- Specific outcome 8.3: Test the installation of a single-user computer and peripherals
- Specific outcome 8.4: Gain user acceptance for the installation of single-user computer and peripheral

**9. Title: Identify computer problem trends**

- Specific outcome 9.1: Discover computer problem trends
- Specific outcome 9.2: Report computer problem trends

**10. Title: Explain the concepts of multi-user computer operating system**

- Specific outcome 10.1: Describe a multi-user computer operating system
- Specific outcome 10.2: Analyse a multi-user computer operating system

**11. Title: Explain local area computer networks and install networked workstations**

- Specific outcome 11.1: Explain local area computer networks  
Specific outcome 11.2: Install a network workstation in a local area computer network

**12. Title: Explain computer architecture concepts**

- Specific outcome 12.1: Explain computer architecture elements  
Specific outcome 12.2: Explain the organization of a computer  
Specific outcome 12.3: Describe microprogramming for computers  
Specific outcome 12.4: Describe the design constraints in the design of instruction sets for computers

**13. Title: Describe and establish synchronous and asynchronous communications with computers**

- Specific outcome 13.1: Describe past, present and emerging developments in communications  
Specific outcome 13.2: Describe synchronous and asynchronous data communications  
Specific outcome 13.3: Describe communication with computers using telephone networks  
Specific outcome 13.4: Describe synchronous and asynchronous communication with computers  
Specific outcome 13.5: Establish synchronous and asynchronous communication with local and remote computers

**14. Title: Describe computer cabling**

- Specific outcome 14.1: Describe past, present and emerging developments in computer cabling  
Specific outcome 14.2: Describe termination methods for computer cabling

**15. Title: Demonstrate an understanding of local and wide area computer networks**

- Specific outcome 15.1: Describe computer network types and standards  
Specific outcome 15.2: Explain local area computer network architectures  
Specific outcome 15.3: Investigate local area computer networks  
Specific outcome 15.4: Explain wide area computer network architectures  
Specific outcome 15.5: Evaluate a wide area computer network  
Specific outcome 15.6: Explain a computer network administration

**16. Title: Demonstrate an understanding of hardware components for personal computers**

- Specific outcome 16.1: Describe the characteristics of personal computer hardware components
- Specific outcome 16.2: Compare and select personal computer hardware components
- Specific outcome 16.3: Test personal computer components

**17. Title: Demonstrate an understanding of digital circuits**

- Specific outcome 17.1: Demonstrate an understanding of digital technology
- Specific outcome 17.2: Explain microprocessor connections
- Specific outcome 17.3: Design circuits to perform elementary digital functions

**18. Title: Assemble personal computers and peripherals from modules**

- Specific outcome 18.1: Plan the assembly of single-user personal peripherals
- Specific outcome 18.2: Assemble a single user personal computer and peripherals from modules
- Specific outcome 18.3: Test single-user personal computers and peripherals
- Specific outcome 18.4: Dispatch single-user personal computers and peripherals

**UNIT STANDARD TITLES AND SPECIFIC OUTCOMES IN DATA COMMUNICATIONS AND NETWORKING AT NQF LEVEL 4****1. Title: Apply the principles of installing, configuring and supporting a multi-user networked operating system**

- Specific outcome 1.1: Plan the installation of system software for a multi-user, networked, operating system
- Specific outcome 1.2: Install multi-user, networked, operating system software
- Specific outcome 1.3: Configure multi-user, networked, operating system software
- Specific outcome 1.4: Test the installation and configuration of multi-user, networked, operating system software
- Specific outcome 1.5: Document the installation of multi-user computer operating system
- Specific outcome 1.6: Monitor the performance of multi-user computer operating system
- Specific outcome 1.7: Resolve problems with a multi-user computer operating system
- Specific outcome 1.8: Maintain multi-user computer system software

**2. Title: Install a wide area computer network**

- Specific outcome 2.1: Review the design and installation plan for a wide area computer  
Specific outcome 2.2: Install wide area computer network devices  
Specific outcome 2.3: Coordinate carriers for a wide area computer network  
Specific outcome 2.4: Interconnect devices on a wide area computer network  
Specific outcome 2.5: Test the installation of a wide area computer network  
Specific outcome 2.6: Gain user acceptance for the installation of a wide area computer

**3. Title: Install a local area computer network**

- Specific outcome 3.1: Review the design and installation plan for a local area computer network  
Specific outcome 3.2: Install local area computer network devices  
Specific outcome 3.3: Install local area computer network system and application software  
Specific outcome 3.4: Test installation of a local area computer network  
Specific outcome 3.5: Gain user acceptance for the installation of a local area computer network

**4. Title: Plan and coordinate the installation of a computer network**

- Specific outcome 4.1: Review the specifications of a computer network  
Specific outcome 4.2: Plan the installation of a computer network  
Specific outcome 4.3: Coordinate the installation of a computer network

**5. Title: Design a wide area computer network**

- Specific outcome 5.1: Review user requirements for a wide area computer network  
Specific outcome 5.2: Create designs for a wide area computer network  
Specific outcome 5.3: Identify carriers for a wide area computer network  
Specific outcome 5.4: Source components for a wide area computer network  
Specific outcome 5.5: Produce a proposal for a wide area network

**6. Title: Design a local area computer network**

- Specific outcome 6.1: Review user requirements for a local area computer network  
Specific outcome 6.2: Create a design for a local computer network  
Specific outcome 6.3: Source components for a local area computer network  
Specific outcome 6.4: Produce a proposal for a local area network



**7. Title: Assess and provide technical advice on a wide area computer network**

Specific outcome 7.1: Review the objectives for assessing a wide area computer network

Specific outcome 7.2: Plan the assessment of a wide area computer network

Specific outcome 7.3: Assess a wide area computer network

Specific outcome 7.4: Provide technical advice on a wide area computer network

**8. Title: Assess and provide technical advice on a local area computer network**

Specific outcome 8.1: Review the objectives for assessing a local area computer network

Specific outcome 8.2: Plan the assessment of a local area computer network

Specific outcome 8.3: Assess a local area computer network

**9. Title: Apply the principles of supporting users on a local area computer network**

Specific outcome 9.1: Demonstrate the use of a local area computer network

Specific outcome 9.2: Install a single-user computer application software package

Specific outcome 9.3: Customise a local area computer network user interface

Specific outcome 9.4: Connect a local area computer network workstation

Specific outcome 9.5: Apply the principles of installing a peer-to-peer network

**UNIT STANDARD TITLES FOR HARDWARE AND COMPUTER ARCHITECTURE AT NQF LEVEL 3**

Title	Level	Credit
1. Install, maintain and repair a full colour copier	3	16
2. Install, maintain and repair electronic printers	3	4
3. Install, maintain and repair electronic printing systems	3	24
4. Install, maintain and repair a facsimile machine	3	4
5. Install, maintain and repair complex photocopier machines	3	16
6. Install, maintain and repair complex multifunctional office machines	3	20
7. Install, maintain and repair photocopier machines	3	12
8. Install, maintain and repair scanning systems	3	8

**UNIT STANDARD TITLES AND SPECIFIC OUTCOMES FOR HARDWARE AND COMPUTER ARCHITECTURE AT NQF LEVEL 3****1. Title: Install, maintain and repair a full colour copier**

Specific outcome 1.1: Install a colour machine

Specific outcome 1.2: Repair a colour machine

Specific outcome 1.3: Maintain a colour machine

Specific outcome 1.4: Perform call administration functions

**2. Title: Install, maintain and repair electronic printers**

- Specific outcome 2.1: Install an electronic printer
- Specific outcome 2.2: Repair an electronic printer
- Specific outcome 2.3: Maintain an electronic printer
- Specific outcome 2.4: Perform call administration function

**3. Title: Install, maintain and repair electronic printing systems**

- Specific outcome 3.1: Install an electronic printing system
- Specific outcome 3.2: Repair an electronic printing system
- Specific outcome 3.3: Maintain an electronic printing system
- Specific outcome 3.4: Perform call administration functions

**4. Title: Install, maintain and repair a facsimile machine**

- Specific outcome 4.1: Install a facsimile machine
- Specific outcome 4.2: Repair a facsimile machine
- Specific outcome 4.3: Maintain a facsimile machine
- Specific outcome 4.4: Perform call administration functions

**5. Title: Install, maintain and repair complex photocopier machines**

- Specific outcome 5.1: Install a high volume photocopier
- Specific outcome 5.2: Repair a high volume photocopier
- Specific outcome 5.3: Maintain a high volume photocopier
- Specific outcome 5.4: Perform call administration functions

**6. Title: Install, maintain and repair complex multifunctional office machines**

- Specific outcome 6.1: Install a complex multifunctional office machine
- Specific outcome 6.2: Repair a complex multifunctional office machine
- Specific outcome 6.3: Maintain a complex multifunctional office machine
- Specific outcome 6.4: Perform call administration functions

**7. Title: Install, maintain and repair photocopier machines**

- Specific outcome 7.1: Install a photocopier
- Specific outcome 7.2: Repair a photocopier
- Specific outcome 7.3: Maintain a photocopier
- Specific outcome 7.4: Perform call administration functions

**8. Title: Install, maintain and repair scanning systems**

- Specific outcome 8.1: Install a scanning system
- Specific outcome 8.2: Repair a scanning system
- Specific outcome 8.3: Maintain a scanning system
- Specific outcome 8.4: Perform call administration functions

No. 453

25 May 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

**HOSPITALITY, TOURISM, LEISURE AND GUIDING**

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.saga.co.za](http://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 25 June 2001. All correspondence should be marked **Standards Setting – SGB for Hospitality, Tourism, Leisure and Guiding** and addressed to

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



PR **SAMUEL B.A. ISAACS**  
**EXECUTIVE OFFICER**

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY****NATIONAL CERTIFICATE IN TOURISM: RECEPTION****Field:** Services**Sub-field:** Hospitality, Tourism, Travel, Leisure and Gaming**NQF level:** 4**Credits:** 132**Purpose of the Qualification:**

In the context of the tourism industry, this qualification will enable professional support to maintaining customer satisfaction. A qualifying learner will be able to contribute positively towards reception within the tourism industry as a part of Southern Africa's tourism sector.

