



Government Gazette Staatskoerant

REPUBLIC OF SOUTH AFRICA
REPUBLIEK VAN SUID-AFRIKA

Vol. 440

Pretoria, 15 February 2002
Februarie

No. 23117



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

CONTENTS

No.		Page No.	Gazette No.
-----	--	-------------	----------------

GOVERNMENT NOTICES

South African Qualifications Authority

Government Notices

173	Standards Generating Bodies: National Standards Body 04 (Communications Study and Language).....	3	23117
174	do.: do.....	8	23117
175	do.: do.....	13	23117
176	do.: do.....	17	23117
177	National Standard Body Regulations: National Standard Bodies (NSB 01, 02, 04, 05, 06, 07, 08, 09, 10, 11 & 12) ..	23	23117
178	Standards Generating Bodies: National Standards Body 11 (SGB for Real Estate).....	27	23117
179	do.: National Standards Body 11 (SGB for Funeral Services).....	31	23117
180	National Standards Bodies Regulations: Standards Generating Body (SGB) for Financial Services registered by NSB 06, Manufacturing, Engineering and Technology	35	23117
181	do.: do.....	47	23117
182	do.: do.....	58	23117

GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

No. 173

15 February 2002

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 04 (Communication Studies and Language) 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 15 March 2002**. All correspondence should be marked **SGB Formation – NSB 04, Archives and Records Management** and be addressed to:

<p>The Director: Standards Setting and Development SAQA <i>Attention: Mr. D Mphuthing</i> Postnet Suite 248 Private Bag X06 Waterkloof 0145 or faxed to 012 - 482 0992</p>
--

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 04, COMMUNICATION STUDIES AND LANGUAGE, TO
EXTEND THE BRIEF OF THE STANDARDS GENERATING BODY FOR
ARCHIVES AND RECORDS MANAGEMENT (LEVEL 4 – 6) TO INCLUDE ALL
LEVELS OF THE NQF (LEVEL 1 – 8)**

NSB 04, Communication Studies and Language hereby extends the brief of the SGB for Archives and Records Management (NQF level 4 – 6) to include all levels of the NQF (levels 1 – 8).

BRIEF OF THE SGB

1. Develop learning pathways for potential qualifications and unit standards in the sub-field Information Studies *[Regulations 24(1)(e)]*.
2. Intend to generate new qualifications in the field of Archives and Records Management (NQF level 5-8) *[Regulations 24(1)(e)]*.
3. Generate unit standards for all levels on the NQF (levels 1 – 8) *[Regulations 24(1)(e)]*.
4. Recommend the standards and qualifications generated in 2 and 3 above to the National Standards Body *[Regulations 24(1)(c)]*.
5. Recommend criteria for registration of assessors and moderators or moderating bodies *[Regulation 24(1)(d)]*.
6. Review existing qualifications and effect the necessary changes *[Regulation 24(1)(b)]*.
7. Accept and perform other related functions as requested by NSB 04 *[Regulation 24(1)(e)]*.

COMPOSITION OF THE SGB

NAME	WORKPLACE	NOMINATING BODY	QUALIFICATION/ EXPERIENCE
Abbott, B	Umgeni Water	Umgeni Water	Masters Degree in Information Studies and 6 years experience in management and information systems.
Assmann, I	South African Broadcasting Cooperation (SABC)	South African Society of Archivists	BA. Hons and National Diploma in Archival Science. Has extensive experience in sound archives.
Burgher, M	University of South Africa	University of South Africa	Masters Degree in Library and Information Science as well as a National Diploma in Archival Studies.

Coetzee, M	University of South Africa (Unisa)	University of South Africa (Unisa)	BA. Hons in History and a National Diploma in Archival Science.
Harris, V	South African History Archives	South African History Archives	Masters Degree in History and 16 years experience in archival and record management.
Hating, S	South African History Archives	South African History Archives	Bachelors of Education and 3 years experience in archiving.
Holder, L	Technikon South Africa	Technikon South Africa	D.Litt et Phil and has 10 years experience in information systems management.
Kruger, E	South African History Online	South African History Online	Masters Degree and has 21 years experience in field of records and information systems management.
Nel, A	Spoornet	Spoornet	Bachelors of Arts Degree as well as a National Diploma in Archival Studies.
Ngulube, P	University of Natal	University of Natal	Advanced university degree and has extensive international and national experience in the management of public sector records and archival administration.
Raseroka, P	South African Broadcasting Corporation (SABC)	South African Broadcasting Corporation (SABC)	Has 11 years experience in records and information systems management.
Rodrigues, T	Technikon South Africa	Technikon South Africa	BA. Hons as well as Post-graduate Diploma in Archival and Information Science.
Saleh, R	University of the Witwatersrand	University of the Witwatersrand	Masters Degree and 13 years experience in archiving and records management.
Selepe, S	Spoornet	Spoornet	Bachelor of Library and Information Science Degree as well as a National Higher Diploma in Archival Studies.

Stabbins, P	Umgeni Water	University of Natal	Bachelors Degree in Library and Information Science and 11 years experience in information systems.
Theron, JC	University of South Africa	University of South Africa	Masters Degree in Library and Information Science and 32 years experience as a librarian and archivist.
Tisani, E	National Archives Commission	National Archives Commission	Masters Degree and 33 years experience in archiving, recording and information systems management.

No. 174

15 February 2002

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 04 (Communication Studies and Language) 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 15 March 2002**. All correspondence should be marked **SGB Formation – NSB 04, Translation, Language Editing and Interpreting** and be addressed to:

The Director: Standards Setting and
Development
SAQA
Attention: Mr. D Mphuthing
Postnet Suite 248
Private Bag X06
Waterkloof
0145
or faxed to 012 - 482 0992

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 04, COMMUNICATION STUDIES AND LANGUAGE, TO
REGISTER AN SGB FOR TRANSLATION, LANGUAGE EDITING AND
INTERPRETING**

National Standards Body (NSB 04) Communication Studies and Language, hereby registers an SGB in the field of Translation, Language Editing and Interpreting. The SGB will develop standards and qualifications in written translation in different fields and genres, language editing and interpreting in the different oral modes (simultaneous, consecutive and sight and their different types (conference, community, medical, church, liaison, etc).

