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REPUBLIC OF SOUTH AFRICA
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Desember

No. 22987



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

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GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 1416

28 December 2001

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 03 (Business, Commerce and Management Studies) 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 invite 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 **by not later than 31 January 2002**. All correspondence should be marked **SGB Formation for Administration** and be addressed to:

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| <p>The Director: Standard Setting and Development SAQA Attention: Mr. D Mphuthing Postnet Suite 248 Private Bag X06 Waterkloof 0145 or faxed to 012 - 482 0832</p> |
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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:

- generate standards and qualifications in accordance with the Authority requirements in identified sub-fields and levels;
- update and review standards;
- recommend standards and qualifications to National Standards Bodies;
- recommend criteria for the registration of assessors and moderators or moderating bodies; and
- 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 03, BUSINESS, COMMERCE AND MANAGEMENT STUDIES TO
REGISTER AN SGB FOR ADMINISTRATION**

NSB 03 hereby registers an SGB for Administration for a period of three years, until 21 December 2004. This SGB will liaise closely with all the other sub-fields under Business, Commerce and Management.

BRIEF OF THE SGB

1. Develop learning pathways for potential qualifications and unit standards in the sub-field Administration from NQF level 1 through to NQF level 6 [Regulation 24 (1)(e)].
2. Generate the following standards and qualifications in accordance with Authority requirements relating to Administration in the areas: Corporate Governance, Information Handling, Administrative Systems, Knowledge Management, Communication and Applied Research, Business and Strategic Analysis, Office Technology, Financial and Administrative Services, Administrative Activities and Administrative Supervision
 - Certificate in Information Handling (Levels 1 – 5)
 - Certificate and Diploma in Administrative Systems (Levels 2 – 5)
 - Certificate in Knowledge Management (Levels 3 – 5)
 - Certificate, Diploma and Bachelor degree in Communication and Applied Research (Levels 1 – 6)
 - Certificate, Diploma and Bachelor degree in Business and Strategic Analysis (Levels 4 – 6)
 - Certificate and Diploma in Office Technology (Levels 1 – 6)
 - Certificate, Diploma and Bachelor degree in Financial and Administrative Services (Levels 4 – 6)
 - Certificate and Diploma in Administrative Activities (Levels 1 – 5)
 - Certificate and Diploma in Administrative Supervision (Levels 4 – 5)
 - Degree in Corporate Governance (Level 6) [Regulation 24(1)(a)].
3. Liaise with other relevant SGBs in the organising field Business, Commerce and Management Studies [Regulation 24(1)(a) & (e)].
4. Recommend the qualifications generated under 2, above, to the NSB [Regulation 24(1)(c)].
5. Recommend criteria for the registration of assessors and moderators or moderating bodies [Regulation 24(1)(d)].
6. Update and review standards [Regulation 24(1)(b)].
7. Accept and perform other related functions as requested by NSB 03 [Regulation 24(1)(e)].

COMPOSITION OF THE SGB

| Name | Workplace | Nominating Body | Experience/Qualifications |
|------------------------------|---|---------------------------------|---|
| Beneke, Inge Mrs | UNISA | UNISA | B. Com (Personnel Management) |
| Clark, Marthie Mrs | Technikon Witwatersrand | Technikon Witwatersrand | Further Diploma in Education MBA in progress |
| Cooper, Veld Mr | Veld Cooper and Associates cc | Veld Cooper and Associates cc | Fellow: ICOSA and ICB Member: CFA and IIA |
| de Bruyn, Pieter Mr | College of Vocational Studies | College of Vocational Studies | BA, BA Hons, MBL, DBL |
| Hattingh, Rina Ms | Tygerburg College | Tygerburg College | Higher Diploma in Education; lecturer and programme manager |
| Layton-Matthews, Samantha Ms | Layton-Matthews Consulting | Layton-Matthews Consulting | Training and Devt Specialist; SMME focused; NQF and skills devt expertise |
| Bernstein, Colleen Ms | University of the Witwatersrand | University of the Witwatersrand | MA (Industrial Psychology) |
| Van Rooyen, Basil Mr | Troupant Publishers; Assessment College | INPROV | Vocational education publishing; MAPP SETA and NSB 04 member |
| Warren, Rosemary Ms | University of Natal | University of Natal | Industrial Psychology; Adult Education; Masters in Organisation and Management Systems in progress |
| Groenewald, Darelle Ms | Technikon SA | Technikon SA | Bcom Honours, Mcom in Business Management Senior Lecturer : Business Management at Technikon SA |
| Cronje, Steph Ms | College of Vocational Studies | College of Vocational Studies | Bcomm Honours Operations Director, College of Vocational Studies |
| Thomas, Henda Judith Ms | Pretoria Technikon | Pretoria Technikon | BA Social Science and Honours in Information Science Senior Lecturer : Information Science and Secretarial Studies at Pretoria Technikon |
| Pretorius, Johan Mr | Wits Technikon | Wits Technikon | Bcomm, Bed, NHD, THED, Senior Lecturer at School for Information Technology, Wits Technikon |
| Webb, Cathie Ms | Integrity Software | Payroll Association of SA | BSC Natural Sciences Executive of PASA National Support Manager for Integrity Software SA |
| de Beer, Elizabeth, Ms | Cement Distributors (Pty) Ltd | Payroll Association of SA | Diploma in Personnel Management, Labour Relations and VIP Payroll System Personnel Officer for Cement Distributors |

No. 1417

28 December 2001

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 03 (Business, Commerce and Management Studies) 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 invite 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 **by not later than 31 January 2002**. All correspondence should be marked **SGB Formation for Accounting and Financial Management** and be addressed to:

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|--|
| <p>The Director: Standard Setting and Development SAQA Attention: Mr. D Mphuthing Postnet Suite 248 Private Bag X06 Waterkloof 0145 or faxed to 012 - 482 0832</p> |
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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 03, BUSINESS, COMMERCE AND MANAGEMENT STUDIES, TO EXTEND THE BRIEF OF THE SGB FOR ACCOUNTING AND FINANCIAL MANAGEMENT

NSB 03 has decided, in terms of NSB *Regulation 24 (1) (e)* to extend the brief of the SGB for Accounting and Financial Management to include Management Consultants and Stockbrokers.

EXTENDED BRIEF OF THE SGB

1. Develop learning pathways for potential qualifications and unit standards in the sub-field Finance, Economics and Accounting, as well as Management Consulting and Stockbroking from NQF level 4 through to level 8 [*Regulation 24 (1)(e)*].
2. Generate the following unit standards-based qualifications relating to Accounting and Financial Management in the areas of Auditing (including external, internal and other relevant areas), Bookkeeping, Cost Accounting, Creditors Accounting and Management, Debtors Accounting and Management, Financial Accounting, Finance for Non-financial Managers, Financial Information Technology, Financial Management, Forensic Accounting, Fund Management, Linked Investment Management, Management Accounting, Payroll Accounting, Project Management, Public Sector Finance, SMME Finance, and Taxation:
 - Certificates in Accounting and Financial Management, Management Consulting and Stockbroking (NQF level 4)
 - Certificates in Accounting and Financial Management Management Consulting and Stockbroking (NQF level 5)
 - Diplomas in Accounting and Financial Management Management Consulting and Stockbroking (NQF level 5)
 - Bachelors Degrees in Accounting and Financial Management Management Consulting and Stockbroking (NQF level 6)
 - Honours Degrees in Accounting and Financial Management Management Consulting and Stockbroking (NQF level 7)
 - Masters and Doctoral Degrees in Accounting and Financial Management Management Consulting and Stockbroking (NQF levels 7 & 8) [*Regulation 24(1)(a)*].
3. Liaise with the SGBs for Economics, Generic Management and Financial Services in the generation of qualifications and standards and with other relevant SGBs in the organising field of Business, Commerce and Management Studies. [*Regulation 24(1)(a) & (e)*].
4. Recommend the qualifications generated under 2, above, to the NSB [*Regulation 24(1)(c)*].
5. Recommend criteria for the registration of assessors and moderators or moderating bodies [*Regulation 24(1)(d)*].
6. Update and review standards [*Regulation 24(1)(b)*].