A learner who has achieved this qualification will be capable of combining a range of self-organisation and life-long learning skills with a working knowledge of South African and tourism issues, and integrating these within a context to produce a multi-skilled practice.

In addition they will be positioned to further their learning, practice and career within the tourism industry - either at further levels or in other areas of practice. Expansion into other sub-sectors of tourism is also possible.

### National Certificate in Tourism: Reception (NQF 4)

	Level 2		Level 3		Level 4		Level 5		Level 6		Total
Fundamentals	Operate a personal computer system Organise oneself in the workplace	6  3			Plan and conduct research Analyse and understand social issues Function in a team Interact orally & in writing in the workplace Communication standards Collate, understand & communicate workplace data Numeracy standards Demonstrate an understanding of societal values & ethics Demonstrate an understanding of issues affecting people with special needs	6 4 4 10 2 5 11 4 4					59
Core	Maintain occupational health & safety Describe layout, services and facilities of the organisation	2  1			Introduce South Africa to tourists Introduce South African heritage to tourists Contribute to sustainable tourism in South Africa Operate in a business Oversee arrival and departure of customers Care for customers Contribute to information distribution regarding HIV/Aids in the workplace Monitor customer satisfaction	7 7 4 4 3 3 4 3					38
Elective	Store and handle customer and establishment property Provide a collection and delivery service	1  2	Maintain a booking system Prepare customer accounts and deal with departures Operate a payment point and process payments Provide customer information and book external services	3 3 3 2	Handle mail, messages and written communication Maintain the receipt, storage and issue of goods Maintain the cleaning programme for own area of responsibility	1 5 2	Maintain practices and procedures for handling cash/cash equivalents Maintain the portering/concierge service Plan, organise and monitor work in own area of responsibility	3  4 3	Maintain the front office	3	35
<b>Total</b>		<b>15</b>		<b>11</b>		<b>93</b>		<b>10</b>		<b>3</b>	<b>132</b>



**UNIT STANDARDS FOR TOURISM: RECEPTION****Unit Standards at NQF Level 2**

1. Title: Organise Oneself in the workplace
2. Title: Maintain occupational health and safety
- \* Title: Operate a Personal Computer System (I.D. 7547)
- \* Title: Describe layout, services and facilities of the organisation (I.D. 7793)
- \* Title: Handle mail, messages and written communications (I.D. 7663)
- \* Title: Store and handle customer and establishment property (I.D. 7698)
- \* Title: Provide a collection and delivery service (I.D. 7700)

**Unit Standards at NQF Level 3**

- \* Title: Maintain a booking system (I.D. 7706)
- \* Title: Prepare customer accounts and deal with departures (I.D. 7718)
- \* Title: Operate a payment point and process payments (I.D. 7820)
- \* Title: Provide customer information and book external services (I.D. 7703)

**Unit Standards at NQF Level 4**

1. Title: Plan and conduct research
2. Title: Analyse and understand social issues
3. Title: Function in a team
4. Title: Interact orally and in writing in the workplace
5. Title: Collate, understand and communicate workplace data
6. Title: Demonstrate an understanding of societal values and ethics
7. Title: Demonstrate an understanding of issues affecting people with special needs
8. Title: Introduce South Africa to tourists
9. Title: Introduce South African heritage
10. Title: Contribute to sustainable tourism in South Africa
11. Title: Operate in a business
12. Title: Oversee arrival and departure of customers
13. Title: Care for customers
14. Title: Contribute to information distribution regarding HIV/AIDS in the workplace
- \* Title: Monitor customer satisfaction (I.D. 7836)
- \* Title: Exchange foreign cash and travellers cheques (I.D. 7721)
- \* Title: Maintain the receipt, storage and issue of goods (I.D. 7839)
- \* Title: Maintain the cleaning programme for own area of responsibility (I.D. 7846)

**Unit Standards at NQF Level 5**

- \* Title: Maintain practices and procedures for handling foreign cash/cash equivalents (I.D. 7726)
- \* Title: Maintain practices and procedures for handling cash/cash equivalents (I.D. 7727)
- \* Title: Maintain the portering/concierge service (I.D. 7730)
- \* Title: Plan, organise and monitor work in own area of responsibility (I.D. 7866)

**Unit Standards at NQF Level 6**

- \* Title: Maintain the front office service (I.D. 7729)

**Unit standards titles and specific outcomes at NQF level 2****1. Title: Organise Oneself in the Workplace**

**Specific Outcome 1:** Maintain personal hygiene, grooming and dress code to project a professional image and enhance the company image.

(Range: Personal cleanliness, body odour, fresh breath, well-manicured hands, trimmed moustache/beard, appropriate hairstyle and tasteful make-up, immaculate uniform/dress.)

**Specific Outcome 2:** Given a range of illnesses, decide whether to interact with people and follow company procedure when absent due to illness.

(Range: Contagious diseases/virus infections, such as flu, chicken pox, measles, etc. Report absence, doctor's certificate, leave forms.)

**Specific Outcome 3:** Evaluate own skills and areas for development on current and likely future work requirements to identify needs for skills development.

**Specific Outcome 4:** Set measurable, achievable objectives for own skills development, consistent with needs identified and in line with organisation's objectives and policies.

**Specific Outcome 5:** Prioritise objectives and plan activities to achieve objectives.

**Specific Outcome 6:** Identify possible unforeseen circumstances to plan alternative action in advance.

(Range: Lack of resources, change in company policy, interruption beyond control.)

**Specific Outcome 7:** Review progress made and reschedule activities at regular intervals to contribute to achievement of planned objectives.

**2. Title: Maintain Occupational Health and Safety**

**Specific Outcome 1:** Follow workplace procedures for hazard identification and risk control.

(Range: Recognising and reporting hazards in the work area to designated personnel according to workplace procedures. Accurately following workplace procedures and work instructions for controlling risks. Following workplace procedures, within scope of responsibilities and competencies, for dealing with accidents, fires and emergencies.)

**Specific Outcome 2:** Contribute to participative arrangements for the management of occupational health and safety.

(Range: Raising occupational health and safety issues with designated personnel in accordance with workplace procedures and relevant occupational health and safety legislation. Contributing to participative arrangements for occupational health and safety management in the workplace within organisational procedures and scope of responsibilities and

competencies.)

### **Unit standards titles and specific outcomes at NQF level 4**

#### **1. Title: Plan and conduct research**

Specific Outcome 1: Plan a research project.

(Range: A focus on investigating the flow of work through which a product or service is delivered, in a customer-supplier analysis.)

Specific Outcome 2: Collate data using more than one simple research technique.

(Range: More than one simple research technique such as interviews, focus groups.)

Specific Outcome 3: Analyse data using more than one simple data analysis technique.

(Range: More than one simple data analysis technique, such as flow charts and bar diagrams.)

Specific Outcome 4: Prepare and present a brief written report on the findings.

(Range: A brief written report of roughly five pages.)

Specific Outcome 5: Evaluate the effectiveness and appropriacy of the research techniques and project plan.

(Range: Evaluation should include reflection on the appropriacy and effectiveness of techniques selected.)

#### **2. Title: Analyse and understand social issues**

Specific Outcome 1: Select a sociological issue for consideration and justify the choice with reference to workplaces within a particular industry.

(Range: Sociological features could include any of the categories used in the Employment Equity Act, the Bill of Rights or drawn from social theory. Justification must include at least an argument as to the relevance of the issue to the industry chosen.)

Specific Outcome 2: Examine workplaces in the industry in terms of any key sociological feature.

(Range: Examination requires both an historical and current description.)

Specific Outcome 3: Analyse the constitutional, legislative or policy issues impacting on the sociological feature.

(Range: Analysis must include a critical evaluation of the constitutional, legislative or policy requirements.)

Specific Outcome 4: Explain the impact on individuals and groups in the workplace.

(Range: Explanation must be justified with reference to actual rather than hypothetical instances.)

Specific Outcome 5: Reflect on the implications for themselves.

**3. Title: Function in a team**

Specific Outcome 1: Identify the structure and purpose of a limited variety of teams in a limited variety of work places and learning environments.  
(Range: Outlining team organisation, working relationships and goals.)

Specific Outcome 2: Describe and carry out the roles and responsibilities required to work in a team in the workplace and learning environment.

Specific Outcome 3: Identify factors affecting a team within workplace and learning environment and explain affect with reference to an established theory of the affect of organisations on teamwork.

Specific Outcome 4: Describe the workplace and learning environment organisation and identify its influence on team members and team with reference to an established theory of the influence of social structure on teamwork.

Specific Outcome 5: Review the effectiveness of a team and own participation in the team within the workplace and learning environments.

**4. Title: Interact orally and in writing in the workplace**

Specific Outcome 1: Respond to simple written communications in the workplace.  
(Range: A staff circular.)

Specific Outcome 2: Produce simple written communication in the workplace.  
(Range: A simple report.)

Specific Outcome 3: Produce and respond to simple oral communication in the workplace.  
(Range: Offer a short verbal report.)

**5. Title: Collate, understand and communicate workplace data**

Specific Outcome 1: Read and use a basic scale.  
(Range: Using a familiar measuring instrument. To determine quantities to the nearest marked number.)

Specific Outcome 2: Use basic graphical techniques to understand and communicate information relating to work environment.  
(Range: Develop a basic table or graph to capture information in relation to any workplace task. Understand the information presented in the table or graph. Present the information using a table or graph.)

**6. Title: Demonstrate an Understanding of Societal Values and Ethics**

Specific Outcome 1: Describe how a democratic society functions and what citizenship means.  
(Range: Rights and responsibilities of a government and its citizens. Issues of human rights, social justice and equality.)

**Specific Outcome 2:** Identify the values contained in the South African Constitution and Bill of Rights and the principles which underpin these values.

(Range: Values like human dignity, equality, non-racialism and the universal moral principles on which they are based.)