PROPOSED BRIEF OF THE SGB

1. Identify and design learning and career pathways for Translators, Language Editors and Interpreters from NQF levels 1 – 8 [*Regulation 24(1)(e)*].
2. Scope standards generation requirements across all levels of the NQF.
3. Consolidate existing qualifications and standards within the FET and HET Bands.
4. Generate the qualifications and standards outlined below in the field of Translation, Language Editing and Interpreting [*Regulation 24(1)(a)*].
 - Unit Standards for Translation, Language Editing and Interpreting (NQF levels 1 – 8)
 - National Certificate in Translation Language Editing and or Interpreting (NQF level 5)
 - National Diploma in Translation, Language Editing and or Interpreting (NQF level 5)
 - First, Professional, Master's and Doctoral degrees in Translation, Language Editing and or Interpreting (NQF levels 6 – 8)
5. Recommend criteria for registration of assessors and moderators or moderating bodies and mentors for Sign Language Interpreting and distant education [*Regulation 24(1)(d)*].
6. Recommend the qualifications generated under 3 to the NSB [*Regulation 24(1)(d)*].
7. Accept and perform other related functions as requested by NSB 04 [*Regulation 24(1)(e)*].

PROPOSED COMPOSITION OF THE SGB

NOMINEE	WORKPLACE	NOMINATED BY	EXPERIENCE AND QUALIFICATION IN THE FIELD
Buyi, Nontsikelelo (Ms)	University of Transkei	University of Transkei	Masters Degree in Education and is language laboratory director.
Dhorat, Khalid (Mr)	Dar Al-Salam Islamic Research Centre	Dar Al-Salam Islamic Research Centre	Editor-in-Chief, Librarian and Research Fellow at the Research Centre.
Fereira, Dinah (Ms)	Technikon Free State	Technikon Free State	Lecturer in language and translation practice.
Inggs, Judith (Dr)	University of Witwatersrand	University of Witwatersrand	Doctoral degree and is senior lecturer in Translation and Interpreting.
Kula, Johnson (Mr)	Department of Justice (Eastern Cape)	Department of Justice (Eastern Cape)	Post Graduate Diploma in Legal Interpretation and Translation and is court interpreter.
MacLons, Kirsty, (Ms)	Sign Language Education and Development	Sign Language Education and Development	Is lecturer in Sign Language Interpreting.
Mahashi, Gladys (Ms)	Department of Justice Northern Cape	Department of Justice Northern Cape	Is senior court interpreter.
Makhubu, Loli (Ms)	Committee of Technikon Principles	ML Sultan	Has delivered several papers on Language and Translation national as well as international.
Marais, Khethiwe	Rand Afrikaans University	Rand Afrikaans University	Has extensive experience in the field of Language and Interpreting. Is member of Pan South African Language Board..
Mohapi, Tsietse (Mr)	National Language Services	National Language Services	Is deputy director for Translation and Editing, African languages, Afrikaans, English and Foreign Languages.
Mohatlane, Edwin (Mr)	Vista University	Vista University	Is senior lecturer in the Sotho languages department.
Naude, Jacobus (Dr)	University of the Free State	University of the Free State	Doctoral degree in Near Eastern Studies and a Masters degree in Linguistics.

Ngubane, Sihawukele (Dr))	University of Durban	University of Durban	Is vice chair- person of the African Languages Association of South Africa.
Op't Hof, Barbara (Ms)	South African Translators Institute	Pretoria Technikon	Masters degree in General Linguistics and a member of the South African Translators Institute.
Rodrigues, Theodore (Mr)	Potchefstroom University	Potchefstroom University	Lecturer at the Department of Afrikaans and Netherlands. Has experience in the field of translation studies.
Sambo, Siboniso Edward (Mr)	Pan South African Language Board	Pan South African Language Board	Is an Assistant Director in the field of Translation and Interpreting.
Sikhosana, Eugenia (Ms)	University of Zululand	University of Zululand	Is a member of the National Language Board in Kwa-Zulu Natal
Swanepoel, Louie (Dr)	Committee of Technikon Principles	Technikon SA	Senior Lecturer and coordinate the Diploma in Language Practice. Is member of various committees such as the Society for Language teaching.
Tshesane, Thelma (Ms)	College of Education at Wits	College of Education at Wits	Is part-lecturer in translations, language enhancement for court interpreters.
Wallmach, Kim (Dr)	University of South Africa	University of South Africa	PhD in Translation and is lecturer at the Department of Linguistics .
Lekganyane, Diapo (Mr)	University of Venda	University of Venda	Is head of Department: Northern Sotho and has done research projects on translation.
Taljaard, Pieter J. (Mr)	ProLingua	ProLingua	Holds a Masters Degree in Languages.
Thorne, Aida (Dr)	Van Schaik Publisher	Van Schaik Publisher	Is free-lance and contract editor.
Representative from CCMA	To be confirmed	To be confirmed	
Representative from National Language Project	To be confirmed	To be confirmed	

No. 175

15 February 2002

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 04 (Communication Studies and Language) 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 15 March 2002**. All correspondence should be marked **SGB Formation – NSB 04, Publishing** and be addressed to:

The Director: Standards Setting and
Development
SAQA
Attention: Mr. D Mphuthing
Postnet Suite 248
Private Bag X06
Waterkloof
0145
or faxed to 012 - 482 0992

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 04, COMMUNICATION STUDIES AND LANGUAGE, TO
REGISTER AN SGB FOR PUBLISHING**

National Standards Body (NSB 04) Communication Studies and Language, hereby registers an SGB in the area of Publishing. ("Publishing" refers to the publishing of books, whether in printed or digital format). The SGB will develop standards and qualifications which will include competencies such as the development of publishing proposals, identifying and evaluating book markers, preparing and reviewing authors' contracts, preparing design specifications, managing and quality controlling editorial projects, copy-editing and monitoring production and editorial costs.

PROPOSED BRIEF OF THE SGB

1. Identify and design learning and career pathways for Publishers from NQF levels 5 – 8 [Regulation 24(1)(e)].
2. Scope standards generation requirements across all levels of the NQF.
3. Consolidate existing qualifications within the Higher Education and Training Band.
4. Generate the qualifications and standards outlined below in the field of Publishing [Regulation 24(1)(a)].
 - Unit Standards for Publishing (NQF levels 1 – 8)
 - National Diploma in Publishing (NQF level 5)
 - First, Professional, Master's and Doctoral degrees in Publishing (NQF levels 6 – 8)
5. Recommend criteria for registration of assessors and moderators or moderating bodies [Regulation 24(1)(d)].
6. Recommend the qualifications and standards generated under 4 to the NSB [Regulation 24(1)(d)].
7. Accept and perform other related functions as delegated by NSB 04 [Regulation 24(1)(e)].
8. Liase with all other relevant SGBs and key role-players in the publishing industry.