COMPOSITION OF THE SGB

| Name | Workplace | Nominating Body | Experience/ Qualifications |
|---------------------|--|--|---|
| Botes, Vida | Wits Technikon | The Association of Chartered Certified Accountants | Mcom, DTE (Cum Laude), CFA(SA) |
| Chatburn, Esme | | Iron and Steel Corporation of South Africa | Bcompt (Hons) |
| De Villiers, Charl | University of Pretoria | University of Pretoria | CA(SA), MBA Doctor of Commerce |
| De Villiers, Daniel | Technikon Wits | Technikon Wits | Hons Bcompt, Bcompt (status), Bcomm, GCC Mech Eng, NHD Mechanical Engineering |
| Geyer, Johanna | Technikon Pretoria | The Institute for Public Finance and Auditing | Nat Diploma: Government Finance, B-Tech: Cost & Management Accounting, M-dgree, Cost and Management |
| Van Wyk, Nicholaas | Institute for Commercial and Financial Accountants of South Africa | Institute for Commercial and Financial Accountants of South Africa | Bcomm (Hons) Financial Management, |
| Kneale, Clive | The Institute of Chartered Secretaries and Administrators | The Institute of Chartered Secretaries and Administrators | Chartered Institute of Secretaries |
| Mathabathe, Harold | Department of State Expenditure and Accountant General | Department of State Expenditure and Accountant General | Bcompt Degree, MBA |
| Mulder, Chantyl | The South African Institute of Chartered Accountants | The South African Institute of Chartered Accountants | Bcomm Honours Accounting, CA(SA), |
| Nel, Chalene | University of South Africa | University of South Africa | Hons B Com Rek, CA(SA) |
| Nettleship, Paul | PPP Services | Small Practitioners' Forum | General Certificate of Education |
| Niemand, AA | Technikon Pretoria | Technikon Pretoria | Did not receive a CV |
| Pearce, Roger | Accountancy Training Corporation | Accountancy Training Corporation | B-Acc, CA(SA) |
| Simpson, Leslie | Chartered Institute of Management Accountants | Chartered Institute of Management Accountants | CTA, B-Comm, M-Comm, Doctor Commercii |
| Van Schalkwyk, Jan | The Auditor General | The Auditor General | CA(SA), CTA, B-Com (Hons) Acc, B-Com Acc Cum Laude |
| Vest, Angela | The Public Accountants' and Auditors' Board | The Public Accountants' and Auditors' Board | Higher Education Diploma, QE Part I and II, CA(SA), B-Com Acc Honours, CTA, B-Com (Acc) – Cum Laude |
| Fourie, Houdini | Technikon Pretoria | The Institute of Internal Auditors | B-Tech Internal Auditing, ND Government Finance, Mtech |

| | | | |
|------------------|---|---|--|
| Carlsson, Andrew | Institute of Certified Bookkeepers | Institute of Certified Bookkeepers | Higher Certificate in management, Associate of Inst of Financial Accountants, ICB, IAB (UK) |
| Kehayas, Angelo | Management Consulting Standards Generating Activity | Management Consulting Standards Generating Activity | Bachelor of Science degree in mathematics & theoretical physics, Diploma in Business Management, MBA, post graduate certificate in project management and information technology |
| Van Der Walt, H | VISTA University | VISTA University | B-Compt, B-Compt Hons – CTA, CA(SA), NACCA Qualification in Computer Auditing |
| Van Wyk, Karin | SAIFM | SAIFM | B.A. (Law), LLB, B-Com, Diploma in Financial Markets |

No. 1418

28 December 2001

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 03 (Business, Commerce and Management Studies) 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 invite 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 **by not later than 31 January 2002**. All correspondence should be marked **SGB Formation for Human Resource Management and Practices** and be addressed to:

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| <p>The Director: Standard Setting and Development SAQA Attention: Mr. D Mphuthing Postnet Suite 248 Private Bag X06 Waterkloof 0145 or faxed to 012 - 482 0832</p> |
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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 03, BUSINESS, COMMERCE AND MANAGEMENT STUDIES, OF UPDATING THE MEMBERSHIP OF THE SGB FOR HUMAN RESOURCE MANAGEMENT AND PRACTICES

NSB 03 hereby updates the membership of the SGB for Human Resource Management and Practices.

BRIEF OF THE SGB

1. Identify transformation, development and equity issues relevant to the sub-field Human Resources in NQF organising field 03 and develop mechanisms to include these issues within standards and qualifications as envisaged in 2 below [Regulation 24(1)(e)].
2. Generate appropriate unit standards and combine them into the following qualifications in accordance with Authority requirements:
 - Certificate in Human Resource Practice (in the areas of Employee and Labour Relations, Recruitment, Employee Administration and Employee Services) at NQF Level 1
 - Certificates in Human Resource Practice (in the areas of Employee and Labour Relations, Recruitment, Employee Administration and Employee Services) at NQF Levels 2 to 4
 - Diploma in Human Resource Management and Practice (in the areas of Employee and Labour Relations, Human Resource Planning, Career Development, Employee Development, Employee Administration and Employee Services) at NQF Level 5
 - Bachelor degree in Human Resource Management and Practice (in the areas of Employee and Labour Relations, Human Resource Planning, Career Development, Employee Development, Employee Administration and Employee Services) at NQF Level 6
 - Masters and Doctoral degrees in Human Resource Management and Practice (in one or more of the areas of Human Resource Strategic Planning, Organisation Development, Change Management, Human Resource Research and Human Resource Financial Management) at NQF Levels 6 to 8 [Regulation 24(1)(a)].
3. Develop learning pathways for qualifications and unit standards for human resource management and practices in the sub-field Human Resources in NQF organising field 03 from levels 1 to 8 [Regulation 24(1)(e)].
4. Recommend the standards and qualifications generated in 2, above, to National Standards Body 03 [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 03 [Regulation 24(1)(e)].

COMPOSITION OF THE SGB

| Name | Workplace | Nominating Body | Experience/Qualifications |
|-------------------------|-------------------------------------|--|--|
| Bendix, Prof Sonia | Penninsula Technikon | Committee of Technikon Principals | B.A; University Education Diploma; B.Ed; IRDP; Advanced Degree in Industrial Relations; currently reading for PhD. |
| Carthy, Ms. Stella | Chamber of Mines | Chamber of Mines | Teacher's Diploma; HDE; IPM Diploma |
| Crafford, Ms Anne | RAU | Society for Industrial Psychology | M.Com (Industrial Psychology) |
| Goba, Mr. Neville | National Institute for Productivity | National Institute for Productivity | IPM Diploma; Advanced Programme in HRM; currently B.Com |
| Kalideen, Ms. Jane | Telkom | Telkom | B.A; Executive Devt. Programme; MBA (research outstanding) |
| Mphelo, Ms. Metse | Eskom | Eskom | B.A; B.A Hons (Psychology); Masters in Clinical Psychology |
| Mthwecu, Dr. Menzi | Mining Qualifications Authority | Mining Qualifications Authority | Secondary Teacher's Diploma; B.A; B.Ed; M.Ed; Ed.D |
| Oosthuizen, Mr. Okkie | Institute of People Management | Institute of People Management | B.A.; Industry related programmes/ certificates |
| Ramchander, Mr. Raj | RBC Training | INPROV | B.Com; B.Com Hons; Diploma in Management; currently MBA |
| Screuder, Prof. Dries | UNISA | SABPP | B.Admin; B.Admin Hons; M.Admin; D.Admin |
| Scott, Ms. Marianne | Carltonville Technical College | College Sector Coalition | B.A.; Industry related programmes/ certification |
| Swanepoel, Prof Ben | UNISA | Industrial Relations Association of SA | B.Com; B.Com Hons; M.Com; D.Com |
| Van Twisk, Ms Henriette | Logical Knowledge | Association of Personnel Service Organisations of SA | BA.; Industry related programmes/ certification |

No. 1419

28 December 2001

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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In addition, the NSB invite 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 **by not later than 31 January 2002**. All correspondence should be marked **SGB Formation – NSB 03 Generic Management** and be addressed to:

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|---|
| <p>The Director: Standard Setting and Development SAQA <i>Attention: Mr. D Mphuthing</i> Postnet Suite 248 Private Bag X06 Waterkloof 0145 or faxed to 012 - 482 0832</p> |
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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 03, BUSINESS, COMMERCE AND MANAGEMENT STUDIES, TO EXTEND THE BRIEF OF THE SGB FOR GENERIC MANAGEMENT

NSB 03 has decided, in terms of NSB *Regulation 24 (1) (e)* to extend the brief of the SGB for Generic Management to include the generation of appropriate qualifications.