**Specific Outcome 3:** Describe democracy in the workplace and how it contributes to a more just and equitable society

(Range: Rights and responsibilities of employers and employees in terms of legislation like the Labour Relations Act, the Employment Equity Act, the Basic Conditions of Employment Act, the Skills Development Act.)

**Specific Outcome 4:** Describe why value conflicts and ethical dilemmas arise around particular issues in society and in the workplace.

(Range: The duty of government is to regulate the behaviour of citizens, groups, institutions and organisations but such action may at the same time be in conflict with their rights and freedoms so that value conflict arises.)

**Specific Outcome 5:** Analyse such incidents of value conflict in society and suggest ways/approaches for dealing with such dilemmas.

(Range: How to assess the dilemmas that arise when the interests of different groups or constituencies are in conflict. Ways of resolving such conflict.)

**7. Title: Demonstrate an understanding of issues affecting people with special needs**

**Specific Outcome 1:** Identify a limited spectrum of physical and intellectual disabilities prevalent in South Africa.

(Range: Definition includes naming the disabilities. Definition includes outlining the physical/intellectual, social, psychological and professional implications for people with disability.)

**Specific Outcome 2:** Describe the causes of the physical and intellectual disability.

(Range: Causes include the social and economic factors contributing to the disabilities.)

**Specific Outcome 3:** Identify the basic requirements of South African policy and legislation relating to people who have a disability.

(Range: Basic requirements refers to summarising the main issues.)

**Specific Outcome 4:** Reflect on own practices in the workplace and identify the underlying values relating to people who have a disability

(Range: Practices in the workplace are described. The challenges presented by working with people who have special needs are identified. Own values and beliefs in relation to these challenges are outlined.)

**Specific Outcome 5:** Describe the implications for working in teams with people who have a disability.

(Range: Possible issues and choices are reviewed. Adaptations



to work practices are explained.)

#### **8. Title: Introduce South Africa to tourists**

**Specific Outcome 1:** Use basic information on South Africa and a local area to enhance a tourist's experience.

(Range: Advise tourist on a range of attractions that meets their particular interest. Assist guests to plan their afternoon based on knowledge of local attractions.)

**Specific Outcome 2:** Suggest and recommend alternative arrangements for clients based on changes in information.

(Range: Suggest alternative venues or attractions to compensate for closures or cancellations. Suggest supplementary attractions to enhance or alter a tourist itinerary.)

**Specific Outcome 3:** Advise clients on appropriate behaviour based on knowledge of the context.

(Range: Protocol at a religious site, personal security advice in a city; not littering or disturbing vegetation in a natural habitat.)

**Specific Outcome 4:** Access sources of information in order to provide a service to clients and keep personal knowledge up-to-date.

(Range: Find out about traditional food in a specific area; phoning the Automobile Association to find out the state of a road; knowing about current cultural events in the area; knowing the basic details about a current national issue. By means of radio, Internet, newspaper, industry publications and talking to people who are "in the know".)

#### **9. Title: Introduce South African Heritage**

**Specific Outcome 1:** Demonstrate an understanding of the dynamic processes and agents shaping heritage.

(Range: Historical and current political, economic, biophysical social factors, their impact on one another and on different ways of seeing heritage. Factors might include individuals, museums, zoos, natural resources, NGO/Community Based Organisations, the media, schools, funding agencies, etc.)

**Specific Outcome 2:** Recognise types of heritage.

(Range: Natural & cultural or tangible & non-tangible.)

**Specific Outcome 3:** Use understanding of heritage to enhance performance.

(Range: Enhance sensitivity towards and learn more about others by exploring different heritages. Explore options for using heritage in everyday work.)

**Specific Outcome 4:** Recognise own place in South African heritage.

(Range: Place own family in South African heritage. Explore some of the personal consequences of own cultural inheritance, such as language, religion, class, and gender.)

**10. Title: Contribute to sustainable tourism in South Africa**

**Specific Outcome 1:** Demonstrate a good understanding of the ethics and values associated with the concept of sustainable tourism.  
(Range: A range of issues connected with the natural, cultural, and social environment within South Africa. Ways to respond to these issues in a sustainable tourism context. The underlying social, political and cultural influences supporting the concept of sustainability.)

**Specific Outcome 2:** Demonstrate a practical understanding of and sensitivity for dealing with the divergent needs of tourists and host communities.  
(Range: Potentially conflicting expectations of tourists and the cultural values of host communities.)

**Specific Outcome 3:** Demonstrate a practical understanding of the different roles, responsibilities, relationships, and expectations of all relevant stakeholders.  
(Range: The roles taken by stakeholders in partnership projects. The potential conflicts between the needs of different stakeholders. Methods of ensuring full participation of all stakeholders in sustainable tourism enterprises. The different roles played by stakeholders such as Government, tourists, entrepreneurs and communities, and the relationships between them.)

**Specific Outcome 4:** Understand and participate in debates with respect to the enhancement of sustainable tourism.  
(Range: Be conversant with the basic issues regarding the protection of the natural, cultural, and social environment.)

**Specific Outcome 5:** Demonstrate an understanding of approaches to sustainable tourism.  
(Range: Community involvement and partnerships. Respect for the integrity and values of communities. Minimising the impacts of tourism on the natural, cultural, and social environment. Knowledge of national and international codes of ethics relating to sustainability. Recognition of the different aspects of sustainable tourism such as commercial and environmental.)

**Specific Outcome 6:** Apply an understanding of elementary strategies for the conservation of cultural and natural sites.  
(Range: Follow the correct procedures and channels promptly to report damage to or unusual wear and tear to natural and cultural sites to the relevant authorities. Advise on appropriate behaviour on sites to minimise the impact of visits to sites. Work within their organisation and with communities to develop awareness of appropriate conservation practice.)

**Specific Outcome 7:** Use opportunities to promote other cultural activities, events and sites.  
(Range: Link tourist information with current events on daily basis and advise accordingly.)

**Specific Outcome 8:** Reflect on own contribution to sustainability of a tourism enterprise or project.  
(Range: Develop a clear model of their own place in a commercially, environmentally and culturally sustainable enterprise. Make suggestions regarding improved self-performance and their organisation's performance, in relation to their understanding of sustainability.)

#### **11. Title: Operate in a business**

**Specific Outcome 1:** Describe typical ways that departments in a business are inter-dependent to ensure sustainable profit.  
(Range: Sales department dependant on marketing department; accounts dependent on administration.)

**Specific Outcome 2:** Identify and locate the different facilities, departments and services of the organisation.  
(Range: Conference facilities.)

**Specific Outcome 3:** Describe products and services provided by the organisation and explain the importance of promoting these.

**Specific Outcome 4:** Encourage and record feedback received from customers and initiate service improvement.

**Specific Outcome 5:** Maintain confidentiality of sensitive information and documents to protect customers and the business.  
(Range: Passports/ID documents; personal information of customers.)

**Specific Outcome 6:** Understand and operate within given budgets.

**Specific Outcome 7:** Charge customers for services and process credit or cash sales in accordance with the accepted practice.

**Specific Outcome 8:** Issue invoices and receipts if necessary.

#### **12. Title: Oversee arrival and departure of customers**

**Specific Outcome 1:** Check customer arrival and departure information and note accurately, with prompt implementation of any action required to deal with alterations required in schedule.  
(Range: Preparation (coach, toilets, time.)  
Documentation (tickets, passports.)

**Specific Outcome 2:** Greet customers in a manner which encourages feelings of goodwill towards the self, the organisation and South Africa in general.  
(Range: Establish an individual as well as a group relationship on arrival. Adapt to customer's cultural background.)

**Specific Outcome 3:** Offer customers friendly and efficient assistance to facilitate arrival and departure to enhance their tourist experience.  
(Range: Follow the correct procedures for the arrival and departure of customers. Provide information on local area.)

**Specific Outcome 4: Provide technical information.**

(Range: Luggage handling, Forex opportunities, VAT claim procedures, malaria, security and safety points with regard to jewellery, electronics, passports, and traveller's cheques, tipping.)

**Specific Outcome 5: Communicate effectively to create solutions for any problems that may arise.**

**Specific Outcome 6: Reflect on own performance and identify possible areas for self-improvement.**

### **13. Title: Care for customers**

**Specific Outcome 1: Identify customer needs and expectations, including those with specific needs, correctly and identify appropriate products and services.**

(Range: All reasonable needs and requests are met within acceptable time frames.)

**Specific Outcome 2: Recognise customer dissatisfaction and take action to resolve the situation.**

(Range: Complaints are handled promptly, positively, sensitively and politely. Customer complaints are resolved according to individual level of responsibility and enterprise procedures. Complaints are referred to the appropriate person for follow-up, according to individual level of responsibility.)

**Specific Outcome 3: Identify and take opportunities to enhance the quality of customer service.**

(Range: Check all elements on itinerary with service providers prior to customer arrival. Ensure best possible service levels at all times (no queuing).)

**Specific Outcome 4: Communicate with all customers in a friendly and courteous manner.**

**Specific Outcome 5: Reflect on own performance and identify possible areas for self-improvement.**

### **14. Title: Contribute to information distribution regarding HIV/AIDS in the workplace**

**Specific Outcome 1: Describe attitudes toward HIV and AIDS in the workplace.**

(Range: Attitudes of the organisation (as evident in employment policies and practices; education or awareness programmes; or other organisational policies and procedures) are described. Beliefs and attitudes of individuals and constituencies within the organisation are described.)

**Specific Outcome 2: Identify factors influencing attitudes toward HIV and AIDS.**

(Range: A theory of the relationship between attitudes and behaviour is outlined. Factors given are analysed with reference to the theory.)

**Specific Outcome 3: Plan an information session in the workplace on HIV and AIDS.**  
(Range: Information session is planned on the basis of the descriptions and analyses of attitudes and attitudinal shifts.)

**Specific Outcome 4: Prepare information session in the workplace on HIV and AIDS.**  
(Range: Information is accurate and appropriate.)