PROPOSED COMPOSITION OF THE SGB

NOMINEE	WORKPLACE	NOMINATED BY	EXPERIENCE AND QUALIFICATION IN THE FIELD
Attwell, David (Prof)	University of Natal	University of Natal	Is director and managing the Programme of English Studies.
Czerniewicz, Laura (Ms)	University of Cape Town Multimedia Education Group	University of Cape Town Multimedia Education Group	Is director of the media education programme.
Downes-Webb, Linette (Ms)	University of Pretoria	University of Pretoria	Has extensive experience in publishing.
Galloway, Francis (Dr)	University of Pretoria	University of Pretoria	Is senior lecturer: Publishing Studies.
Goodwin, Shelagh (Ms)	Media 24	Media 24	Has extensive experience in the publishing industry.
Kwetana, WM (Dr)	University of Transkei	University of Transkei	Head of Department for African Languages.
Lebona, Mosia, (Mr)	Committee Technikon of Principals	Technikon of Northern Gauteng	Head of Journalism Department.
Longridge, Ruth (Ms)	Jacana Education (Pty)	Jacana Education (Pty)	Is general manager and has extensive experience in publishing.
Monteith, Mary (Ms)	Independent Consultant	Independent Consultant	Has extensive experience in publishing and training of publishers.
Neumann, Wolfgang (Mr)	Maths Centre	Maths Centre	Is Sales & Marketing Manager.
Oliver, Johan (Mr)	Modern Publishers	Modern Publishers	Is General Manager and has experience in publishing.
Petersen, Derek (Mr)	Maskew Miller Longman	Maskew Miller Longman	Is Human Resource Manager.
Seeber, Monica (Ms)	Dramatic, Artistic & Literary Rights Organisation (DALRO)	Dramatic, Artistic & Literary Rights Organisation (DALRO)	Is publishing consultant and head of DALRO.
Sewlal, Robin (Adv)	Committee of Technikon Principals	M.L.Sultan	Is head of Public Relations and Journalism.
Solani, Ngobeni (Mr)	Juta & Company LTD	Juta & Company LTD	Is a publisher in Higher Education.

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 04 (Communication Studies and Language) 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 15 March 2002**. All correspondence should be marked **SGB Formation – NSB 04, Library and Information Studies** and be addressed to:

<p>The Director: Standards Setting and Development SAQA <i>Attention: Mr. D Mphuthing</i> Postnet Suite 248 Private Bag X06 Waterkloof 0145 or faxed to 012 - 482 0992</p>
--

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 04, COMMUNICATION STUDIES AND LANGUAGE, OF
AN APPLICATION TO RECOGNISE AND REGISTER AN SGB FOR LIBRARY
AND INFORMATION STUDIES**

National Standards Body (NSB 04) Communication Studies and Language, wishes to recognise and register a Standards Generating Body for Library and Information Studies in the sub-field of Information Studies.

PROPOSED BRIEF OF THE SGB

1. Identify and design learning and career pathways for Information and Library Workers from NQF levels 5 – 8 [*Regulation 24(1)(e)*].
2. Generate unit standards for training and further education (Levels 1 - 8).
3. Consolidate existing qualifications and standards within the FET and HET Bands (Levels 4 – 8)
4. Generate the qualifications and standards outlined below in the field of Information and Library Science [*Regulation 24(1)(a)*].
 - Unit Standards for Information and Library Studies (NQF levels 1 – 4)
 - National Certificate in Information and Library Studies (NQF level 5)
 - National Diploma in Information and Library Studies (NQF level 5)
 - First, Professional, Master's and Doctoral degrees in Information and Library (NQF levels 6 – 8)
5. Recommend criteria for registration of assessors and moderators or moderating bodies [*Regulation 24(1)(d)*].
6. Recommend the qualification generated under 4 to the NSB [*Regulation 24(1)(d)*].
7. Liaise with relevant SGBs, as required, where Information and Library Studies is involved or being considered [*Regulation 24(1)(e)*].
8. Accept and perform other related functions as requested by NSB 04 [*Regulation 24(1)(e)*].

PROPOSED COMPOSITION OF THE SGB

NOMINEE	WORKPLACE	NOMINATED BY	EXPERIENCE AND QUALIFICATION IN THE FIELD
De Klerk, M (Ms)	National Library of South Africa (NLSA)	National Library of South Africa (NLSA)	B Bibl (Hons). Has experience in National librarianship, bibliographic control and user education.
Fourie, I (Prof)	University of Pretoria	University of Pretoria	D Litt et Phil (Library and information science). Has experience in LIS education and training, research information skills, computerised information retrieval and indexing.
Hart, G (Ms)	University of the Western Cape (UWC)	University of the Western Cape (UWC)	MEd (Library and information science). Has experience in LIS education as well as school and youth services librarianship.
Jacobs, D (Dr)	University of Pretoria	University of Pretoria	PhD (Information science). Has extensive experience in Infometrics.
Jacobs, L (Dr)	Technikon Southern Africa	Technikon Southern Africa	D Litt et Phil (Library and information science). Has experience in LIS education and training, archival science and public and community librarianship.
Kaniki, A (Prof)	University of Natal	University of Natal	PhD (Library and information science). Experience in Information and knowledge management.
Lombard, H (Ms)	University of Orange Free State	University of Orange Free State	B Bibl (Hons). Has experience in public and community librarianship.
Maepa, A (Mr)	University of the North	University of the North	D. Litt et Phil (Library and information science). Has experience in LIS education and training and Rural information services.

Meyer, JM (Ms)	Gauteng Provincial Library and Information Services	Gauteng Provincial Library and Information Services	B Bibl and has experience in public and community librarianship.
Ngulube, P (Mr)	University of Natal	University of Natal	Master of Science in Information. Has experience in archival records management, Information retrieval systems and information systems.
Odendaal, CA (Ms)	Scottburgh Public Library	Scottburgh Public Library	B Bibl (Hons). Has experience in public and community librarianship.
Phiroshaw, C (Mr)	Co-operative for Research and Education (CORE)	Co-operative for Research and Education (CORE)	BA as well as a Diploma in Personnel Management. Has experience in Library planning and development.
Raju, J (Mr)	ML Sultan Technikon	ML Sultan Technikon	Masters in Information Studies. Has experience as a subject-reference librarianship.
Sigagayi, D (Ms)	Umtata City Library	Umtata City Library	B Bibl. Has experience in public and community librarianship (rural areas).
Selematsela, D (Ms)	University of South Africa (UNISA)	University of South Africa (UNISA)	Masters in Information Science. Has experience in user education, Information literacy and human resources management.
Sewdass, P (Mr)	Ekurhuleni Metropolitan Municipality	Ekurhuleni Metropolitan Municipality	B Bibl (Hons). Has experience in public and community librarianship.
Smit, A (Ms)	Mpumalanga Provincial Library & Information Services	Mpumalanga Provincial Library & Information Services	B Bibl (Hons). Has experience as a librarian and is managing the implementation of the library management system.
Snyman, R (Dr)	University of Pretoria	University of Pretoria	DLitt et Phil (Library and information science). Has experience in Information and knowledge management.
Theron, C (Mr)	University of South Africa (UNISA)	University of South Africa (UNISA)	M.Bibl. Has experience in archival science, Information science, cataloguing and classification.