EXTENDED BRIEF OF THE SGB

1. Identify transformation, development and equity issues relevant to the sub-field Generic Management in NQF organising field 03 and develop mechanisms to include these issues within standards and qualifications as envisaged in 2 below [*Regulation 24(1)(e)*].
2. Generate appropriate unit standards at NQF levels 1 to 7 in the areas of
 - Manage Self inter alia - Manage physical self, Thinking skills, Self motivation, Manage interpersonal relationships, Develop person plan
 - Manage Individuals and Teams inter alia – Develop team, Communicate Information, Manage Meetings, Evaluate performance
 - Management Resources inter alia - Manage Profitability, Manage risks, and generating Unit Standards for Productivity and Quality
 - Management Systems and Processes inter alia - Manage change, Implement and control systems and processes, Implement procedure, keep financial records.
 - Manage Strategy inter alia - Formulate a business strategy, Implement a Business plan, select a business idea.
3. Combine them into qualifications, in accordance with Authority requirements [*Regulation 24(1)(a)*].
4. Liaise with all other SGBs in the field whose briefs mandate them to generate management standards and qualifications; in particular, the SGBs for Human Resource Management and Practices, Project Management, Accountancy and Financial Management, and Public Administration and Management. [*Regulation 24(1)(a) & (e)*].
5. Recommend the standards and qualifications generated in 2, above, to National Standards Body 03 [*Regulation 24(1)(c)*].
6. Recommend criteria for the registration of assessors and moderators or moderating bodies [*Regulation 24(1)(d)*].
7. Accept and perform other related functions as requested by NSB 03 [*Regulation 24(1)(e)*].

COMPOSITION OF THE SGB

| Nominee | Workplace | Nominating Body | Experience / Qualifications |
|-------------------------------|---|---|---|
| Alberts, N | Pretoria University | Association of Business Schools | D Phil |
| Cadman, C | Mondi | Mondi (Paper and Pulp Industry) | Certificate: Industrial Relations; Diploma: Personnel Management |
| Dalton, N | South African Institute for Management | South African Institute for Management | PhD |
| Davies, Theresa-Anne | Natal Technikon | SMME Group | M Comm (Marketing) |
| De Beer, A | Technikon SA | Committee of Technikon Principals | BComm (Education) |
| De Graaff, F | National Productivity Institute (NPI) | NPI | MSc (Development Planning) MEd (Adult Education) Incomplete |
| Evans, Peter | South African Quality Institute | SAQI | MBA |
| Freer, Gordon | Consultant | SMME Group | MA |
| Katz, M | Kavan Consultants | Forum for Independent Providers of Education, Training and Development (INPROV) | MA (Communications) |
| Grobler, Paul | Yskor | Manager, Centre for Leadership Development | M.Com (Personnel Management) Incomplete |
| Le Roux, Laubscher | Liberty | Insurance Industry | B.Ed. BA (Ed) |
| Mazaza, Kholisile | National Business Initiative (NBI) | NBI | Advanced Diploma: Business Management |
| Nash, Eric | Tri-Anagram | Tri-Anagram | Registered Assessor IM (UK) Diploma in Management Mechanical Engineer |
| Rose-Innes, R | Technikon Pretoria | Committee of Technikon Principals | M Tech (Business Administration) |
| Vermeulen, C | Anglo America Platinum Corporation | Anglo America Platinum Corporation | B Com (Industrial Psychology); Diploma: Personnel Management |
| Verhaeghe-Chamberlain, Audrey | Corporate Learning and Growth Institute | Corporate Learning and Growth Institute | BA (Hons) Industrial Psychology and MBA |

No. 1420

28 December 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

Plastics Manufacturing

Registered by NSB 06, Manufacturing, engineering and Technology, publishes the following unit standards for public comment.

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

Comment on the unit standards should reach SAQA at the address ***below and no later than 31 January 2002***. All correspondence should be marked **Standards Setting – SGB for Plastics Manufacturing** and addressed to

The Director: Standard Setting and Development
SAQA
Attention: Mr. D Mphuthing
Postnet Suite 248
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SAMUEL B.A. ISAACS
EXECUTIVE OFFICER

National Certificate in Plastics Manufacturing NQF Level 2

Field: Manufacturing, Engineering and Technology - NSB 06

Sub-field: Manufacturing and Assembly

Level: 2

Credit: 122

Issue date:

Review date:

Rationale for the qualification

The plastics manufacturing industry is characterized by sophisticated high-volume manufacturing processes operating in a competitive and challenging environment. The manufactured products have to respond to a wide variety of exacting customer and consumer requirements. In addition, the industry has to respond to competition from exports, export markets, on-going development of new products as the result of changing customer needs, and environmental issues.

This means that people working in the industry require a range of skills and knowledge to help them respond to the exacting quality requirements and ongoing change.

This is the first qualification in a series in a career path involving high-volume plastics manufacturing processes. This series of qualifications reflects the skills, knowledge and understanding required to participate effectively in the plastics manufacturing industry, whether in micro, small, medium or large operations.

Purpose of the qualification

The purpose of the qualification is to provide learners, education and training providers and employers with the standards and the range of learning required to satisfy the challenges of participating effectively in the plastics manufacturing industry.

For those who have been in the workplace for a long time, this qualification can be used in the Recognition of Prior Learning (RPL) process to assess and recognise workplace skills acquired without the benefit of formal education or training.

For the new entrant, this qualification describes the learning outcomes (the skills, knowledge and values) required to effectively participate in a structured workplace.

For education and training providers, this qualification provides guidance for the development of appropriate learning programmes. For employers, this qualification enables skills gaps to be identified and programmes to close skills gaps to be developed, and acts as an external benchmark for fulfilling the criteria of national and international quality standards such as ISO 9000:2000.

This qualification recognises the skills, knowledge and values acquired by learners involved in *monitoring* high-volume plastics manufacturing processes and *working in* enterprises which use such processes.

The chief skills that are recognised in this qualification are recognising and responding to changes that happen during the production process. This capability requires an understanding of quality requirements and of the conversion process. Hand skills play a small role in this qualification.

Qualified learners will also understand:

- the basics of how a business functions
- their role in the business, ie in production and related activities
- how they are affected by legislation, regulations, agreements and policies related to their particular work environment.

With this understanding, learners will be able to participate in workplace activities.

Qualifying learners will also be able to relate what they see and experience to scientific and technological principles and concepts. They will also understand how they should operate within the legislative, safety and quality systems which govern their workplace.

What learners achieve in this qualification will also serve as a basis for further learning where they will engage more directly in the production processes.

Access to the Qualification

This qualification series recognises skills, knowledge and values relevant to a workplace. It is designed for learners who engage actively in the manufacturing process. It is suitable for learners who:

- Have attended courses and then apply the knowledge gained to activities in the workplace (Portfolio to reflect formative assessment)
- Are already workers and have acquired the skills and knowledge without attending formal courses (RPL can be done through the summative assessment and portfolio of evidence)
- Participate in skills programmes and the appropriate work experience

- Are part of a learnership programme which integrates structured learning and work experience
- Acquire their learning through any combination of the above.

Learning assumed to be in place

This qualification assumes learners have a General Education and Training Certificate at NQF level 1, or alternatively, ABET qualifications.

If the learner does not already have such a qualification, learning in preparation for this qualification would also have to include:

- Literacy and numeracy
- Basic concepts of science and technology.

Exit level Outcomes

Qualifying learners can:

- SO1: Understand the manufacturing process and the quality requirements and recognise changes in the production process which will result in reduced levels of safety, health, quality or efficiency and respond to them.**

Associated Assessment Criteria

- Manufacture of scrap or faulty products is minimised
- Responses are appropriate to the nature of the change
- Changes and responses are reported accurately and clearly (orally or in writing)
- Can respond to questions and discuss issues related to the manufacturing process relevant to the outcomes

- SO2: Understand and use appropriate tools and equipment to:**

- make simple adjustments or changes to equipment and process
- convey (move, lift) materials or products.

Associated Assessment Criteria

- Adjustments or changes are appropriate
- Downtime is minimised
- No material or product is damaged or its quality compromised
- Quality, safety and environmental procedures are followed

- SO3: Work effectively with others, understand own role in the organisation and understand the purpose of the organisation in the economy of the country.**

Associated Assessment Criteria

- Receives and acts on information or decisions
- Reports or passes on relevant information
- Responds to questions and discusses issues at the level of the qualification related to own role and purpose of the organisation

International comparability

This qualification was compared to other, similar outcomes-based qualifications, certifications or skills standards in the United Kingdom, New Zealand and the United States and this qualification broadly corresponds to these.