**Specific Outcome 5: Offer information session in the workplace on HIV and AIDS.**

**Specific Outcome 6: Evaluate the information session.**



**SOUTH AFRICAN QUALIFICATIONS AUTHORITY****NATIONAL DEGREE IN SERVICE MANAGEMENT****Field: Services****Sub-field: Hospitality, Tourism, Travel, Leisure and Gaming****NQF level: 7****Credits: 402****Purpose of the Qualification:**

A qualifying learner is able to integrate a disciplinary base in management related subjects with a sound practical and theoretical competence in a service environment. This qualification provides learners with an introduction to both content and ways of organising and acquiring knowledge in their chosen disciplines, as well as to a range of practice. It lays the basis for further learning as well as for specialisation.

Learners with this qualification will be able to practise management across a wide range of service situations. The provision of self-reflexive, rigorously trained managers in the service sector will contribute to ensuring that general levels of service in South Africa are raised, and that human resources are managed and developed towards higher productivity and personal development.

### Qualification Matrix: Degree in Service Management (NQF 7)

#### Rules of Combination:

The learner must achieve 77 fundamental unit standard credits as outlined below.  
 The learner must achieve 70 core unit standard credits as reflected below.  
 A minimum of 30 elective unit standard credits must be achieved.  
 An integrated project at NQF 5 or above of 40 credits must be completed.  
 A minimum of 30 credits of integrated project-based learning must be completed.  
 The learner must achieve 30 credits from unit standards developed in the Service Sector.  
 An additional minimum of 110 credits of discipline-based learning must be achieved.  
 15 remaining credits must be selected from the fundamental or elective category.

Fundamental	Level 2	Level 3	Level 4	Level 5	Level 6	Total
	1. Operate a Personal Computer System 2. Maintain health, hygiene and professional appearance	6  1		1. Organise oneself in the workplace 2. Develop self within the job role 3. Maintain one's own development 4. Display cultural awareness in dealing with customers and colleagues	5 4 4 6 4	43
A minimum of 14 credits must be achieved, which must include:						14
				6. Apply workplace communication skills	10	
Plus one of the following:						
				7. Lead a team 8. Lead and manage teams of people	4 4	
After the achievement of the above credit combinations making up the requirements for the Diploma, the following two unit standards (20 credits) need to be added to fulfil the fundamental requirements for the Degree:						
					1. Analyse and apply sociological theories to an explanation of human behaviour 2. Workplace research	10 10
Total		7		13	35	77

CORE	Level 2	Level 3	Level 4	Level 5	Level 6	Total
		1. Maintain a secure working environment 2. Function in a business environment	1. Analyse a business and determine the way it functions 2. Identify 'at risk' individuals 3. Plan staff training & development in own area of responsibility 4. Maintain the cleaning programme for own area of responsibility 5. Maintain a preventative maintenance programme 6. Develop & maintain a staff roster 7. Support and guide the learner 8. Monitor customer satisfaction 9. Monitor occupational health & safety	1. Manage workplace relations 2. Conduct on-the-job coaching 3. Manage the induction of new staff 4. Plan, organise & monitor work in own area of responsibility 5. Assess the learner 6. Implement policies re: HIV/AIDS in the workplace	1. Manage workplace diversity 2. Monitor staff performance	70
Total						

Elective	Level 4	Level 5	Level 6	Level 7	Total
1. Plan and conduct meetings	3	1. Conduct on-the-job training 2. Council others for incapacity or poor work performance 3. Deal with grievances 4. Deliver group training 5. Develop & implement a business plan 6. Gather and present evidence at a hearing 7. Improve service to customers 8. Maintain supply levels 9. Manage payroll records 10. Manage staff development 11. Plan, implement & evaluate sales development activities 12. Prepare and maintain financial records and statements 13. Research and update legal knowledge required for business compliance	1. Analyse training needs & develop training programmes 2. Chair a hearing 3. Contribute to the provision of required staff 4. Develop and manage marketing plans and strategies 5. Manage quality in the organisation 6. Prepare, implement, manage and control budgets	1. Start up and manage a small business	20

**UNIT STANDARDS FOR NATIONAL DEGREE IN SERVICE MANAGEMENT****Unit Standards at NQF level 2**

- \* Title: Operate a Personal Computer System (I.D. 7547)
- \* Title: Maintain Health, Hygiene and Professional Appearance (I.D. 7800)

**Unit Standards at NQF level 3**

- \* Title: Operate a Computer (I.D. 7786)
- \* Title: Communicate verbally (I.D. 7794)
- \* Title: Maintain a secure working environment (I.D. 7796)
- \* Title: Function in a business environment (I.D. 7785)

**Unit Standards at NQF level 4**

1. Title: Organise oneself in the workplace
2. Title: Identify "at risk" individuals
3. Title: Develop and maintain a staff roster
4. Title: Monitor occupational health and safety
- \* Title: Manage one's own development (I.D. 7873)
- \* Title: Prepare written communication (I.D. 7822)
- \* Title: Communicate in a business environment (I.D. 7784)
- \* Title: Develop self within the job role (I.D. 7821)
- \* Title: Display cultural awareness in dealing with customers and colleagues (I.D. 7791)
- \* Title: Analyse a business and determine the way it functions (I.D. 7782)
- \* Title: Plan staff training and development in own area of responsibility (I.D. 7841)
- \* Title: Maintain the cleaning programme for own area of responsibility (I.D. 7846)
- \* Title: Maintain a preventative maintenance programme (I.D. 7869)
- \* Title: Support and guide the learner (I.D. 7875)
- \* Title: Monitor customer satisfaction (I.D. 7836)
- \* Title: Plan and conduct meetings (I.D. 7855)

**Unit Standards at NQF level 5**

1. Title: Analyse and communicate workplace data
2. Title: Analyse external factors influencing people who have special needs
3. Title: Apply workplace communication skills
4. Title: Lead a team
5. Title: Demonstrate an understanding of professional values and ethics
6. Title: Plan and conduct a research project
7. Title: Understand social issues
8. Title: Implement policies regarding HIV/AIDS in the workplace
9. Title: Counsel others for incapacity or poor work performance
10. Title: Deal with grievances
- \* Title: Manage workplace relations (I.D. 7883)
- \* Title: Conduct on-the-job coaching (I.D. 7818)
- \* Title: Manage the induction of new staff (I.D. 7848)
- \* Title: Plan, organise and monitor work in own area of responsibility (I.D. 7866)
- \* Title: Assess the learner (I.D. 7867)
- \* Title: Conduct on-the-job training (I.D. 7876)
- \* Title: Deliver group training (I.D. 7856)
- \* Title: Develop and implement a business plan (I.D. 7886)
- \* Title: Gather and present evidence at a hearing (I.D. 7861)
- \* Title: Improve service to customers (I.D. 7865)

- \* Title: Maintain supply levels (I.D. 7858)
- \* Title: Manage payroll records (I.D. 7882)
- \* Title: Manage staff development (I.D. 7863)
- \* Title: Plan, implement and evaluate sales development activities (I.D. 7877)
- \* Title: Prepare and maintain financial records and statements (I.D. 7878)
- \* Title: Research and update legal knowledge required for business compliance (I.D. 7885)

#### **Unit Standards at NQF level 6**

- \* Title: Lead and manage teams of people (I.D. 7859)
- \* Title: Manage workplace diversity (I.D. 7881)
- \* Title: Monitor staff performance (I.D. 7888)
- \* Title: Analyse training needs and develop training programmes (I.D. 7879)
- \* Title: Chair a hearing (I.D. 7872)
- \* Title: Contribute to the provision of required staff (I.D. 7874)
- \* Title: Develop and manage marketing plans and strategies (I.D. 7887)
- \* Title: Manage quality in the organisation (I.D. 7889)
- \* Title: Prepare, implement, manage and control budgets (I.D. 7880)

#### **Unit Standards at NQF level 7**

- \* Title: Start-up and manage a small business (I.D. 7871)

#### **Unit standards titles and specific outcomes at NQF level 4**

##### **1. Title: Organise oneself in the workplace**

Specific Outcome 1: Maintain personal hygiene, grooming and dress code to project a professional image and enhance the company image.

(Range: Personal cleanliness, body odour, fresh breath, well-manicured hands, trimmed moustache/beard, appropriate hairstyle and tasteful make-up, immaculate uniform/dress.)

Specific Outcome 2: Given a range of illnesses, decide whether to interact with people and follow company procedure when absent due to illness.

(Range: Contagious diseases/virus infections such as flu, chicken pox, measles, etc. Report absence, doctor's certificate, leave forms.)

Specific Outcome 3: Evaluate own skills and areas for development on current and likely future work requirements to identify needs for skills development.

Specific Outcome 4: Set measurable, achievable objectives for own skills development, consistent with needs identified and in line with organisation's objectives and policies.

Specific Outcome 5: Prioritise objectives and plan activities to achieve objectives.

Specific Outcome 6: Identify possible unforeseen circumstances to plan alternative action in advance.

(Range: Lack of resources, change in company policy, interruption beyond control.)

Specific Outcome 7: Review progress made and reschedule activities at regular



intervals to contribute to achievement of planned objectives.

## **2. Title: Identify "at risk" individuals**

Specific Outcome 1: Define an "at risk" individual.

Specific Outcome 2: Discuss the typical symptoms that indicate an individual may have an addiction problem  
(Range: obsessive behaviour; negative behaviour toward others; negative impact on work performance; changing behaviour patterns.)

Specific Outcome 3: Discuss the factors that promote a potential problem.  
(Range: poor work performance, personality changes, regular absenteeism.)

Specific Outcome 4: Explain why "at risk" individuals should not be directly approached.

Specific Outcome 5: Describe organisations that can assist with addictive behaviour.

Specific Outcome 6: Differentiate between the approaches that the organisation would take in dealing with "at risk" customers and "at risk" employees.

Specific Outcome 7: Explain why children are potentially more "at risk" than adults.

Specific Outcome 8: Given specific situations, identify "at risk" individuals and explain why they are at risk.

Specific Outcome 9: Report the actual problem behaviour to the person designated to deal with such situations.

Specific Outcome 10: Given that the company does not have a policy regarding 'at risk' individuals, describe the action one could take to assist said individuals.