Thomas, G (Ms)	Library and Information Association of South Africa (LIASA)	Library and Information Association of South Africa (LIASA)	Masters Degree in Library and Information science.
Thompson, L (Ms)	University of Pretoria	University of Pretoria	Masters Degree in Information Science and has experience in Information literacy.
Uys, JM (Ms)	University of Cape Town (UCT)	University of Cape Town (UCT)	National Diploma in Library and Information Services and has experience in cataloguing.
Van Vuuren, A (Dr)	Technikon South Africa	Technikon South Africa	D.Litt et Phil. (Library & Information Science). Has experience in Library and information management, LIS education and training Information and knowledge management.

No. 177

15 February 2002

Postnet Suite 248
Private Bag X 06
WATERKLOOF
0145

659 Pienaar Street
BROOKLYN
0181

Tel: +27 (0) 12 346-5553

Fax: +27 (0) 12 346-5809

*Established in terms of Act 58 of 1995*

2002-02-04

Dear Sir/Madam,

The South African Qualifications Authority in terms of the National Standard Body Regulations (Government Gazette No. 18787) published on 28 March 1998, hereby publishes the new appointments of the following National Standard Bodies (NSB 01, 02, 04, 05, 06, 07, 08, 09, 10, 11 & 12) and their national stakeholder bodies.

Yours sincerely,

p.p. [Signature]
SAMUEL B.A. ISAACS
EXECUTIVE OFFICER

SAQA'S MISSION

"To ensure the development and implementation of a National Qualifications Framework which contributes to the full development of each learner and to the social and economic development of the nation at large."

NSB 01 : AGRICULTURE AND NATURE CONSERVATION

Category	Nomination	Nominated by	Workplace
State	Mr T W Mudau	Department of Water Affairs & Forestry	Department of Water Affairs & Forestry
Community/ Learner Organisation	Mr G W Leith	SAQA	SETA for Secondary Agriculture

NSB 02 : CULTURE AND ARTS

Category	Nomination	Nominated by	Workplace
State	Mr D Maake Replacing Dr C du T Olivier	Department of Labour	Department of Labour
Labour	Mr A Kolanisi	COSATU	NEHAWU
Community/ Learner Organisation	Ms D Prins Replacing Ms S Chundra	Human Rights Commission	Robben Island Museum

NSB 04 : COMMUNICATIONS STUDIES AND LANGUAGE

Category	Nomination	Nominated by	Workplace
Community/ Learner Organisation	Dr J Matthews	SAQA	Primedia South Africa
	Ms C North	SAQA	Pretoria Continuing Education Department

NSB 05 : EDUCATION, TRAINING AND DEVELOPMENT

Category	Nomination	Nominated by	Workplace
Community/ Learner Organisation	Prof E Jantjes	SAQA	Retired
	Mr I Baatjies	SAQA	University of Natal

NSB 06 : MANUFACTURING, ENGINEERING AND TECHNOLOGY

Category	Nomination	Nominated by	Workplace
Business	Mr N Mqoqi	Business South Africa	Telkom SA
Community/ Learner Organisation	Ms G Prickett	SAQA	Self-employed

SAQA'S MISSION

"To ensure the development and implementation of a National Qualifications Framework which contributes to the full development of each learner and to the social and economic development of the nation at large."

NSB 07 : HUMAN AND SOCIAL STUDIES

Category	Nomination	Nominated by	Workplace
Critical Interest Group	Prof F T Hendricks	South African Sociological Association	Rhodes University

NSB 08 : LAW, MILITARY SCIENCE AND SECURITY

Category	Nomination	Nominated by	Workplace
State	Mr N Sebothoma	Department of Foreign Affairs	Department of Foreign Affairs
	Mr A Mokone	Department of Justice and Constitutional Development	Department of Justice and Constitutional Development
	Dr K P Govender	Department of Correctional Services	Department of Correctional Services
Labour	Col J J S Kruger	South African National Defence Union	South African National Defence Union
Critical Interest Group	Mr B van Rooyen	Institute of Traffic and Municipal Police Officers of Southern Africa	Ekurhuleni Metropolitan Council

NSB 09 : HEALTH SCIENCES AND SOCIAL SERVICES

Category	Nomination	Nominated by	Workplace
Community/Learner Organisation	Ms W J M Bryan	SA Council for the Aged	The SA Council for the Aged

NSB 10 : PHYSICAL, MATHEMATICAL, COMPUTER AND LIFE SCIENCES

Category	Nomination	Nominated by	Workplace
State	Mr Imraan Saloojee	Department of Arts, Culture, Science and Technology	Department of Arts, Culture, Science and Technology
	Mr Vijay Pillay	Department of Environmental Affairs & Tourism	Department of Environmental Affairs & Tourism

SAQA'S MISSION

"To ensure the development and implementation of a National Qualifications Framework which contributes to the full development of each learner and to the social and economic development of the nation at large."

Category	Nomination	Nominated by	Workplace
Critical Interest Group	Dr L E C M Anelich	The South African Council for Natural Scientific Professions	Technikon Pretoria
	Prof J Kuiper	South African Association for Research in Maths, Science of Technology Education	University of the North
	Dr A Dawood	Federation of Scientific, Engineering and Technological Societies and allied Professions	University of Pretoria

NSB 11 : SERVICES

Category	Nomination	Nominated by	Workplace
Community/ Learner Organisation	Ms Y Mohapi	SAQA	Yvonne's Hair & Beauty College

NSB 12 : PHYSICAL PLANNING AND CONSTRUCTION

Category	Nomination	Nominated by	Workplace
State	Mr E R Sekotlong	National Department of Housing	National Department of Housing
Critical Interest Group	Prof R Nkado	The Association of SA Quantity Surveyors	University of Port Elizabeth

SAQA'S MISSION

"To ensure the development and implementation of a National Qualifications Framework which contributes to the full development of each learner and to the social and economic development of the nation at large."

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 11 (SGB for Real Estate) 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 15 March 2002**. All correspondence should be marked **SGB Formation – NSB 11, Real Estate** and be addressed to:

The Director: Standards Setting and
Development
SAQA
Attention: Mr. D Mphuthing
Postnet Suite 248
Private Bag X06
Waterkloof
0145
or faxed to 012 - 482 0992

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 11, SERVICES, TO RECOGNISE AND REGISTER AN
SGB FOR REAL ESTATE**

NSB 11 hereby registers an SGB for Real Estate.