Integrated Assessment

The integrated assessment must be based on a summative assessment guide. The guide will spell out how the assessor will assess different aspects of the performance and will include:

- Observing the learner at work (in the primary activity as well as in other interactions)
- Asking questions and initiating short discussions to test understanding
- Looking at records and reports in the portfolio and reviewing previous assessments

The learner may choose in which language s/he wants to be assessed. This should be established as part of a process of preparing the learner for assessment and familiarising the learner with the approach being taken.

While this is primarily a workplace-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit-level outcomes.

The assessment process should cover both the explicit tasks required for the qualification as well as the understanding of the concepts and principles which underpin the activities and the manufacturing process. The assessment process should also establish how the critical outcomes have been advanced by the learning process.

Recognition of prior learning

This qualification may be obtained through a process of RPL. The learner should be thoroughly briefed prior to the assessment and support provided to assist in the process of developing a portfolio. As with integrated assessment, while this is primarily a workplace-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit-level outcomes.

Articulation possibilities

The qualification has been designed and structured so that qualifying learners can move from one context to another. Employers or institutions should be able to evaluate the outcomes of this qualification against the needs of their context and structure top-up learning appropriately. Equally, holders of other qualifications may be evaluated against this qualification for purpose of RPL.

Moderation Options

Moderators for the qualification should be qualified and accredited with an appropriate Education, Training Quality Assurance Body (ETQA) and have a qualification in manufacturing, preferably in plastics manufacturing.

To assure the quality of the assessment process, the moderation should cover one of more of the following:

1. assessor credentials
2. the assessment instrument
3. the assessment process (including preparation and post-assessment feedback)

Where assessment and moderation are taking place in sectors other than the *Manufacturing, Engineering and Related Services*, assessment and moderation should be in terms of a Memorandum of Understanding negotiated with the MERS ETQA.

Criteria for registration of assessors

The following criteria should be applied by the relevant ETQA:

1. Appropriate qualification in the field of plastics manufacturing – with a minimum of 6 months in plastics manufacturing environments
2. Assessed successfully against a nationally recognised unit standards/s reflecting experience and understanding of assessment theory, processes and practices
3. Good interpersonal skills and the ability to balance the conflicting requirements of:
 - Maintaining national standards
 - The interests of the learner
 - The need for transformation and redressing the legacies of the past
 - The cultural background and language of the learner
4. Any other criteria required by the MERS ETQA or any other relevant ETQA

QUALIFICATIONS MATRIX

NQF Level 2

| Level 2 Fundamental | | Level 2 Core | | Level 2 Elective choice of | |
|---|------------|--|-----------|---|-----------|
| Communication | | Manufacturing | | Manufacturing | |
| Choice of any generic communication unit standards at this level | 10 | Monitor the quality of the output | 12 | Pack non-standard items | 1 |
| Choice of generic communication literacy unit standards reflecting both learning and work-related contexts | 5 | Respond to changes in the production process | 8 | Product finishing and assembly | 1 |
| Choice of workplace communication unit standards reflecting the following outcomes >> | 5 | Prepare products for the next stage | 10 | Prepare and use non-standard materials | 2 |
| | | Use and care for services, tools and equipment | 10 | | |
| Maths | 16 | Safety, Health & Environmental Quality Assurance | | Safety, Health & Environmental Quality Assurance | |
| Choice of any unit standards at this level. | | Maintain a safe and productive work area, reflecting the following outcomes >> | 8 | Basic first aid | 2 |
| The outcomes should, however, reflect the following outcomes >> | | Quality <u>See</u> Monitor the quality of the output (above) | | | |
| Working with information | | People: interacting, leading, developing | | People: interacting, leading, developing | |
| Using information and technology, reflecting the following outcomes >> | 5 | Working in groups, reflecting the following outcomes >> | 4 | Apply study and learning techniques | |
| Life Skills | | Business Relations | | | |
| Manage personal finance | 4 | Explain my role within business, my rights, contributions and responsibilities, reflecting the following outcomes >> | 4 | Business Relations | |
| Understanding and dealing with HIV / Aids personally and in the workplace | 3 | | | Frame and implement an individual action plan to improve productivity within an organisational unit | 3 |
| Develop a personal portfolio and a learning plan and prepare for assessment, reflecting the following outcomes >> | 6 | | | Other standards or additional learning related to the purpose of the qualification | |
| Total Fundamental | 54 | Total Core | 56 | Elective credits required for qualification | 12 |
| Total for qualification | 122 | | | | |

National Certificate in Plastics Manufacturing NQF Level 5

Field: Manufacturing, Engineering and Technology - NSB 06

Sub-field: Manufacturing and Assembly

Level: 5

Credit: 138

Issue date:

Review date:

Rationale for the qualification

The plastics manufacturing industry is characterized by sophisticated high-volume manufacturing processes operating in a competitive and challenging environment. The manufactured products have to respond to a wide variety of exacting customer and consumer requirements. In addition the industry has to respond to competition from exports, export markets, on-going development of new products as the result of changing customer needs, and environmental issues.

This means that people working in the industry require a range of skills and knowledge to help them respond to the exacting quality requirements and ongoing change.

This is the fourth qualification in a series in a career path involving high-volume plastics manufacturing processes. This series of qualifications reflects the skills, knowledge and understanding required to participate effectively in the plastics manufacturing industry, whether in micro, small, medium or large operations.

Purpose of the qualification

The purpose of the qualification is to provide learners, education and training providers and employers with the standards and the range of learning required to satisfy the challenges of participating effectively in the plastics manufacturing industry

For those who have been in the workplace for a long time, this qualification can be used in the Recognition of Prior Learning (RPL) process to assess and recognise workplace skills acquired without the benefit of formal education or training.

For the new entrant or for someone changing from another field, this qualification describes the learning outcomes (the skills, knowledge and values) required to effectively participate in a structured workplace.

For education and training providers, this qualification provides guidance for the development of appropriate learning programmes. For employers, this qualification enables skills gaps to be identified and programmes to close skills gaps to be developed, and acts as an external benchmark for fulfilling the criteria of national and international quality standards such as ISO 9000:2000.

This qualification recognises the skills, knowledge and values acquired by learners to maintain all aspects of an efficient production system by:

- optimising current processes and practices
- implementing new products, materials or technology
- interact with the workgroup, customers, suppliers in order to achieve the above

What learners achieve in this qualification will also serve as a basis for further learning where they will engagement with issues of management and advanced technology.

Access to the Qualification

This qualification series recognises skills, knowledge and values relevant to a workplace. It is designed for learners who engage actively in the manufacturing process. It is suitable for learners who:

- Have attended courses and then apply the knowledge gained to activities in the workplace (Portfolio to reflect formative assessment)
- Are already workers and have acquired the skills and knowledge without attending formal courses (RPL can be done through the summative assessment and portfolio of evidence)
- Participate in skills programmes and the appropriate work experience
- Are part of a learnership programme which integrates structured learning and work experience
- Acquire their learning through any combination of the above.

Learning assumed to be in place

National Certificate in Plastics Manufacturing NQF Level 3.

If the learner does not already have such a qualification, this does not preclude him/her from starting. It will, however, require an increase in learning time.

Exit level Outcomes

Qualifying learners can:

SO1: Maintain and optimise all aspects of the manufacturing process and determine processing conditions for new moulds or dies or materials

Associated Assessment Criteria

- Current efficiencies are maintained
- Improvements and new settings or procedures are documented and result in products that meet and continue to meet customer needs
- Information on all aspects of the manufacturing process is collected, summarised and recorded
- Changes and improvements are reported, recorded in operating procedures and communicated to workgroup members
- Any changes or recommendations are based on systematic analysis and the effects of implementation are recorded and reported

SO2: Monitor and enforce systems relating to quality and safety, health and the environment

Associated Assessment Criteria

- Responses to deviations and non-conformance are appropriate and speedy
- The workplace is clean, safe, ordered and operating without bottlenecks or hazards
- Conditions and incidents are accurately documented in records and reports
- All workgroup members apply appropriate procedures and use appropriate protective equipment
- Issues and problems are discussed, decisions are made and implemented

SO3: Counsel, lead, guide and develop the workgroup and workgroup members

Associated Assessment Criteria

- Problems are identified and resolved
- Support, training and motivation of workgroup members is appropriate to their needs
- Issues raised by workgroup members are listened to and responded to in accordance with organisational policies and agreements

SO4: Discuss and resolve issues with external customers and suppliers

Associated Assessment Criteria

- Key issues are identified, discussed and documented
- Resolutions are agreed and documented with clear actions, responsibilities, timeframes and reporting issues
- Views, suggestions and alternatives are listened to and considered
- Implementation and progress are reported internally and externally

International comparability

This qualification was compared to other, similar outcomes-based qualifications, certifications or skills standards in the United Kingdom, New Zealand and the United States and this qualification broadly corresponds to these.