Specific Outcome 11: Suggest ways to improve the company policy around addictive behaviour.

Specific Outcome 12: Discuss the preventative measures that can be taken to assist a person with a potential addiction problem.

Specific Outcome 13: Given that children are affected by an "at risk" individual's behaviour, suggest how the children can be protected and helped.

## **3. Title: Develop and maintain a staff roster**

Specific Outcome 1: Explain the legal and organisational requirements pertaining to staff allocation.  
(Range of requirements: days off per month, shift allocation, hours of work.)

Specific Outcome 2: Explain the legal and organisational requirements in terms of

leave.

(Range of leave: annual, maternity, paternity, compassionate, sick leave.)

**Specific Outcome 3:** Explain the company procedures regarding days off and shift request.

**Specific Outcome 4:** Describe how business trends will influence staff allocation.

**Specific Outcome 5:** Determine staffing levels for a given period of time, taking seasonal fluctuations and special events into account.

**Specific Outcome 6:** Draw up a balanced roster, ensuring all legal and business requirements are met.  
(Range: leave allocations, days off, rest periods, public holidays, weekends, business fluctuations, experience of staff members.)

**Specific Outcome 7:** Ensure all information is recorded and communicated to relevant staff.

**Specific Outcome 8:** Describe ways of ensuring staff allocation is fair, transparent and flexible.

**Specific Outcome 9:** Given that 20% of the staff are unavailable for work for a period of a month, reallocate remaining staff ensuring legal and business requirements are met.

#### **4. Title: Monitor occupational health and safety**

**Specific Outcome 1:** Provide information to the work group about occupational health and safety and the organisation's occupational health and safety policies, procedures and programs.  
(Range: accurately and clearly explaining to the work group the relevant provisions of occupational health and safety legislation and codes of practice, providing to the work group, in a readily accessible manner, information on the organisation's occupational health and safety policies, procedures and programs.)

**Specific Outcome 2:** Implement and monitor participative arrangements for the management of occupational health and safety.  
(Range: implementing and monitoring organisational procedures for consultation over occupational health and safety issues, therefore ensuring that all members of the work group have the opportunity to contribute, dealing with issues raised through consultation and making sure such issues are resolved promptly or referred to the appropriate personnel for resolution in accordance with workplace procedures for issue resolution, regularly and promptly communicate the outcomes of consultation over occupational health and safety issues to the work group.)

**Specific Outcome 3:** Implement and monitor the organisation's procedures for identifying hazards and assessing risks.

(Range: identifying and reporting existing and potential hazards in the work area so that risk assessment and risk control procedures can be applied.)

**Specific Outcome 4:** Implement and monitor the organisation's procedures for controlling risks.

(Range: implementing work procedures to control risks and monitoring work group to ensure that such procedures are adhered to, monitoring existing risk control measures and reporting results regularly in accordance with workplace procedures, identifying inadequacies in existing risk control measures in accordance with the hierarchy of control and reporting results to designated personnel, identifying inadequacies in resource allocation for implementation of risk control measures and reporting results to designated personnel.)

**Specific Outcome 5:** Implement the organisation's procedures for dealing with hazardous events.

(Range: implementing workplace procedures for dealing with hazardous events are whenever necessary to ensure that prompt control action is taken, investigating hazardous events to identify their cause in accordance with investigation procedures, implementing control measures to prevent recurrence and minimise risks of hazardous events, based on the hierarchy of control, within the scope of responsibilities and competencies or alternatively referred to designated personnel for implementation.)

**Specific Outcome 6:** Implement and monitor the organisation's procedures for providing occupational health and safety training by:

(Range: accurately identifying occupational health and safety training needs by specifying the gaps between occupational health and safety competencies required and those held by work group members, making arrangements for fulfilling identified occupational health and safety training needs in both on-and off-the-job training programs in consultation with relevant parties.)

**Specific Outcome 7:** Implement and monitor the organisation's procedures for maintaining occupational health and safety records.

(Range: accurately and legibly completing occupational health and safety records for work area in accordance with workplace requirements for occupational health and safety records and legal requirements for the maintenance of records of occupational injury and disease, using aggregate information from the area's occupational health and safety records to identify hazards and monitor risk control procedures within work area according to organisational procedures and within scope of responsibilities and competencies.)

**Unit Standards titles and specific outcomes at NQF level 5****1. Title: Analyse and communicate workplace data**

Specific Outcome 1: Select appropriate forms of tables, graphs, diagrams and charts to capture information relevant to a variety of workplace functions.

Specific Outcome 2: Develop the tables, graphs, diagrams and charts.

Specific Outcome 3: Analyse the information to draw relevant conclusions.

Specific Outcome 4: Present information using tables, graphs, diagrams and charts.

**2. Title: Analyse external factors influencing people who have special needs**

Specific Outcome 1: A wide spectrum of physical and intellectual disabilities prevalent in South Africa are identified.  
(Range: Definition includes naming the disabilities.  
Definition includes outlining the physical/intellectual, social, psychological and professional implications for people with disability.)

Specific Outcome 2: Describe the causes of the physical and intellectual disability  
(Range: Causes include the social and economic factors contributing to the prevalence of the disability in South Africa.)

Specific Outcome 3: Identify the philosophy underpinning South African policy and legislation relating to people who have a disability.  
(Range: The philosophy refers to the underlying values and principles.)

Specific Outcome 4: Reflect on typical practices in South African workplaces and identify the underlying values relating to people who have a disability.  
(Range: Practices in the workplace are described. The challenges presented by working with workers who have special needs are identified. Own values and beliefs in relation to these challenges are outlined.)

Specific Outcome 5: Describe the implications for management and supervision for dealing with workplaces in which people who have a disability work.  
(Range: Possible issues and choices are reviewed.  
Adaptations to management and supervision practices are explained.)

**3. Title: Apply workplace communication skills**

Specific Outcome 1: Interpret and respond to accessible written communications in the workplace.  
(Range: A normal office memorandum.)



Specific Outcome 2: Produce simple written communication in the workplace.  
(Range: A report on work done, accidents in the workplace, respond to requests and complaints.)

Specific Outcome 3: Produce and respond to accessible oral communication in the workplace.  
(Range: Offer a five-minute presentation. Listen to and summarise a ten-minute presentation.)

#### **4. Title: Lead a team**

Specific Outcome 1: Identify the structure and purpose of a wide range of teams across a wide range of workplaces and learning environments.  
(Range: Structure includes team organisation, working dynamics and culture).

Specific Outcome 2: Lead a team in planning and carrying out the roles and responsibilities required to work in a team in the workplace and learning environment.

Specific Outcome 3: Evaluate two theories in terms of their ability to describe and explain factors affecting particular teams.

Specific Outcome 4: Evaluate two theories in terms of their ability to describe and explain the influence of organisational structure on team members and teams.

Specific Outcome 5: Lead a team in reviewing the effectiveness of the team and the individual's participation in the team within workplace and learning environments.

#### **5. Title: Demonstrate an understanding of professional values and ethics**

Specific Outcome 1: Describe and reflect on what professional values are and where they come from.  
(Range: What it means to be professional. Professional values and their origins.)

Specific Outcome 2: Describe professional accountability,  
(Range: Knowledge and expertise. A trust relationship with clients/communities. A service ethic. Collective responsibility for standards. On-going learning and upgrading.)

Specific Outcome 3: Position professional values within an organisational context.  
(Range: Identify different relationships of trust that exist in the workplace. Identify constraints on professionalism.)

Specific Outcome 4: Describe why value conflict occurs in the workplace.  
(Range: Different client and organisational demands that give rise to conflict in the workplace environment.)

Specific Outcome 5: Analyse cases of value conflict in the workplace and suggest ways of dealing with them.  
(Range: Identify differences in values in at least one instance of interaction in a workplace or service environment. Describe how



the conflict was handled and describe an alternative with reference to underpinning values.)

## **6. Title: Plan and conduct a research project**

Specific Outcome 1: Plan a research project.

(Range: A focus on investigating the implications of a customer-supplier analysis for the quality policies and systems of the workplace.)

Specific Outcome 2: Collate data using a limited variety of research techniques.

(Range: At least two alternative approaches to research. A limited variety of research techniques, including document review and literature search.)

Specific Outcome 3: Analyse data using more than a limited variety of data analysis techniques.

(Range: A limited variety of data analysis techniques.)

Specific Outcome 4: Prepare and present a brief written report on the project.

(Range: A brief written report of roughly ten pages.)

Specific Outcome 5: Evaluate factors that affect the possibilities for research within the workplace.

(Range: Evaluation should include reflection on the factors affecting the possibilities for research in the workplace.)

## **7. Title: Social understanding**

Specific Outcome 1: Select a sociological issue for consideration and justify the choice with reference to South African workplaces.

(Range: Sociological features could include any of the categories used in the Employment Equity Act, the Bill of Rights or drawn from social theory. Justification must include at least an argument as to the relevance of the issue to South African workplaces.)

Specific Outcome 2: Analyse South African workplaces in terms of any key sociological feature.

(Range: Analysis requires a description and explanation of both current and historical patterns.)

Specific Outcome 3: Analyse the constitutional, legislative or policy issues impacting on the sociological feature.

(Range: Analysis must include a critical evaluation of the constitutional, legislative or policy requirements.)

Specific Outcome 4: Explain the impact on individuals and groups in the workplace.

(Range: Explanation must be justified with reference to actual rather than hypothetical instances.)

Specific Outcome 5: Reflect on the implications for themselves.

**8. Title: Implement policies regarding HIV/AIDS in the workplace**

Specific Outcome 1: Describe legislation and national policies relating to HIV/AIDS in the workplace.

Specific Outcome 2: Describe and analyse implicit or explicit organisational policies around HIV and AIDS in the workplace.  
(Range: From a given example of organisational policy.)

Specific Outcome 3: Develop appropriate HIV/AIDS policy for workplace consistent with national requirements.  
(Range: Appropriately select and adapt elements of a given example.)