BRIEF OF THE SGB

1. Develop learning pathways for potential qualifications and unit standards in the area of Real Estate from level 4 through to level 8 [Regulation 24(1)(e)].
2. The following qualifications shall be generated:
 - National Certificate in Property Practice at NQF level 4
 - National Certificate in Real Estate at NQF level 5
 - National Diploma in Real Estate at NQF level 6
3. Recommend the qualifications and standards generated under 1 and 2 above, to the NSB [Regulation 24(1)(c)].
4. Recommend criteria for the registration of assessors and moderators or moderating bodies [Regulation 24(1)(d)].
5. Liase with any other SGBs, as required, where Real Estate is involved or being considered [Regulation 24(1)(e)].
6. Accept and perform other related functions as requested by NSB 11, Services [Regulation 24(1)(e)].

COMPOSITION OF THE SGB

NAME	WORKPLACE	NOMINATING BODY	QUALIFICATION/ EXPERIENCE
Ms Probert, K	Old Mutual	Old Mutual	Commercial Property Practitioner
Mr Braxton, WTF	Liberty Properties	SA Property Owners Association	Masters in Psychology
Ms Armstrong, LC	Mines Pension Fund	Mines Pension Fund	Diploma in Advanced Property Management
Mr Kruger, A	Technikon SA	Committee of Technikon Principals	National Higher Diploma in Management Practice
Mr Ashpol, CM	Estate Agency Affairs Board	Estate Agency Affairs Board	Masters in Business Leadership
Mr Mabambe, SC	Estate Agency Affairs Board	Estate Agency Affairs Board	Masters in Business Leadership
Mr Mwiya, P	Dept. of Land Affairs	Dept. of Land Affairs	Bachelor of Science (Property Studies)

Mr van Zyl, GJ	SA Council for Valuers	SA Council for Valuers	Baccalaureus Juris
Mr Nel, GA	Johannesburg Metro Council	SA Institute of Valuers	National Higher Diploma in Management Practice
Mr Du Toit, JF	SA Institute of Valuers	SA Institute of Valuers	National Diploma in Property Valuation
Mr Bisset, MJ	Seeff	Estate Agency Affairs Board	Masters in Business Administration
Mr Lehobye, TI	City of Tshwane	SA Council for Valuers	National Diploma in Real Estate
Ms Machanik, W	Wendy Machanik Properties	National Institute of Realtors of SA	25 years service in the field
Mr Shor, M	Real Estate College	Real Estate College	Bachelor of Commerce (Honours)
Ms Snyman, P	Pam Golding Properties	Pam Golding Properties	National Diploma in Property Valuation and Investment
Mr Willemse, BG	Technikon Wits	Committee of Technikon Principals	Masters in Business Leadership (Property Development)
Mrs Mavhungu, ZS	Johannesburg Metro Council	Johannesburg Metro Council	National Diploma in Property Valuation, B Tech Real Estate
Mr Tsekoa, TG	Technikon SA	Technikon SA	Baccalaureus Juris
Mrs Kathrada, N	Liberty Life Properties	Liberty Life Properties	Property Introductory Programme
Mrs Swain, SA	Liberty Life Properties	Liberty Life Properties	National Secretarial Certificate

No. 179

15 February 2002

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 11 (SGB for Funeral Services) 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 15 March 2002**. All correspondence should be marked **SGB Formation – NSB 11, Funeral Services** and be addressed to:

The Director: Standards Setting and
Development
SAQA
Attention: Mr. D Mphuthing
Postnet Suite 248
Private Bag X06
Waterkloof
0145
or faxed to 012 - 482 0992

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 11, SERVICES, OF AN APPLICATION TO RECOGNISE
AND REGISTER AN SGB FOR FUNERAL SERVICES**

NSB 11 has received an application to recognise and register an SGB for Funeral Services.

PROPOSED BRIEF OF THE SGB

1. Develop learning pathways for potential qualifications and unit standards in the area of funeral services from level 3 through to level 5 [Regulation 24(1)(e)].
2. The following qualifications shall be generated:
 - National Certificates in Funeral Services Practice (NQF levels 3 – 4)
 - National Diploma in Funeral Services Practice (NQF level 5)
3. Recommend the qualifications and standards generated under 1 and 2 above, to the NSB [Regulation 24(1)(c)].
4. Recommend criteria for the registration of assessors and moderators or moderating bodies [Regulation 24(1)(d)].
5. Liase with any other SGBs, as required, where funeral services is involved or being considered [Regulation 24(1)(e)].
6. Accept and perform other related functions as requested by NSB 11, Services [Regulation 24(1)(e)].

PROPOSED COMPOSITION OF THE SGB

NAME	WORKPLACE	NOMINATING BODY	QUALIFICATION/ EXPERIENCE
Mr Bates, J A B	H T Group	SAFFAS	27 years funeral service experience
Mr Bester, A	Avbob Funeral Services	Avbob Funeral Services	Funeral service manager
Prof. Bopape, M	Bopape Funeral Services	SAFPA	D. Phil (Unisa 1974)
Mrs Botha, M	Gauteng Dept. of Education	Technisa	B A (Honours)
Mr Gaoraelwe, O T	H T Group	SAFPA	B Uris
Mr Gilfillan, G A	Doves Funeral Services	H T Group	Qualified Embalmer
Mr Jantjes, C R	H T Group	H T Group	Diploma in Theology
Mr Mafete, M E	Madala Funerals	SAFPA	Manager for 13 years in the funeral industry
Mr Maphike, G M M	G M M Services	G M M Services	Bachelor of Education

Dr Molyneux, C J	National Funeral Directors' Association	National Funeral Directors' Association	B Comm, Master of Business Leadership, Ph.d
Mr Naransamy, P	Poonnee's Funeral Parlour	Poonnee's Funeral Parlour	National Diploma in Education
Mr Olivier, A	Avbob Funeral Services	Avbob Funeral Services	Bachelor Degree in Theology
Mr Petrou, P	SA College of Funeral Service	SA College of Funeral Service	Diploma in embalming, facial reconstruction and restorative art.
Mr Phukubje, K S	SAFPA	SAFPA	23 years in funeral business
Mr Ramafalo, D M	Ramafalo Funeral Services	Ramafalo Funeral Services	National Diploma in Accounting
Mrs Snyman, D	Avbob Funeral Services	Avbob Funeral Services	B A (Communication and English)
Mrs Swart, N	Avbob Funeral Services	Avbob Funeral Services	Senior Certificate Exemption
Mr Thomason, F G	Thom Knight and Co.	IFDA	M.B.I.E. (1961)
Mr van Ronge, R	National Funeral Directors' Association	National Funeral Directors' Association	B A (Social Science)
Mr Pillay, R	H T Group	SAFFAS	Senior Certificate Diploma in Theology Diploma in Industrial Relations

No. 180

15 February 2002

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

Financial Services

Registered by NSB 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.org.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 15 March 2002***. All correspondence should be marked **Standards Setting – SGB for Manufacturing and Assembly** and addressed to

The Director: Standards Setting and Development
SAQA
Attention: Mr. D Mphuthing
Postnet Suite 248
Private Bag X06
Waterkloof
0145
or faxed to 012 – 482 0907


SAMUEL B.A. ISAACS
EXECUTIVE OFFICER

Certificate in Telecommunication for Customer Premises Equipment (CPE) NQF 3

Field: NSB 06: Manufacturing, Engineering and Technology

Sub-field: Manufacturing and Assembly

Level: 3

Credit: 191 credits (Minimum of 124 credits)

Issue date:

Review date:

Rationale of the qualification

This qualification reflects the workplace-based needs of the Telecommunications Industry as expressed by stakeholders. This qualification provides the learner with accessibility to be employed within the Telecommunications Industry. The qualification also provides the learner with flexibility to articulate in the Telecommunications environment with a wide variety of specialisation options and articulation within the Telecommunications Industry, Information Technology and Electronic Industry.