Integrated Assessment

The integrated assessment must be based on a summative assessment guide. The guide will spell out how the assessor will assess different aspects of the performance and will include:

- Observing the learner at work (in the primary activity as well as in other interactions)
- Asking questions and initiating short discussions to test understanding
- Looking at records and reports in the portfolio and reviewing previous assessments

The learner may choose in which language s/he wants to be assessed. This should be established as part of a process of preparing the learner for assessment and familiarising the learner with the approach being taken.

While this is primarily a workplace-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit-level outcomes.

The assessment process should cover both the explicit tasks required for the qualification as well as the understanding of the concepts and principles which underpin the activities and the manufacturing process. The assessment process should also establish how the critical outcomes have been advanced by the learning process.

Assessors should also evaluate evidence that the learner has been performing consistently over a period of time. The assessment can include a small project or projects which need more time to complete than is practical in a live assessment session.

Recognition of prior learning

This qualification may be obtained through a process of RPL. The learner should be thoroughly briefed prior to the assessment and support provided to assist in the process of developing a portfolio. As with integrated assessment, while this is primarily a workplace-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit-level outcomes.

Articulation possibilities

The qualification has been designed and structured so that qualifying learners can move from one context to another. Employers or institutions should be able to evaluate the outcomes of this qualification against the needs of their context and structure top-up learning appropriately. Equally, holders of other qualifications may be evaluated against this qualification for the purpose of RPL.

Moderation Options

Moderators for the qualification should be qualified and accredited with an appropriate Education, Training Quality Assurance Body (ETQA) and have a qualification in manufacturing, preferably in plastics manufacturing.

To assure the quality of the assessment process, the moderation should cover one or more of the following:

1. assessor credentials
2. the assessment instrument
3. the assessment process (including preparation and post-assessment feedback)

Where assessment and moderation are taking place in sectors other than the *Manufacturing, Engineering and Related Services*, assessment and moderation should be in terms of a Memorandum of Understanding negotiated with the MERS ETQA.

Criteria for registration of assessors

The following criteria should be applied by the relevant ETQA:

1. Appropriate qualification in the field of plastics manufacturing – with a minimum of 6 months in plastics manufacturing environments
2. Assessed successfully against a nationally recognised unit standards/s reflecting experience and understanding of assessment theory, processes and practices
3. Good interpersonal skills and the ability to balance the conflicting requirements of:
 - Maintaining national standards
 - The interests of the learner
 - The need for transformation and redressing the legacies of the past
 - The cultural background and language of the learner
4. Any other criteria required by the MERS ETQA or any other relevant ETQA

Level 5

| Level 5 Fundamental | | Level 5 Core | | Level 5 Elective: Choice of | |
|---|------------|--|-----------|---|-----------|
| Communication | | Manufacturing | | Manufacturing | |
| Choice of communication unit standards reflecting use of communication in work-related contexts outcomes and reflecting the following outcomes >> | 20 | Optimise a production process | 24 | Co-ordinate installation of new manufacturing equipment | 10 |
| | | Maintain production efficiencies | 12 | Production planning | 8 |
| | | Conduct mould or material trials | 12 | | |
| | | Schedule and arrange maintenances | 4 | | |
| Maths | | Materials | | Materials | |
| Choice of any mathematics literacy unit standards at this level | 16 | Manage inventory to meet production requirements | 3 | Order and ensure delivery from external suppliers | 4 |
| The outcomes should, however, reflect the following outcomes >> | | Safety, Health & Environmental Quality Assurance | | Safety, Health & Environmental Quality Assurance | |
| | | Support and maintain the safety system in the workplace, reflecting the following outcomes >> | 6 | Counsel workgroup members in respect of HIV and AIDS | 3 |
| | | Maintain quality system and implement continuous improvement processes, reflecting the following outcomes >> | 6 | Conduct special purpose laboratory tests | 4 |
| | | People: interacting, leading, developing | | People: interacting, leading, developing | |
| | | Co-ordinate work group to produce product, reflecting the following outcomes >> | 8 | Lead workgroups, reflecting the following outcomes >> | 10 |
| | | | | Develop the skills of the workgroup, reflecting the following outcomes >> | 10 |
| Working with information | | Business Relations | | Business Relations | |
| Analysing information, reflecting the following outcomes >> | 5 | Maintain business processes >> | 10 | Conduct in-service evaluation of manufactured product | 6 |
| | | | | | |
| Total Fundamental | 41 | Total Core | 85 | Elective credits required for qualification | 12 |
| Total for qualification | 138 | | | | |

National Certificate in Plastics Manufacturing NQF Level 4

Field: Manufacturing, Engineering and Technology - NSB 06

Sub-field: Manufacturing and Assembly

Level: 4

Credit: 135

Issue date:

Review date:

Rationale for the qualification

The plastics manufacturing industry is characterized by sophisticated high-volume manufacturing processes operating in a competitive and challenging environment. The manufactured products have to respond to a wide variety of exacting customer and consumer requirements. In addition, the industry has to respond to competition from exports, export markets, on-going development of new products as the result of changing customer needs, and environmental issues.

This means that people working in the industry require a range of skills and knowledge to help them respond to the exacting quality requirements and ongoing change.

This is the third qualification in a series in a career path involving high-volume plastics manufacturing processes. This series of qualifications reflects the skills, knowledge and understanding required to participate effectively in the plastics manufacturing industry, whether in micro, small, medium or large operations.

Purpose of the qualification

The purpose of the qualification is to provide learners, education and training providers and employers with the standards and the range of learning required to satisfy the challenges of participating effectively in the plastics manufacturing industry

For those who have been in the workplace for a long time, this qualification can be used in the Recognition of Prior Learning (RPL) process to assess and recognise workplace skills acquired without the benefit of formal education or training.

For the new entrant or for someone changing from another field, this qualification describes the learning outcomes (the skills, knowledge and values) required to effectively participate in a structured workplace.

For education and training providers, this qualification provides guidance for the development of appropriate learning programmes. For employers, this qualification allows skills gaps to be identified and programmes to close skills gaps to be developed, and acts as an external benchmark for fulfilling the criteria of national and international quality standards such as ISO 9000:2000.

This qualification recognises the skills, knowledge and values acquired by learners to *initiate* and *maintain* plastics manufacturing processes by:

- solving common problems to produce quality products to meet customer needs
- interacting with others to achieve manufacturing objectives.

Hand skills play a role in this qualification.

What learners achieve in this qualification will also serve as a basis for further learning where they will maintain production efficiencies and optimise the production processes.

Access to the Qualification

This qualification series recognises skills, knowledge and values relevant to a workplace. It is designed for learners who engage actively in the manufacturing process. It is suitable for learners who:

- Have attended courses and then apply the knowledge gained to activities in the workplace (Portfolio to reflect formative assessment)
- Are already workers and have acquired the skills and knowledge without attending formal courses (RPL can be done through the summative assessment and portfolio of evidence)
- Participate in skills programmes and the appropriate work experience
- Are part of a learnership programme which integrates structured learning and work experience
- Acquire their learning through any combination of the above.

Learning assumed to be in place

National Certificate in Plastics Manufacturing NQF Level 3.

If the learner does not already have such a qualification, this does not preclude him/her from starting. It will, however, require an increase in learning time.

Exit level Outcomes

Qualifying learners can:

- SO1** Install required tooling, set up and start up the manufacturing process, maintaining efficiency of the process and the quality of the manufactured product

Associated Assessment Criteria

- The manufacturing process and the manufactured products conform to all specifications
- Installation, setup and start up process are planned, organised and carried out efficiently and safely and within standard times
- Instructions to workgroup members are clear and records and instructions are maintained
- Issues relating to product design, the manufacturing process and the materials used are discussed and resolved

- SO2:** Solve common manufacturing process problems and identify areas for improvement

Associated Assessment Criteria

- Problems are identified and resolved quickly, systematically and in such a way as to minimise reoccurrence
- Problems and solutions are recorded and monitored for reoccurrence
- Problems and solutions and opportunities for improvement are discussed and resolved with workgroup members and internal customers and partners
- The underlying causes and related issues are explained or discussed (science and technology)

- SO3:** Maintain a safe, effective and efficient workplace, developing the skills and performance of workgroup members

Range: 'Safe' also includes issues of health and issues relating to reducing negative impacts on the environment

Associated Assessment Criteria

- The conditions in the workplace and the condition of the tools and equipment, safety equipment and services are safe and arranged to reduce waste
- Hazards are dealt with quickly and effectively
- Workgroup members are supported, coached and influenced to work effectively, efficiently and safely

- SO4:** Understand and work with internal customers and partners

Range: Internal customers and partners include those with roles relating to material preparation and supply, quality assurance, safety, health and the environment, sales and marketing, management, unions or worker representatives and any others who interact with the manufacturing environment

Associated Assessment Criteria

- Key issues are identified, discussed and resolved
- Actions, responsibilities, timeframes and reporting issues are clarified
- Other persons' opinions, suggestions and alternatives are listened to
- Key ideas, decisions and plans are recorded and implemented

International comparability

This qualification was compared to other, similar outcomes-based qualifications, certifications or skills standards in the United Kingdom, New Zealand and the United States and this qualification broadly corresponds to these.