**9. Title: Counsel others for incapacity or poor work performance**

Specific Outcome 1: Explain when counselling an employee would be relevant.  
(Range: poor work performance, ill health or injury, intermittent ill health or injury.)

Specific Outcome 2: Discuss the different stages in the counselling process and the importance of following the preliminary procedure.

Specific Outcome 3: Explain the importance of having reasonable/attainable standards in place and the measurement of actual performance against these standards.

Specific Outcome 4: Explain the importance of identifying the causes of the difference between actual and required performance standards.

Specific Outcome 5: Explain the importance of getting agreement on solutions or an action plan to improve performance.

Specific Outcome 6: Explain the importance of having a follow-up meeting even if the employee's performance has improved.

Specific Outcome 7: Explain the importance of the same manager/supervisor conducting all the counselling sessions for the relevant employee.

Specific Outcome 8: Conduct the counselling procedure according to organisational and legislative requirements.  
(Range: poor work performance, ill health or injury, intermittent ill health or injury.)

Specific Outcome 9: Measure actual performance against required performance as described in the company standards in order to establish the performance gap.

Specific Outcome 10: Identify causes for the performance gap.

Specific Outcome 11: Agree on a solution or action plan with the employee.

Specific Outcome 12: Ensure a follow-up meeting takes place.

**Specific Outcome 13:** Ensure all relevant documentation is completed in accordance with organisational and legislative requirements.

**Specific Outcome 14:** Given that the employee's performance has not improved sufficiently despite the relevant counselling, suggest a potential solution.  
(Range: poor work performance, ill health or injury, intermittent ill health or injury.)

#### **10. Title: Deal with grievances**

**Specific Outcome 1:** Define what the term "grievance" refers to.

**Specific Outcome 2:** Explain the purpose of your organisation's grievance procedure.  
(Range: individual's interests; company's interests.)

**Specific Outcome 3:** Explain the scope of application of the organisation's grievance procedure.

**Specific Outcome 4:** Explain the importance of the proper administration and usage of the grievance procedure and the consequences if not properly dealt with.  
(Range: consequences for the company; consequences for the employee.)

**Specific Outcome 5:** Explain the stages of the organisation's grievance procedure.

**Specific Outcome 6:** Differentiate between a grievance hearing and a hearing for misconduct or incapacity for poor work performance by describing the difference in the processes.

**Specific Outcome 7:** Ensure the organisation's grievance procedure is effectively communicated to employees.  
(Range: induction, regular briefing sessions, training.)

**Specific Outcome 8:** Ensure reasonable time limits are specified and mutually agreed upon by management and employee.

**Specific Outcome 9:** Ensure the grievance process is carried out in accordance with organisational and legislative requirements.

**Specific Outcome 10:** Ensure the employee understands his/her right to be represented by a shop steward or a fellow employee of his/her choice.

**Specific Outcome 11:** Attempt to resolve the grievance as fairly and speedily as possible, while ensuring all relevant facts have been obtained.

**Specific Outcome 12:** Ensure the immediate supervisor's authority is not undermined in the process.

**Specific Outcome 13:** Ensure all relevant documentation is completed and forwarded to the relevant parties, according to organisational requirements.

**Specific Outcome 14:** In the event of the grievance not being resolved, describe what further action could be taken.

**Specific Outcome 15:** Given that the grievance relates to a group of employees i.e. collective grievance), explain how this should be dealt with according to organisational requirements.

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY**  
**NATIONAL DIPLOMA IN SERVICE MANAGEMENT**

**Field:** Services

**Sub-field:** Hospitality, Tourism, Travel, Leisure and Gaming

**NQF level:** 5

**Credits:** 240

**Purpose of the Qualification:**

A learner who has achieved this qualification will be able to integrate supervisory knowledge and skills with those of customer service and the operational specifics of a given context.

Building on day-to-day supervisory requirements as well as generic management competencies, the qualification facilitates progression of learning, allowing learners to achieve new heights of excellence in their positions, or to enter new fields of management or education, training and development.

This qualification has been developed for professional practice across the service industry and is intended to professionalise supervisory and junior management in the service industry, ensuring the upliftment of standards in general. It is applicable to small and large businesses alike. The qualification builds on other certificates from a range of sub-sectors and will provide articulation with a range of qualifications in both Management and Service areas of practice.



### Qualification Matrix: National Diploma in Service Management (NQF 5)

#### Rules of Combination:

The learner must achieve **55** fundamental unit standard credits as outlined below.

The learner must achieve **70** core unit standard credits as reflected below.

The learner must achieve a minimum of **30** elective unit standard credits from the given list.

In addition, the learner must achieve **30** credits from unit standards developed in the Service sector.

The learner must also complete **40** credits of disciplinary learning in a project form at NQF level 5 or above.

A further **15** credits must be selected from the fundamental or elective category.

Fundamental	Level 2		Level 3		Level 4		Level 5		Level 6		Total
	1. Operate a Personal Computer System	6			1. Organise oneself in the workplace	3	1. Analyse and communicate workplace data	5			43
	2. Maintain health, hygiene and professional appearance	1			2. Develop self within the job role	3	2. Analyse external factors influencing people who have special needs	4			
					3. Manage one's own development	3	3. Demonstrate an understanding of professional values and ethics	4			
					4. Display cultural awareness in dealing with customers and colleagues	4	4. Plan & conduct a research project	6			
							5. Understand social issues	4			
A minimum of 14 credits must be achieved, which must include:											14
							6. Apply workplace communication skills	10			
Plus one of the following:											
							7. Lead a team	4			
							8. Lead and manage teams of people	6			
<b>Total</b>		<b>7</b>				<b>13</b>		<b>35</b>			<b>55</b>

CORE	Level 3		Level 4		Level 5		Level 6		Total
	1. Maintain a secure working environment 2. Function in a business environment	1	1. Analyse a business and determine the way it functions	3	1. Manage workplace relations	5	1. Manage workplace diversity	5	70
		4	2. Identify 'at risk' individuals	3	2. Conduct on-the-job coaching	4	2. Monitor staff performance	5	
			3. Plan staff training & development in own area of responsibility	6	3. Manage the induction of new staff	5			
			4. Maintain the cleaning programme for own area of responsibility	2	4. Plan, organise & monitor work in own area of responsibility	3			
			5. Maintain a preventative maintenance programme	3	5. Assess the learner	4			
			6. Develop & maintain a staff roster	2	6. Implement policies re: HIV/AIDS in the workplace	4			
			7. Support and guide the learner	1					
			8. Monitor customer satisfaction	3					
			9. Monitor occupational health & safety	7					
Total		5		30		25		10	70

Elective	Level 4		Level 5		Level 6		Level 7		Total
	1. Plan and conduct meetings	3	1. Conduct on-the-job training	8	1. Analyse training needs & develop training programmes	8	1. Start up and manage a small business	20	
			2. Council others for incapacity or poor work performance	4	2. Chair a hearing	10			
			3. Deal with grievances	5	3. Contribute to the provision of required staff	5			
			4. Deliver group training	4	4. Develop and manage marketing plans and strategies	12			
			5. Develop & implement a business plan	8	5. Manage quality in the organisation	6			
			6. Gather and present evidence at a hearing	8	6. Prepare, implement, manage and control budgets	10			
			7. Improve service to customers	6					
			8. Maintain supply levels	10					
			9. Manage payroll records	6					
			10. Manage staff development	6					
			11. Plan, implement & evaluate sales development activities	10					
			12. Prepare and maintain financial records and statements	12					
			13. Research and update legal knowledge required for business compliance	8					
Total								30	

## **UNIT STANDARDS IN SERVICE MANAGEMENT**

### **Unit Standards at NQF level 2**

- \* Title: Operate a Personal Computer System (I.D. 7547)
- \* Title: Maintain health, hygiene and professional appearance (I.D. 7800)

### **Unit Standards at NQF level 3**

- \* Title: Operate a computer (I.D. 7786)
- \* Title: Communicate verbally (I.D. 7794)
- \* Title: Maintain a secure working environment (I.D. 7796)
- \* Title: Function in a business environment (I.D. 7785)

### **Unit Standards at NQF level 4**

1. Title: Organise oneself in the workplace
2. Title: Identify "at risk" individuals
3. Title: Develop and maintain a staff roster
4. Title: Monitor occupational health and safety
- \* Title: Prepare written communication (I.D. 7822)
- \* Title: Communicate in a business environment (I.D. 7784)
- \* Title: Develop self within the job role (I.D. 7821)
- \* Title: Manage one's own development (I.D. 7873)
- \* Title: Display cultural awareness in dealing with customers and colleagues (I.D. 7791)
- \* Title: Analyse a business and determine the way it functions (I.D. 7782)
- \* Title: Plan staff training & development in own area of responsibility (I.D. 7841)
- \* Title: Maintain the cleaning programme for own area of responsibility (I.D. 7846)
- \* Title: Maintain a preventative maintenance programme (I.D. 7869)
- \* Title: Support and guide the learner (I.D. 7875)
- \* Title: Monitor customer satisfaction (I.D. 7836)
- \* Title: Plan and conduct meetings (I.D. 7855)

### **Unit Standards at NQF level 5**

1. Title: Analyse and communicate workplace data
2. Title: Analyse external factors influencing people who have special needs
3. Title: Apply workplace communication skills
4. Title: Lead a team
5. Title: Demonstrate an understanding of professional values and ethics
6. Title: Plan and conduct a research project
7. Title: Social understanding
8. Title: Implement policies regarding HIV/AIDS in the workplace
9. Title: Counsel others for incapacity or poor work performance
10. Title: Deal with grievances
- \* Title: Manage workplace relations (I.D. 7883)
- \* Title: Conduct on-the-job coaching (I.D. 7818)
- \* Title: Manage the induction of new staff (I.D. 7848)
- \* Title: Plan, organise and monitor work in own area of responsibility (I.D. 7866)
- \* Title: Assess the learner (I.D. 7867)
- \* Title: Conduct on-the-job training (I.D. 7876)
- \* Title: Deliver group training (I.D. 7856)
- \* Title: Develop and implement a business plan (I.D. 7886)
- \* Title: Gather and present evidence at a hearing (I.D. 7861)

- \* Title: Improve service to customers (I.D. 7865)
- \* Title: Maintain supply levels (I.D. 7858)
- \* Title: Manage payroll records (I.D. 7882)
- \* Title: Manage staff development (I.D. 7863)
- \* Title: Plan, implement and evaluate sales development activities (I.D. 7877)
- \* Title: Prepare and maintain financial records and statements (I.D. 7878)
- \* Title: Research and update legal knowledge required for business compliance (I.D. 7885)

#### **Unit Standards at NQF level 6**

- \* Title: Lead and manage teams of people (I.D. 7859)
- \* Title: Manage workplace diversity (I.D. 7881)
- \* Title: Monitor staff performance (I.D. 7888)
- \* Title: Analyse training needs and develop training programmes (I.D. 7879)
- \* Title: Chair a hearing (I.D. 7872)
- \* Title: Contribute to the provision of required staff (I.D. 7874)
- \* Title: Develop and manage marketing plans and strategies (I.D. 7887)
- \* Title: Manage quality in the organisation (I.D. 7889)
- \* Title: Prepare, implement, manage and control budgets (I.D. 7880)

#### **Unit Standards at NQF level 7**

- \* Title: Start-up and manage a small business (I.D. 7871)

#### **Unit standards titles and specific outcomes at NQF level 4**

##### **1. Title: Organise oneself in the workplace**

**Specific Outcome 1:** Maintain personal hygiene, grooming and dress code to project a professional image and enhance the company image.