The level of flexibility within the range of electives will allow the individual to pursue a career as a specialist as an installer and maintainer of complex CPE. The competencies achieved from the electives will serve as foundational knowledge and skills relevant to other disciplines.

The most important need for this qualification is to provide recognition for prior learning. There are no registered CPE qualifications for the industry on NQF level 3. CPE equipment is installed, maintained, upgraded and programmed on a daily basis. Training is currently not provided against nationally recognised qualifications.

This qualification will promote portability and accessibility within the Telecommunications, Electronic and Information Technology environment.

Purpose:

Learners assessed competent against this qualification will be able to Install and Maintain Complex Customer Premises Equipment within the Telecommunications Industry. Depending on the selection of the electives, they will be able to provide support and train customers, organise resources, schedule activities, conduct periodic quality testing and recover customer equipment. The learners will be able to perform work in the fixed-line and wireless telecommunications environment.

Access to the Qualification

Open.

Learning assumed to be in place

Knowledge, comprehension and application of language, mathematics, and natural science at NQF level 3. Cabling and wiring of telecommunications networks for CPE, installation & maintenance knowledge of complex customer premises equipment, principles of electronics / electricity, occupational health & safety practices and computer literacy.

Exit Level Outcomes

The unit standards within the qualifications are structured to contain specific and critical cross-field outcomes with assessment criteria. Within each unit standard the assessment criteria, accreditation and moderation options guide the assessors to develop assessment tools and methods. The specific, critical cross-field outcomes and assessment criteria guide the providers in developing the learning material.

A combination of core and elective unit standards with its associated specific outcomes and assessment criteria would serve as exit points to the qualification within the Telecommunications Industry.

Refer to **Appendix A** for the summary of all the relevant unit standards and the rules of combination within the qualification.

This qualification will enable the qualifying learner to progress to the Certificate in Telecommunications for Customer Premises Equipment NQF level 4.

Exit Level Outcomes

Exit Level 1: Install, maintain and recover complex Customer Premises Equipment.

Associated Assessment Criteria

- Installation is planned and prepared according to job requirements, test procedures, customer specifications and needs.
- Installation is conducted and concluded according to technical, job, equipment specifications, quality practice, test procedures and employer's policies and procedures.
- Maintenance is planned, conducted and concluded according to employer's policies and procedures, job requirements, equipment specifications and the maintenance process.
- Recovery is planned and prepared according to employer's policies and procedures, job requirements, customer relation guidelines, equipment specifications and Health and Safety regulations.
- Recovery is executed and concluded according to job and equipment specifications, customer requirements, and employer's policies and procedures.

Exit Level 2: Provide customer training and support on complex Customer Premises Equipment.

Associated Assessment Criteria

- Customer training is planned and prepared according to employer's policies and procedures, customer needs and requirements and health & safety regulations.
- Customer training is conducted and concluded according to product specifications, customer need, employer's policies and procedures and industry practice.
- Customer support is provided according to employer's policies and procedures, job requirements, customer need and requirements.

Exit Level 3: Organise resources in terms of installation and maintenance of complex Customer Premises Equipment.

Associated Assessment Criteria

- Resources are identified and obtained according to job requirements and employer's policies and procedures.

- Resources are validated and controlled according to employer's policies and procedures and job requirements.

Exit Level 4: Conduct quality testing and inspection on installations and maintenance of complex Customer Premises Equipment.

Associated Assessment Criteria

- Quality testing is planned and prepared according to job, site and equipment specifications and employer's policies and procedures.
- Quality testing is conducted and concluded according to employer's policies and procedures, customer requirements, manufacturer's and equipment specifications.
- Quality inspection is planned and prepared according to customer specifications, job order, equipment specifications and employer's policies and procedures.
- Quality inspection is conducted and concluded according to employer's policies and procedures, customer requirements, manufacturer's and equipment specifications and Health and Safety regulations.

Exit Level 5: Cut over and commission complex Customer Premises Equipment.

Associated Assessment Criteria

- Cut over is planned and prepared according to employer's policies and procedures, customer and job requirements and job instruction.
- Cut over is executed and concluded according to employer's policies and procedures, customer and job requirements and job specification.
- Commissioning is planned and prepared according to employer's policies and procedures, equipment specifications, job requirements and electrical regulations / standards.
- Commissioning is conducted and concluded according to employer's policies and procedures, equipment and manufacturer specifications, job and customer requirements and electrical regulations / standards.

Exit Level 6: Install antenna & antenna feeder for telecommunication equipment and and PC based Customer Premises Equipment.

Associated Assessment Criteria

- Antenna installation is planned and prepared according to employer's policies and procedures, job order and requirements, manufacturer specifications, IEC standards, equipment specifications, signal strength, customer requirements and coverage.

- Antenna installation is conducted and concluded according to equipment specifications, statutory regulations, health and safety regulations and signal strength requirements.
- PC Based customer equipment installation is planned and prepared according to employer's policies and procedures, job requirements, role-player's and customer requirements, equipment and manufacturer specifications and work instructions.
- PC Based customer equipment installation is conducted and concluded according to employer's policies and procedures, job requirements, role-player's and customer requirements, equipment and manufacturer specifications work instructions and health and safety regulations.

Exit Level 7: Operate complex test equipment and perform a functional equipment test.

Associated Assessment Criteria

- Operation of test equipment is planned and prepared according to job requirements, to employer's policies and procedures, manufacturer specifications and job specifications.
- Operation of test equipment is conducted and concluded according to employer's policies and procedures and manufacturer specifications.
- Functional equipment test is planned and prepared according to employer's policies and procedures, job requirements, equipment and manufacturer specifications.
- Functional equipment test is conducted and concluded according to employer's policies and procedures, job specifications, equipment and manufacturer specifications.

International comparability

The following facets were the focus of international (and national) benchmarking, which occurred continually throughout the Project:

- The standards writing approach
- Contents of the standards themselves
- Appropriateness of the chosen standard format
- The type of unit standards developed by the Telecommunications Industry within countries like Australia and New Zealand. The Unit standard titles are similar but the content of the standard is different because of the business culture in the South African Telecommunications Industry.