This qualification is equivalent to the artisan-equivalent plastics manufacturing qualification in German-speaking countries as laid out in their content and assessment schedules.

Integrated Assessment

The integrated assessment must be based on a summative assessment guide. The guide will spell out how the assessor will assess different aspects of the performance and will include:

- Observing the learner at work (in the primary activity as well as in other interactions)
- Asking questions and initiating short discussions to test understanding
- Looking at records and reports in the portfolio and reviewing previous assessments

The learner may choose in which language s/he wants to be assessed. This should be established as part of a process or preparing the learner for assessment and familiarising the learner with the approach being taken.

While this is primarily a workplace-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit-level outcomes.

The assessment process should cover both the explicit tasks required for the qualification as well as the understanding of the concepts and principles which underpin the activities and the manufacturing process. The assessment process should also establish how the critical outcomes have been advanced by the learning process.

Assessors should also evaluate evidence that the learner has been performing consistently over a period of time. The assessment can include a small project or projects which need more time to complete than is practical in a live assessment session.

Recognition of prior learning

This qualification may be obtained through a process of RPL. The learner should be thoroughly briefed prior to the assessment and support provided to assist in the process of developing a portfolio. As with integrated assessment, while this is primarily a workplace-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit-level outcomes.

Articulation possibilities

The qualification has been designed and structured so that qualifying learners can move from one context to another. Employers or institutions should be able to evaluate the outcomes of this qualification against the needs of their context and structure top-up learning appropriately. Equally, holders of other qualifications may be evaluated against this qualification for the purpose of RPL.

Moderation Options

Moderators for the qualification should be qualified and accredited with an appropriate Education, Training Quality Assurance Body (ETQA) and have a qualification in manufacturing, preferably in plastics manufacturing.

To assure the quality of the assessment process, the moderation should cover one or more of the following:

1. assessor credentials
2. the assessment instrument
3. the assessment process (including preparation and post-assessment feedback)

Where assessment and moderation are taking place in sectors other than the *Manufacturing, Engineering and Related Services*, assessment and moderation should be in terms of a Memorandum of Understanding negotiated with the MERS ETQA.

Criteria for registration of assessors

The following criteria should be applied by the relevant ETQA:

1. Appropriate qualification in the field of plastics manufacturing – with a minimum of 6 months in plastics manufacturing environments
2. Assessed successfully against a nationally recognised unit standards/s reflecting experience and understanding of assessment theory, processes and practices
3. Good interpersonal skills and the ability to balance the conflicting requirements of:
 - Maintaining national standards
 - The interests of the learner
 - The need for transformation and redressing the legacies of the past
 - The cultural background and language of the learner
4. Any other criteria required by the MERS ETQA or any other relevant ETQA

NQF Level 4

| Level 4 Fundamental | | Level 4 Core | | Level 4 Elective Choice of: | |
|--|------------|--|-----------|---|---|
| Communication | | Manufacturing | | Manufacturing | |
| Choice of any generic communication unit standards at this level | 10 | Set production equipment | 16 | Set up non-standard process devices | 1 |
| Choice of generic communication literacy unit standards reflecting both learning and work-related contexts | 5 | Install and set moulds, dies and forming devices | 8 | | |
| Choice of workplace communication unit standards reflecting the following outcomes >> | 5 | Maintain equipment, tools and workstations (= having the maintenance done) | 4 | | |
| Maths | | Materials | | Materials | |
| Choice of any unit standards at this level | 16 | Prepare and use materials | 10 | Compound materials | 1 |
| The outcomes should, however, reflect the following outcomes >> | | Safety, Health & Environmental Quality Assurance | | Safety, Health & Environmental Quality Assurance | |
| | | Maintain the discipline of the safety system, reflecting the following outcomes >> | 4 | Perform role of safety representative | 2 |
| Working with information | | Maintain the quality system and procedures >> | 5 | Calibrate equipment | 2 |
| Unit standards reflecting the following outcomes >> | 5 | Conduct laboratory tests on manufactured products and raw materials | 10 | | |
| Manage costs and report against budgets | 5 | People: interacting, leading, developing | | | |
| | | Assist and coach workgroup members as needed, reflecting the following outcomes >> | 8 | | |
| Life skills | | Business Relations | | Business Relations | |
| Explain financial planning options (savings, retirement, insurance) and develop a plan | 2 | Contribute to the maintenance of business processes >> | 10 | Frame and implement an individual action plan to improve productivity within an organisational unit | 3 |
| | | | | Life skills | |
| | | | | Develop a personal portfolio and a learning plan and prepare for assessment, reflecting the following outcomes >> | 6 |
| Total Fundamental | 48 | Total Core | 75 | Elective credits required for qualification | |
| Total for qualification | 135 | | | | |

National Certificate in Plastics Manufacturing NQF Level 3

Field: Manufacturing, Engineering and Technology - NSB 06

Sub-field: Manufacturing and Assembly

Level: 3

Credit: 122

Issue date:

Review date:

Rationale for the qualification

The plastics manufacturing industry is characterized by sophisticated high-volume manufacturing processes operating in a competitive and challenging environment. The manufactured products have to respond to a wide variety of exacting customer and consumer requirements. In addition, the industry has to respond to competition from exports, export markets, on-going development of new products as the result of changing customer needs, and environmental issues.

This means that people working in the industry require a range of skills and knowledge to help them respond to the exacting quality requirements and ongoing change.

This is the second qualification in a series in a career path involving high-volume plastics manufacturing processes. This series of qualifications reflects the skills, knowledge and understanding required to participate effectively in the plastics manufacturing industry, whether in micro, small, medium or large operations.

Purpose of the qualification

The purpose of the qualification is to provide learners, education and training providers and employers with the standards and the range of learning required to satisfy the challenges of participating effectively in the plastics manufacturing industry.

For those who have been in the workplace for a long time, this qualification can be used in the Recognition of Prior Learning (RPL) process to assess and recognise workplace skills acquired without the benefit of formal education or training.

For the new entrant or for someone changing from another field, this qualification describes the learning outcomes (the skills, knowledge and values) required to effectively participate in a structured workplace.

For education and training providers, this qualification provides guidance for the development of appropriate learning programmes. For employers, this qualification enables skills gaps to be identified and programmes to close skills gaps to be developed, and acts as an external benchmark for fulfilling the criteria of national and international quality standards such as ISO 9000:2000.

This qualification recognises the skills, knowledge and values acquired by learners involved in *controlling operations* in high-volume plastics manufacturing processes and *influencing decisions* in enterprises which use such processes. The chief skills required for this qualification are:

- Understanding basic approaches to using and looking after machinery and equipment
- Understanding and implementing procedures related to various aspects of the production process
- Relating principles and concepts to workplace activities, materials and equipment.

Hand skills play a minor role in this qualification.

Qualified learners will also understand:

- the basics of how a business functions
- their role in the business, ie in production and related activities
- how they are affected by legislation, regulations, agreements and policies related to their particular work environment.

With this understanding, learners will be able to participate in workplace activities.

Qualifying learners will also be able to relate what they see and experience to scientific and technological principles and concepts. They will also understand how they should operate within the legislative, safety and quality systems which govern their workplace.

What learners achieve in this qualification will also serve as a basis for further learning where they will engage more directly in controlling and troubleshooting the production processes.

Access to the Qualification

This qualification series recognises skills, knowledge and values relevant to a workplace. It is designed for learners who engage actively in the manufacturing process. It is suitable for learners who:

- Have attended courses and then apply the knowledge gained to activities in the workplace (Portfolio to reflect formative assessment)

- Are already workers and have acquired the skills and knowledge without attending formal courses (RPL can be done through the summative assessment and portfolio of evidence)
- Participate in skills programmes and the appropriate work experience
- Are part of a learnership programme which integrates structured learning and work experience
- Acquire their learning through any combination of the above.