(Range: Personal cleanliness, body odour, fresh breath, well-manicured hands, trimmed moustache/beard, appropriate hairstyle and tasteful make-up, immaculate uniform/dress.)

**Specific Outcome 2:** Given a range of illnesses, decide whether to interact with people and follow company procedure when absent due to illness. (Range: Contagious diseases/virus infections such as flu, chicken pox, measles, etc.) Report absence, doctor's certificate, leave forms.

**Specific Outcome 3:** Evaluate own skills and areas for development on current and likely future work requirements to identify needs for skills development.

**Specific Outcome 4:** Set measurable, achievable objectives for own skills development, consistent with needs identified and in line with organisation's objectives and policies.

**Specific Outcome 5:** Prioritise objectives and plan activities to achieve objectives.

**Specific Outcome 6:** Identify possible unforeseen circumstances to plan alternative action in advance.

(Range: Lack of resources, change in company policy, interruption beyond control.)



**Specific Outcome 7:** Review progress made and reschedule activities at regular intervals to contribute to achievement of planned objectives.

## **2. Title: Identify "at risk" individuals**

**Specific Outcome 1:** Define an "at risk" individual.

**Specific Outcome 2:** Discuss the typical symptoms that indicate an individual may have an addiction problem.  
(Range: obsessive behaviour; negative behaviour toward others; negative impact on work performance; changing behaviour patterns.)

**Specific Outcome 3:** Discuss the factors that promote a potential problem.  
(Range: poor work performance, personality changes, regular absenteeism.)

**Specific Outcome 4:** Explain why "at risk" individuals should not be directly approached.

**Specific Outcome 5:** Describe organisations that can assist with addictive behaviour.

**Specific Outcome 6:** Differentiate between the approaches that the organisation would take in dealing with "at risk" customers and "at risk" employees.

**Specific Outcome 7:** Explain why children are potentially more "at risk" than adults.

**Specific Outcome 8:** Given specific situations, identify "at risk" individuals and explain why they are at risk.

**Specific Outcome 9:** Report the actual problem behaviour to the person designated to deal with such situations.

**Specific Outcome 10:** Given that the company does not have a policy regarding 'at risk' individuals, describe the action one could take to assist said individuals.

**Specific Outcome 11:** Suggest ways to improve the company policy around addictive behaviour.

**Specific Outcome 12:** Discuss the preventative measures that can be taken to assist a person with a potential addiction problem.

**Specific Outcome 13:** Given that children are affected by an "at risk" individual's behaviour, suggest how the children can be protected and helped.

## **3. Title: Develop and maintain a staff roster**

**Specific Outcome 1:** Explain the legal and organisational requirements pertaining to staff allocation.  
(Range of requirements: days off per month, shift allocation, hours of work.)



**Specific Outcome 2:** Explain the legal and organisational requirements in terms of leave.

(Range of leave: annual, maternity, paternity, compassionate, sick leave.)

**Specific Outcome 3:** Explain the company procedures regarding days off and shift requests.

**Specific Outcome 4:** Describe how business trends will influence staff allocation.

**Specific Outcome 5:** Determine staffing levels for a given period of time, taking seasonal fluctuations and special events into account.

**Specific Outcome 6:** Draw up a balanced roster, ensuring all legal and business requirements are met.

(Range: leave allocations, days off, rest periods, public holidays, weekends, business fluctuations, experience of staff members.)

**Specific Outcome 7:** Ensure all information is recorded and communicated to relevant staff.

**Specific Outcome 8:** Describe ways of ensuring staff allocation is fair, transparent and flexible.

**Specific Outcome 9:** Given that 20% of the staff are unavailable for work for a period of a month, reallocate remaining staff ensuring legal and business requirements are met.

#### **4. Title: Monitor occupational health and safety**

**Specific Outcome 1:** Provide information to the work group about occupational health and safety and the organisation's occupational health and safety policies, procedures and programs.

(Range: accurately and clearly explaining to the work group the relevant provisions of occupational health and safety legislation and codes of practice, providing to the work group, in a readily accessible manner, information on the organisation's occupational health and safety policies, procedures and programs.)

**Specific Outcome 2:** Implement and monitor participative arrangements for the management of occupational health and safety.

(Range: implementing and monitoring organisational procedures for consultation over occupational health and safety issues, therefore ensuring that all members of the work group have the opportunity to contribute, dealing with issues raised through consultation and making sure such issues are resolved promptly or referred to the appropriate personnel for resolution in accordance with workplace procedures for issue resolution, regularly and promptly communicate the outcomes of consultation over occupational health and safety issues to the work group.)

**Specific Outcome 3:** Implement and monitor the organisation's procedures for identifying hazards and assessing risks.  
(Range: identifying and reporting existing and potential hazards in the work area so that risk assessment and risk control procedures can be applied.)

**Specific Outcome 4:** Implement and monitor the organisation's procedures for controlling risks.  
(Range: implementing work procedures to control risks and monitoring work group to ensure that such procedures are adhered to, monitoring existing risk control measures and reporting results regularly in accordance with workplace procedures, identifying inadequacies in existing risk control measures in accordance with the hierarchy of control and reporting results to designated personnel, identifying inadequacies in resource allocation for implementation of risk control measures and reporting results to designated personnel.)

**Specific Outcome 5:** Implement the organisation's procedures for dealing with hazardous events.  
(Range: implementing workplace procedures for dealing with hazardous events are whenever necessary to ensure that prompt control action is taken, investigating hazardous events to identify their cause in accordance with investigation procedures, implementing control measures to prevent recurrence and minimise risks of hazardous events, based on the hierarchy of control, within the scope of responsibilities and competencies or alternatively referred to designated personnel for implementation.)

**Specific Outcome 6:** Implement and monitor the organisation's procedures for providing occupational health and safety training by:  
(Range: accurately identifying occupational health and safety training needs by specifying the gaps between occupational health and safety competencies required and those held by work group members, making arrangements for fulfilling identified occupational health and safety training needs in both on-and off-the-job training programs in consultation with relevant parties.)

**Specific Outcome 7:** Implement and monitor the organisation's procedures for maintaining occupational health and safety records.  
(Range: accurately and legibly completing occupational health and safety records for work area in accordance with workplace requirements for occupational health and safety records and legal requirements for the maintenance of records of occupational injury and disease, using aggregate information from the area's occupational health and safety records to identify hazards and monitor risk control procedures within work area according to organisational procedures and within scope of responsibilities and competencies.)

**Unit standards titles and specific outcomes at NQF level 5****1. Title: Analyse and communicate workplace data**

Specific Outcome 1: Select appropriate forms of tables, graphs, diagrams and charts to capture information relevant to a variety of workplace functions.

Specific Outcome 2: Develop the tables, graphs, diagrams and charts.

Specific Outcome 3: Analyse the information to draw relevant conclusions.

Specific Outcome 4: Present information using tables, graphs, diagrams and charts.

**2. Title: Analyse external factors influencing people who have special needs**

Specific Outcome 1: A wide spectrum of physical and intellectual disabilities prevalent in South Africa are identified.

(Range: Definition includes naming the disabilities.

Definition includes outlining the physical/intellectual, social, psychological and professional implications for people with disability.)

Specific Outcome 2: Describe the causes of the physical and intellectual disability.

(Range: Causes include the social and economic factors contributing to the prevalence of the disability in South Africa.)

Specific Outcome 3: Identify the philosophy underpinning South African policy and legislation relating to people who have a disability.

(Range: The philosophy refers to the underlying values and principles.)

Specific Outcome 4: Reflect on typical practices in South African workplaces and identify the underlying values relating to people who have a disability.

(Range: Practices in the workplace are described. The challenges presented by working with workers who have special needs are identified. Own values and beliefs in relation to these challenges are outlined.)

Specific Outcome 5: Describe the implications for management and supervision for dealing with workplaces in which people who have a disability work.

(Range: Possible issues and choices are reviewed.

Adaptations to management and supervision practices are Explained.)

**3. Title: Apply workplace communication skills**

Specific Outcome 1: Interpret and respond to accessible written communications in the workplace.

(Range: A normal office memorandum.)

**Specific Outcome 2:** Produce simple written communication in the workplace.  
(Range: A report on work done, accidents in the workplace, respond to requests and complaints.)

**Specific Outcome 3:** Produce and respond to accessible oral communication in the workplace.  
(Range: Offer a five-minute presentation. Listen to and summarise a ten-minute presentation.)

#### **4. Title: Lead a team**

**Specific Outcome 1:** Identify the structure and purpose of a wide range of teams across a wide range of workplaces and learning environments.  
(Range: Structure includes team organisation, working dynamics and culture.)