Standards and qualifications that have been used for benchmarking thus far:

- Australian's and New Zealand's qualifications and standards.

It is the TSGB's intent to continue benchmarking with other countries and other relevant unit standards within South Africa. Benchmarking with the United Kingdom will be pursued.

Benchmarking with international qualifications becomes difficult because the methodology of how they developed qualifications is not known. The content does not apply to the NQF. Australia has similar qualifications

Integrated Assessment

The practical, applied, foundational and reflective competencies demonstrated for the group of unit standards in this qualification must prove that the whole competence is more than the sum of the parts of the competencies.

Oral or written questioning regarding the reflective competencies within the qualification is essential. If the identifying and solving of problems, team work, organising one-self, the using of applied science, the implication of actions and reactions in the world as a set of related systems are not clear from the observation through a method of oral or written questioning, a case study can also be used to determine the person's development and integration of applied knowledge and skills.

The preparation, planning, conducting and concluding telecommunications related installations, maintenance, planning & design, and quality assurance can be assessed in one application.

Applicable assessment tool(s) must be used to establish the foundational, reflective and embedded knowledge to problem solving and application of the world as a set of related systems within the Telecommunications environment.

A detailed portfolio of evidence is required to prove the practical, applied and foundational competencies of the learner.

Assessors and moderators should develop and conduct their own integrated assessment by making use of a range of formative and summative assessment methods. Assessors should assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience.

Unit standards in the qualification must be used to assess specific and critical cross-field outcomes. During integrated assessments the assessor should make use of formative and summative assessment methods and should assess combinations of practical, applied, foundational and reflective competencies.

Recognition of prior learning

This qualification may be achieved in part or whole through the recognition of prior learning which includes formal, informal and non-formal learning and work experience. RPL will be conducted according to the guidelines and policies as stipulated by SAQA and the relevant ETQA. Point 13 (moderation) explains further.

Articulation possibilities

This qualification has been developed for professional practice across the Telecommunications Industry. The intent is to ensure professionalism within the Telecommunications Industry and ensuring the increase of occupational performance standards in general.

It is applicable to micro and macro businesses. The qualification builds on other certificates from a range of sub-sectors and will provide articulation with a range of qualifications in both management, information technology and service areas of practice.

Moderation Options

Moderation must include internal and external moderation of assessments. Internal and external moderation systems must ensure that all assessors produce assessments that are credible, fair, reliable and practicable.

Internal and external moderation systems must provide learning opportunities that are transparent, affordable and enhancing development in the field and sub-field of the Framework.

The accredited provider with the relevant ETQA must be able to provide internal moderation.

External moderation will be done by the relevant ETQA according to the particular ETQA's policies and guidelines (now in process to be developed and finalised at the different ETQA's) for assessment and moderation.

Criteria for registration of assessors

Assessors should keep the following general principles in mind when designing and conducting assessments against unit standards:

- Assessment activities should focus on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the

person competent in terms of the title. Where assessment at title level is unmanageable, then assessment should be focused around each specific outcome, or groups of specific outcomes.

- Ensure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the candidate is able to perform in the real situation.
- Do not focus the assessment activities on each assessment criterion. Ensure that the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.
- The task of the assessor is to gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, in order for the candidate to achieve the outcomes again and again and again. This means assessors will have to judge how many repeat performances are required before they are confident that the performance is reproducible.

Assessment should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent.

Rules of combination

- All Fundamental unit standards are compulsory (36 Credits)
- All Core unit standards are compulsory (78 Credits)
- A selection of Elective unit standards (minimum of 10 Credits)

The level assigned to this qualification is appropriate as it is done according to SAQA's level descriptors. The following is illustrated about the qualification:

- The process requires familiarity with the main areas of a discipline/subject.
- A basic understanding of the discipline's key terms.
- Familiarity with basic procedures and operations.

- An ability to use the above to select appropriate procedures to solve familiar routine problems within given frameworks.
- An ability to summarise, interpret and take a position on available information.
- Well-developed literacy and numeracy skills in the required medium of instruction.

This qualification will enable the qualifying learner to articulate to other Telecommunication specialisation domains at NQF level 3 and will allow progress to the Certificate in Telecommunication for Customer Premises Equipment NQF 4.

The qualification consists of fundamental, core and elective components.

Fundamental

A learner must achieve or demonstrate his/her competence in the field of Communication Studies and Language (20 credits), and Science & Mathematical (16 credits).

Core & Elective

The unit standards in **Appendix A** reflect the skills and competencies needed in order to be transportable in the Telecommunication environment.

The following embedded knowledge is applicable to this qualification:

- Apply oral and written communication when liaising with the industry.
- Complete documentation when preparing and conducting work within the industry.
- Apply decision making and problem solving skills before and during work performed within the industry.
- Demonstrate understanding of product facilities and operations within the industry.
- Follow the industry's employer's policies and procedures.
- Reach agreement with the industry through negotiation.
- Facilitate co-operation between industry role-players.
- Apply light current electrical principles when work is performed within the industry.
- Apply faultfinding procedures when work is performed within the industry.
- Utilise test equipment when work is performed within the industry.

- Demonstrate understanding of the correct use of tools when work is performed within the industry.
- Demonstrate computer literacy when work is performed within the industry.

In the core component of the qualification a learner must achieve or demonstrate his/her competence in the 78 credits within the core group of unit standards.

The elective component of the qualification enables the person to pursue a learning path with interests of his/her own that can contribute to other learning pathways, such as providing training, installing information technology software and customer service.

A minimum of 10 credits must be chosen from the electives in order to achieve the minimum 123 credits of the qualification.

An average learner is currently taking 880 notional hours in order to achieve the learning outcomes as described within the core and elective group of the unit standards.