Learning assumed to be in place

National Certificate in Plastics Manufacturing NQF Level 2.

If the learner does not already have such a qualification, this does not preclude him/her from starting. It will, however, require an increase in learning time.

Exit level Outcomes

Qualifying learners can:

SO1: Perform routine operations on volume manufacturing equipment using related information

Associated Assessment Criteria

- Materials, moulds, dies and forming devices and finished product are transported safely and effectively
- Routine operations, including cleaning, starting and stopping processes and assistance with the installation of tools, dies and forming devices are carried out safely, effectively and together with other team members

SO2: Understand, use and apply policies and procedures to maintain materials, equipment, work-place relations, safety and quality

Associated Assessment Criteria

- Procedures can be explained and applied routinely and effectively
- Reports, recording of conditions, outputs and incidents is done accurately and timeously

SO3: Contribute to workgroup efforts

Associated Assessment Criteria

- Production schedules and assignments are met
- Production workflow is managed efficiently
- Workgroup goals are met
- Assistance and support is provided where required
- Active participation in workgroup discussions, in workgroup problem solving activities and in the implementation of solutions
- Relevant information is received and passed on

International comparability

This qualification was compared to other, similar outcomes-based qualifications, certifications or skills standards in the United Kingdom, New Zealand and the United States and this qualification broadly corresponds to these.

Integrated Assessment

The integrated assessment must be based on a summative assessment guide. The guide will spell out how the assessor will assess different aspects of the performance and will include:

- Observing the learner at work (in the primary activity as well as in other interactions)
- Asking questions and initiating short discussions to test understanding
- Looking at records and reports in the portfolio and reviewing previous assessments

The learner may choose in which language s/he wants to be assessed. This should be established as part of a process of preparing the learner for assessment and familiarising the learner with the approach being taken.

While this is primarily a workplace-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit-level outcomes.

The assessment process should cover both the explicit tasks required for the qualification as well as the understanding of the concepts and principles which underpin the activities and the manufacturing process. The assessment process should also establish how the critical outcomes have been advanced by the learning process.

Recognition of prior learning

This qualification may be obtained through a process of RPL. The learner should be thoroughly briefed prior to the assessment and support provided to assist in the process of developing a portfolio. As with integrated assess, while this is primarily a workplace-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit-level outcomes.

Articulation possibilities

The qualification has been designed and structured so that qualifying learners can move from one context to another. Employers or institutions should be able to evaluate the outcomes of this qualification against the needs of their context and structure top-up learning appropriately. Equally, holders of other qualifications may be evaluated against this qualification for the purpose of RPL.

Moderation Options

Moderators for the qualification should be qualified and accredited with an appropriate Education, Training Quality Assurance Body (ETQA) and have a qualification in manufacturing, preferably in plastics manufacturing.

To assure the quality of the assessment process, the moderation should cover one or more of the following:

1. assessor credentials
2. the assessment instrument
3. the assessment process (including preparation and post-assessment feedback)

Where assessment and moderation are taking place in sectors other than the *Manufacturing, Engineering and Related Services*, assessment and moderation should be in terms of a Memorandum of Understanding negotiated with the MERS ETQA.

Criteria for registration of assessors

The following criteria should be applied by the relevant ETQA:

1. Appropriate qualification in the field of plastics manufacturing – with a minimum of 6 months in plastics manufacturing environments
2. Assessed successfully against a nationally recognised unit standards/s reflecting experience and understanding of assessment theory, processes and practices
3. Good interpersonal skills and the ability to balance the conflicting requirements of:
 - Maintaining national standards
 - The interests of the learner
 - The need for transformation and redressing the legacies of the past
 - The cultural background and language of the learner
4. Any other criteria required by the MERS ETQA or any other relevant ETQA

| Level 3 Fundamental | | Level 3 Core | | Level 3 Elective Choice of: | |
|--|------------|--|-----------|---|-----------|
| Communication | | Manufacturing | | Manufacturing | |
| Choice of any generic communication unit standards at this level | 10 | Operate volume manufacturing equipment | 10 | Post-treat products | 4 |
| Choice of generic communication literacy unit standards reflecting both learning and work-related contexts | 5 | Perform preventative maintenance and routine repair | 4 | Pack non-standard items | 4 |
| Choice of workplace communication unit standards reflecting the following outcomes >> | 5 | Monitor and respond to equipment indicators and effective operating | 2 | Computer skills | 10 |
| | | Move, lift, lower and look after moulds, dies and forming devices | 6 | Materials | |
| | | Materials | | Control stores and inventories | 4 |
| Maths | 16 | Work with, transport, store and look after materials in the production process | 12 | Drive forklift / crane | ? |
| Choice of any unit standards at this level | | Safety, Health & Environmental Quality Assurance | | Safety, Health & Environmental Quality Assurance | |
| The outcomes should, however, reflect the following outcomes >> | | Explain and apply safety procedures, reflecting the following outcomes >> | 6 | Perform role of safety representative | 4 |
| Working with information | | Perform quality procedures, reflecting the following outcomes >> | 8 | Provide basic first aid | 3 |
| Analyse information, reflecting the following outcomes >> | 5 | People: interacting, leading, developing | | Understanding and dealing with HIV / Aids personally and in the workplace | 2 |
| Keyboard skills to capture and record information | 3 | Contribute to work group performance >> | 3 | Conduct simple tests (line function) | 3 |
| | | Develop learning strategies and techniques, reflecting the following outcomes >> | 3 | | |
| Life skills | | | | Business Relations | |
| Discuss and explain personal financial concepts (pay deductions, bank accounts, interest, insurance) | 4 | Business Relations | | Frame and implement an individual action plan to improve productivity within an organisational unit | 3 |
| | | Relate own role to role of business, customers and markets, reflecting the following outcomes >> | 2 | Life skills | |
| | | Explain and use procedures >> | 6 | Develop a personal portfolio and a learning plan and prepare for assessment, reflecting the following outcomes >> | 6 |
| Total Fundamental | 48 | Total Core | 62 | Elective credits required for qualification | 12 |
| Total for qualification | 122 | | | | |

No. 1421

28 December 2001

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 08 (Law, Military Science and Security) 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 invite 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 **by not later than 31 January 2002**. All correspondence should be marked **SGB Formation for Criminology and Criminal Justice** and be addressed to:

| |
|--|
| The Director: Standard Setting and Development SAQA Attention: Mr. D Mphuthing Postnet Suite 248 Private Bag X06 Waterkloof 0145 or faxed to 012 - 482 0832 |
|--|

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 08, LAW MILITARY SCIENCE AND SECURITY OF THE APPLICATION TO REGISTER A STANDARDS GENERATING BODY (SGB) FOR CRIMINOLOGY AND CRIMINAL JUSTICE.

PROPOSED BRIEF OF THE SGB

The National Standards Body 08 has received an application to recognise and register an SGB for Criminology and Criminal Justice in the sub-field of Safety in Society from NQF levels 3 to 8, in order to:

1. Identify transformation, development, access and equity issues relevant to criminology and criminal justice and develop mechanism to include these issues within the standards and qualifications as envisaged in (3) below [Regulation 24(1)(e)].
2. Develop learning and career pathways for potential standards and qualifications in criminology and criminal justice from NQF level 3 through to level 8 [Regulation 24(1)(e)]
3. Generate the following qualifications and unit standards in accordance with SAQA requirements [Regulation 24(1)(a)]
 - Certificate in Criminology (NQF level 3)
 - Certificate in Criminology (NQF level 4)
 - First Degree: Criminology (NQF level 6)
 - Honours Degree: Criminology (NQF level 7)
 - Masters Degree: Criminology (NQF level 8)
 - Doctoral Degree: Criminology (NQF level 8)
4. Recommend the qualifications and standards generated in paragraph 3, above, to NSB [Regulation 24(1)(c)].
5. Recommend criteria for the registration of assessors and moderators or moderating bodies [Regulation 24(1)(d)].
6. Review these qualifications and unit standards and effect the necessary changes [Regulation 24(1)(b)].
7. Perform such other functions as may from time to time be delegated by NSB 08 (Law, Military Science and Security) [Regulation 24(1)(e)].