**Specific Outcome 2:** Lead a team in planning and carrying out the roles and responsibilities required to work in a team in the workplace and learning environment.

**Specific Outcome 3:** Evaluate two theories in terms of their ability to describe and explain factors affecting particular teams.

**Specific Outcome 4:** Evaluate two theories in terms of their ability to describe and explain the influence of organisational structure on team members and teams.

**Specific Outcome 5:** Lead a team in reviewing the effectiveness of the team and the individual's participation in the team within workplace and learning environments.

#### **5. Title: Demonstrate an understanding of professional values and ethics**

**Specific Outcome 1:** Describe and reflect on what professional values are and where they come from.  
(Range: What it means to be professional. Professional values and their origins.)

**Specific Outcome 2:** Describe professional accountability.  
(Range: Knowledge and expertise. A trust relationship with clients/communities. A service ethic. Collective responsibility for standards. On-going learning and upgrading.)

**Specific Outcome 3:** Position professional values within an organisational context.  
(Range: Identify different relationships of trust that exist in the workplace. Identify constraints on professionalism.)

**Specific Outcome 4:** Describe why value conflict occurs in the workplace.  
(Range: Different client and organisational demands that give rise to conflict in the workplace environment.)

**Specific Outcome 5:** Analyse cases of value conflict in the workplace and suggest ways of dealing with them.  
(Range: Identify differences in values in at least one instance of



interaction in a workplace or service environment. Describe how the conflict was handled and describe an alternative with reference to underpinning values.)

#### **6. Title: Plan and conduct a research project**

**Specific Outcome 1:** Plan a research project.

(Range: A focus on investigating the implications of a customer-supplier analysis for the quality policies and systems of the workplace.)

**Specific Outcome 2:** Collate data using a limited variety of research techniques.

(Range: At least two alternative approaches to research. A limited variety of research techniques, including document review and literature search.)

**Specific Outcome 3:** Analyse data using more than a limited variety of data analysis techniques.

(Range: A limited variety of data analysis techniques.)

**Specific Outcome 4:** Prepare and present a brief written report on the project.

(Range: A brief written report, of roughly ten pages.)

**Specific Outcome 5:** Evaluate factors that affect the possibilities for research within the workplace.

(Range: Evaluation should include reflection on the factors affecting the possibilities for research in the workplace.)

#### **7. Title: Social understanding**

**Specific Outcome 1:** Select a sociological issue for consideration and justify the choice with reference to South African workplaces.

(Range: Sociological features could include any of the categories used in the Employment Equity Act, the Bill of Rights or drawn from social theory. Justification must include at least an argument as to the relevance of the issue to South African workplaces.)

**Specific Outcome 2:** Analyse South African workplaces in terms of any key sociological feature.

(Range: Analysis requires a description and explanation of both current and historical patterns.)

**Specific Outcome 3:** Analyse the constitutional, legislative or policy issues impacting on the sociological feature.

(Range: Analysis must include a critical evaluation of the constitutional, legislative or policy requirements.)

**Specific Outcome 4:** Explain the impact on individuals and groups in the workplace.

(Range: Explanation must be justified with reference to actual rather than hypothetical instances.)

**Specific Outcome 5:** Reflect on the implications for themselves.



**8. Title: Implement policies regarding HIV/AIDS in the workplace**

**Specific Outcome 1:** Describe legislation and national policies relating to HIV/AIDS in the workplace.

**Specific Outcome 2:** Describe and analyse implicit or explicit organisational policies around HIV and AIDS in the workplace.

(Range: From a given example of organisational policy.)

**Specific Outcome 3:** Develop appropriate HIV/AIDS policy for workplace consistent with national requirements.

(Range: Appropriately select and adapt elements of a given example.)

**9. Title: Counsel others for incapacity or poor work performance**

**Specific Outcome 1:** Explain when counselling an employee would be relevant

(Range: poor work performance, ill health or injury, intermittent ill health or injury.)

**Specific Outcome 2:** Discuss the different stages in the counselling process and the importance of following the preliminary procedure.

**Specific Outcome 3:** Explain the importance of having reasonable/attainable standards in place and the measurement of actual performance against these standards.

**Specific Outcome 4:** Explain the importance of identifying the causes of the difference between actual and required performance standards.

**Specific Outcome 5:** Explain the importance of getting agreement on solutions or an action plan to improve performance.

**Specific Outcome 6:** Explain the importance of having a follow-up meeting even if the employee's performance has improved.

**Specific Outcome 7:** Explain the importance of the same manager/supervisor conducting all the counselling sessions for the relevant employee.

**Specific Outcome 8:** Conduct the counselling procedure according to organisational and legislative requirements

(Range: poor work performance, ill health or injury, intermittent ill health or injury.)

**Specific Outcome 9:** Measure actual performance against required performance as described in the company standards in order to establish the performance gap.

**Specific Outcome 10:** Identify causes for the performance gap.

**Specific Outcome 11:** Agree on a solution or action plan with the employee.

**Specific Outcome 12:** Ensure a follow-up meeting takes place.

**Specific Outcome 13:** Ensure all relevant documentation is completed in accordance with organisational and legislative requirements.

**Specific Outcome 14:** Given that the employee's performance has not improved sufficiently despite the relevant counselling, suggest a potential solution.

(Range: poor work performance, ill health or injury, intermittent ill health or injury.)

#### **10. Title: Deal with grievances**

**Specific Outcome 1:** Define what the term "grievance" refers to.

**Specific Outcome 2:** Explain the purpose of your organisation's grievance procedure (Range: individual's interests; company's interests.)

**Specific Outcome 3:** Explain the scope of application of the organisation's grievance procedure.

**Specific Outcome 4:** Explain the importance of the proper administration and usage of the grievance procedure and the consequences if not properly dealt with.

(Range: consequences for the company; consequences for the employee.)

**Specific Outcome 5:** Explain the stages of the organisation's grievance procedure.

**Specific Outcome 6:** Differentiate between a grievance hearing and a hearing for misconduct or incapacity for poor work performance by describing the difference in the processes.

**Specific Outcome 7:** Ensure the organisation's grievance procedure is effectively communicated to employees.

(Range: induction, regular briefing sessions, training.)

**Specific Outcome 8:** Ensure reasonable time limits are specified and mutually agreed upon by management and employee.

**Specific Outcome 9:** Ensure the grievance process is carried out in accordance with organisational and legislative requirements.

**Specific Outcome 10:** Ensure the employee understands his/her right to be represented by a shop steward or a fellow employee of his/her choice.

**Specific Outcome 11:** Attempt to resolve the grievance as fairly and speedily as possible, while ensuring all relevant facts have been obtained.

**Specific Outcome 12:** Ensure the immediate supervisor's authority is not undermined in the process.

**Specific Outcome 13:** Ensure all relevant documentation is completed and forwarded to the relevant parties, according to organisational requirements.

**Specific Outcome 14:** In the event of the grievance not being resolved, describe what further action could be taken.

**Specific Outcome 15:** Given that the grievance relates to a group of employees i.e. collective grievance), explain how this should be dealt with according to organisational requirements

---

# Dog ate your Gazette? ... read it online




**www.SA Gazettes.co.za**  
\*\*\*\*\*

**A new information Portal keeping you up to date with news, legislation, the Parliamentary programme and which is the largest pool of SA Gazette information available on the Web.**

- Easily accessible through the www!
  - Government Gazettes - from January 1994
  - Compilations of all Indexes pertaining to the past week's Government Gazettes
  - All Provincial Gazettes - from September 1995
  - Parliamentary Bills - as of January 1999
- Available in full-text, with keyword searching
- Sabinet Online scans, formats, edits and organize information for you. Diagrams and forms included as images.
- No stacks of printed gazettes - all on computer. Think of the storage space you save.
- Offer Bill Tracker - complementing the SA Gazettes products.

**For easy electronic access to full-text gazette info, subscribe to the SA Gazettes from Sabinet Online. Please visit us at [www.sagazettes.co.za](http://www.sagazettes.co.za)**





*Looking for back copies and out of print issues of  
the Government Gazette and Provincial Gazettes?*

## The National Library of SA has them!

Let us make your day with the information you need ...

National Library of SA, Pretoria Division

PO Box 397

0001 PRETORIA

Tel.: (012) 321-8931, Fax: (012) 325-5984

E-mail: [infodesk@nlsa.ac.za](mailto:infodesk@nlsa.ac.za)



*Soek u ou kopieë en uit druk uitgawes van die  
Staatskoerant en Provinsiale Koerante?*

## Die Nasionale Biblioteek van SA het hulle!

Met ons hoef u nie te sukkel om inligting te bekom nie ...

Nasionale Biblioteek van SA, Pretoria Divisie

Posbus 397

0001 PRETORIA

Tel.: (012) 321-8931, Faks: (012) 325-5984

E-pos: [infodesk@nlsa.ac.za](mailto:infodesk@nlsa.ac.za)





# DIE WEERBURO HELP BOERE OM HULLE OES TE BEPLAN



DIE WEERBURO: DEPARTEMENT VAN OMGEWINGSAKE EN TOERISME  
THE WEATHER BUREAU: DEPARTMENT OF ENVIRONMENTAL AFFAIRS & TOURISM

Printed by and obtainable from the Government Printer, Bosman Street, Private Bag X85, Pretoria, 0001

Publications: Tel: (012) 334-4508, 334-4509, 334-4510

Advertisements: Tel: (012) 334-4673, 334-4674, 334-4504

Subscriptions: Tel: (012) 334-4735, 334-4736, 334-4737

Cape Town Branch: Tel: (021) 465-7531

Gedruk deur en verkrygbaar by die Staatsdrukker, Bosmanstraat, Privaatsak X85, Pretoria, 0001

Publikasies: Tel: (012) 334-4508, 334-4509, 334-4510

Advertensies: Tel: (012) 334-4673, 334-4674, 334-4504

Subskripsies: Tel: (012) 334-4735, 334-4736, 334-4737

Kaapstad-tak: Tel: (021) 465-7531