Proposed Composition of the SGB

| Nominee | Workplace | Nominating Body | Qualifications/ Experience |
|------------------|---------------------------------|---------------------------------|---|
| Kgosimore, David | University of the North. | University of the North | MA (Criminology) Victimology, organised crime, white collar crime, restorative justice, curriculum development |
| Prinsloo, Johan | University of South Africa | CRIMSA | BA, BA Hons, MA, D. Litt et Phil (SA) Research methodology, programme development, curriculum development, victimology, restorative justice, commercial crimes, |
| Chetty, Vanita | University of Durban- Westville | University of Durban- Westville | BA, BA Hons, MA, PhD Crime theory, feminist criminology, street children and crime, programme development |
| Naudé, CMB | University of South Africa | CRIMSA | BA, Hons BA, MA, D. Litt et Phil Crimes against commercial institutions, gender and crime, feminist criminology, crimes against environment, victimology, organised crime and corruption, postmodern crime theories, crime prevention strategies, restorative justice, research methodology, curriculum and programme development. |
| Potgieter, PJ | University of Zululand | University of Zululand | BA, BA Hons, MA, D. Litt et Phil Criminal justice system and process, law enforcement, proactive policing and police administration, forensic criminology and crime investigation, victimology, curriculum development |
| Davis, Linda | University of Pretoria | University of Pretoria | BA (SS), BA Hons (Crim), MA, DPhil (Crim) Economic crimes, community policing, crime prevention, violent crimes, victimology, curriculum development |

| | | | |
|----------------------|--------------------------------|--------------------------------|--|
| Klopper, Harriet | University of Pretoria | University of Pretoria | BA, BA Hons, MA (Crim) Forensics criminalistics, female criminality, crime theories, crime prevention, community policing, violent crimes, |
| Van der Spuy, Elrena | University of Cape Town | University of Cape Town | MA (Soc) (US) Crime theories, sociology of crime and deviance, policing, transitional politics and criminal justice reform, research methodology. |
| Maree, Alice | University of South Africa | University of South Africa | BA, BA Hons, MA, D. Litt et Phil (Crim) (SA) Armed robbery, cash-in-transit robbery, crime prevention, criminological evaluation and analysis, crime risk analysis, criminological profiling, research methodology. |
| Swanepoel, Gerhard | Pretoria College | CRIMSA | BA, BA Hons (Crim) Police officer and lecturer in criminology: ecological crime, trade in illegal species. |
| Snyman, HF | Technikon South Africa | Technikon South Africa | BA, BA Hons, MA, D. Litt et Phil (Crim) (SA) Academic: Curriculum development, research methodology, victimology, policing practice |
| Pillay, Kris | Technikon South Africa | Crimsa | BA, BA Hons, MA (Crim) UDW Academic: Security and risk management, juvenile crime, women and crime, community policing |
| Peacock, Robert | Midrand University | Crimsa | BA, BA Hons MA (Crim) Academic: Children in prison, victim rights, penology, research methodology, street children, court expert witness |
| Schönteich, Martin | Institute for Security Studies | Institute for Security Studies | LLB, BA Hons (Politics) (SA) Prosecutor and researcher: Criminal justice legislation, evaluation of prosecution services, measuring and evaluating crime. |

| | | | |
|--------------------|---|---|--|
| Pretorius, Zuzelle | Business Against Crime | Business Against Crime | B Prim. Ed, BA, BA Hons, (Psyc) Crime prevention, policing, victim empowerment, community policing, psychological evaluation of police recruits. |
| Louw, Barbara | Inter Trauma Nexus | Inter Trauma Nexus | BTh Victim support service and training programmes, trauma and crisis handling, domestic violence |
| Ferreira, VM | University of South Africa | University of South Africa | Dip Security Management (SA) Security management and training standards, policing, course development. |
| Bergh, Lorinda | Department of Correctional Services | Department of Correctional Services | BA, BA Hons, MA (Clin. Psyc) (UP) Evaluation of offenders in prison, rehabilitation programmes for offenders, forensic psychology, dealing with sexual disorders and mentally ill offenders |
| Makhura, Kgomotse | Student | Aspis Student Child Abuse Project | 3 rd year Criminology and Social work student. Programmes dealing with child abuse and the identification of child abuse victims in the school. |
| Shabangu, TG | South African Police Services | South African Police Services | BA, BA Hons Social crime prevention strategies, policing, development of urban renewal to prevent crime, preventing farm attacks, rural safety, development of policing programmes. |
| Setlatjile, Dudu | Restorative Justice Centre | Restorative Justice Centre | B.Soc.Sc Treatment programme for offenders, Victim support programme, training of police, dispute resolution programmes, community justice. |
| Dissel, Amanda | Centre for the Study of Violence and Reconciliation | Centre for the Study of Violence and Reconciliation | BA, LLB Training criminal justice personnel in the human rights of offenders, alternative methods of sentencing |

No. 1422

28 December 2001

**PUBLIC NOTICE BY NSB 06, MANUFACTURING, ENGINEERING AND
TECHNOLOGY REGISTER HEREBY VEHICLE MAINTENANCE SGB FROM NQF
LEVELS 1 - 5**

National Standards Body (NSB 06) – Manufacturing, Engineering and Technology register hereby Vehicle Maintenance SGB in the sub-field of Manufacturing and Assembly from NQF levels 1 – 5.

BRIEF OF THE SGB

1. Develop learning pathways for potential qualifications and unit standards in the sub-field of Manufacturing and Assembly from Level 1 through to level 5 in Vehicle Maintenance [Regulation 24(1)(e)].
2. Generate the following qualifications in accordance with Authority requirements:
 - National Certificate in Vehicle Repair and Maintenance Processes (Level 2)
 - National Certificate in Vehicle Repair and Maintenance Processes (Level 3)
 - National Certificate in Vehicle Technology (Level 4)
 - National Diploma in Vehicle Technology (Level 5)[Regulation 24(1)(a)].
3. Recommend the standards and qualifications generated under 2, above to the National Standards Body [Regulation 24(1)(c)].
4. Recommend criteria for the registration of assessors and moderators or moderating bodies [Regulation 24(1)(d)].
5. Review these qualifications and unit standards and effect the necessary changes [Regulation 24(1)(b)].
6. Maintain liaison with other related Standards Generating Bodies in the field [Regulation 24(1)(e)].
7. Perform such functions as may from time to time be delegated by the NSB. [Regulation 24(1)(e)].

COMPOSITION OF THE SGB

| NOMINEE | Workplace | Nominating Body | Experience/ Qualifications |
|----------------|---|-------------------------------|---|
| Dunn AA | Manufacturing, Engineering and Related Services Education and Training Authority (MERSETA) | MERSETA | National Diploma: Motor Mechanic Training Adviser |
| Bailey MJ | Athlone Technical | Athlone Technical College | Motor Mechanic International Computer Driving Licence Skills Facilitator National Diploma part 4 |
| Wilson CG | Westlake Technical College | Westlake Technical College | Diesel Mechanic National Diploma part 4 Train the Trainer |
| Randall KI | Belville Technical College | Belville Technical College | Motor Mechanic National Diploma part 6 National Teachers Diploma |
| Jacobs CE | Athlone Technical College | Athlone Technical College | Motor Mechanic Diesel Mechanic National Diploma part 5 National Teachers Diploma |
| Ngwedi F | National Union of Metalworkers of South Africa (NUMSA) | NUMSA | National Diploma part 2 Journeyman |
| Botha AJ | Barloworld Equipment | Barloworld Equipment | National Training Coordinator Diesel Fitter Diploma: Mechanical Engineering Certificate in Motor Vehicle Technology Diploma: Business Management Diploma: Education and Training |

| | | | |
|-------------|---|--------------------------|---|
| Ferreira L | Mc Carthy Motor Holdings | Mc Carthy Motor Holdings | Regional Technical Trainer Motor Mechanic National Diploma part 4 CBMT trainer Level Test Official |
| Le Roux JJ | Ford Motor Company (SAMCOR) | SAMCOR | Trainer in Automotive Trades Motor Mechanics Diesel Mechanic National Diploma part 3 Diploma: Human Resource Management |
| Collins S | Mc Carthy Motor Holdings | Mc Carthy Motor Holdings | Technical Training Manager Motor Mechanic National Diploma part 4 Diploma: Management B.Com |
| Parmenter S | BASF SA | BASF SA | National Technical Manager Diploma in Chemistry Diploma in Management Skills |
| Visser AC | Department of Transport | Department of Transport | Chief Industrial Technician Diesel Mechanic Motor Mechanic Engineering Technician Management Diploma |
| Dutschke M | GTZ | GTZ | Coordinator Learnerships Undergraduate: Frankfurt University Teacher Training Didactic Foreign Language |
| Zinn F | National Union of Metal Workers of South Africa (NUMSA) | NUMSA | Motor Mechanic |

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