Certificate in Telecommunications for Customer Premises Equipment (NQF 3)

Qualification Matrix

Classification		Level	Credits	Total
Fundamenta I	• Communication & Language Studies	• 3	• 20	36
	• Mathematics and Science	• 3	• 16	
	Sub total			36
Core	• Operate complex test equipment	• 3	• 1	78
	• Perform a functional equipment test on complex Customer Premises Equipment	• 3	• 4	
	• Install Multi Line Customer Premises Equipment	• 3	• 16	
	• Perform maintenance on complex Customer Premises Equipment	• 3	• 12	
	• Prepare site for installation	• 4	• 12	
	• Perform indoor wiring and cabling for Customer Premises Equipment	• 3	• 12	
	• Organise resources	• 3	• 11	
	• Commission complex customer equipment	• 3	• 4	
	• Perform a quality installation inspection	• 4	• 5	
	Sub total			114
Elective	• Provide advice & support to customer	• 3	• 6	78
	• Perform periodic quality testing of new or enhanced complex Customer Premises Equipment	• 3	• 3	
	• Install PC based equipment	• 4	• 24	
	• Perform an acceptance test on new equipment and sign off	• 4	• 8	
	• Cut over new customer equipment	• 3	• 8	
	• Recover customer equipment	• 4	• 5	
	• Train customers on new and / or enhanced products	• 5	• 16	
	• Install an antenna and antenna feeder	• 4	• 8	
	Total			191
Total Credits				Min. of 120 credits

Rules of Combination

- All Fundamental unit standards are compulsory (36 Credits)
- All Core unit standards are compulsory (78 Credits)
- A selection of Elective unit standards (minimum of 10 Credits)

No. 181

15 February 2002

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

Financial Services

Registered by NSB 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.org.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 15 March 2002***. All correspondence should be marked **Standards Setting – SGB for Manufacturing and Assembly** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D Mphuthing
Postnet Suite 248
Private Bag X06
Waterkloof
0145
or faxed to 012 – 482 0907


SAMUEL B.A. ISAACS
EXECUTIVE OFFICER

Certificate in Telecommunication for Customer Premises Equipment (CPE) NQF 2

Field: NSB 06: Manufacturing, Engineering and Technology

Sub-field: Manufacturing and Assembly

Level: 2

Credit: 128 (Minimum of 120 credits)

Issue date:

Review date:

Rationale of the qualification

This qualification reflects the workplace-based needs of the Telecommunications Industry as expressed by stakeholders. This qualification provides the learner with accessibility to be employed within the Telecommunications Industry. The qualification also provides the learner with flexibility to articulate in the Telecommunications environment with a wide variety of specialisation options and articulation within the Telecommunications Industry, Information Technology and Electronic Industry.

The level of flexibility within the range of electives will allow the individual to pursue a career as a specialist as an installer and maintainer of basic CPE. The competencies achieved from the electives will serve as foundational knowledge and skills relevant to other disciplines.

The most important need for this qualification is to provide recognition for prior learning. There are no registered CPE qualifications for the industry on NQF level 2. CPE equipment is installed, maintained, upgraded and programmed on a daily basis. Training is currently not provided against nationally recognised qualifications.

This qualification will promote portability and accessibility within the Telecommunications, Electronic and Information Technology environment.

Purpose:

Learners assessed competent against this qualification will be able to install and maintain basic Customer Premises Equipment within the Telecommunications Industry. Depending on the selection of the electives, the learners will be able to provide support and train customers, organise resources, schedule activities, conduct periodic quality testing and recover customer equipment. The learners will also be able to perform work in the fixed-line work environment.

Access to the Qualification

Open.

Learning assumed to be in place

Knowledge, comprehension and application of language, mathematics, natural science at NQF level 2, the cabling and wiring on telecommunications networks for CPE, installation and maintenance of basic customer premises equipment, principles of electronics / electricity, occupational health & safety practices and computer literacy.

Exit Level Outcomes

The unit standards within the qualifications are structured to contain specific and critical cross-field outcomes with assessment criteria. Within each unit standard the assessment criteria, accreditation and moderation options guide the assessors to develop assessment tools and methods. The specific, critical cross-field outcomes and assessment criteria guide the providers in developing the learning material.

A combination of core and elective unit standards with its associated specific outcomes and assessment criteria would serve as exit points to the qualification within the Telecommunications Industry.

Refer to **Appendix A** for the summary of all the relevant unit standards and the rules of Combination within the qualification.

This qualification will enable the qualifying learner to progress to the Certificate in Telecommunication for Customer Premises Equipment NQF level 3.

Exit Level Outcomes

Exit Level 1: **Install, maintain and recover basic Customer Premises Equipment.**

Associated Assessment Criteria

- Installation is planned and prepared according to job requirements, test procedures, customer specifications and needs.

- Installation is conducted and concluded according to technical, job, equipment specifications, quality practice, test procedures and employer's policies and procedures.
- Maintenance is planned, conducted and concluded according to employer's policies and procedures, job requirements, equipment specifications and the maintenance process.
- Recovery is planned and prepared according to employer's policies and procedures, job requirements, customer relation guidelines, equipment specifications and Health and Safety regulations.
- Recovery is executed and concluded according to job and equipment specifications, customer requirements, and employer's policies and procedures.

Exit Level 2: Provide customer training and support on basic Customer Premises Equipment.

Associated Assessment Criteria

- Customer training is planned and prepared according to employer's policies and procedures, customer needs and requirements and health & safety regulations.
- Customer training is conducted and concluded according to product specifications, customer need, employer's policies and procedures and industry practice.
- Customer support is provided according to employer's policies and procedures, job requirements, customer need and requirements.

Exit Level 3: Organise resources and schedule activities in terms of installation and maintenance of basic Customer Premises Equipment.

Associated Assessment Criteria

- Resources are identified and obtained according to job requirements and employer's policies and procedures.
- Resources are validated and controlled according to employer's policies and procedures and job requirements.
- Activities are planned and prepared according to employer's policies and procedures and job requirements.
- Activities are scheduled and concluded according to job requirements and specifications.

Exit Level 4: Conduct quality testing and inspection on installations and maintenance of basic Customer Premises Equipment.

Associated Assessment Criteria

- Quality testing is planned and prepared according to job, site and equipment specifications and employer's policies and procedures.
- Quality testing is conducted and concluded according to employer's policies and procedures, customer requirements, manufacturer's and equipment specifications.
- Quality inspection is planned and prepared according to customer specifications, job order, equipment specifications and employer's policies and procedures.
- Quality inspection is conducted and concluded according to employer's policies and procedures, customer requirements, manufacturer's and equipment specifications and Health and Safety regulations.

Exit Level 5 : Operate basic test equipment and perform a functional equipment test.

Associated Assessment Criteria

- Operation of test equipment is planned and prepared according to job requirements, to employer's policies and procedures, manufacturer specifications and job specifications.
- Operation of test equipment is conducted and concluded according to employer's policies and procedures and manufacturer specifications.
- Functional equipment test is planned and prepared according to employer's policies and procedures, job requirements, equipment and manufacturer specifications.
- Functional equipment test is conducted and concluded according to employer's policies and procedures, job specifications, equipment and manufacturer specifications.

International comparability

The following facets were the focus of national and international benchmarking, which occurred continuously throughout the Project:

- The standards writing approach
- Contents of the standards themselves
- Appropriateness of the selected standard format

- The type of unit standards developed by the Telecommunications Industry within countries like Australia and New Zealand. The Unit standard titles are similar but the content of the standard is different because of the business culture in the South African Telecommunications Industry.

Standards and qualifications that have been used for benchmarking thus far:

- Australian's and New Zealand's qualifications and standards.

It is the TSGB's intent to continue benchmarking with other countries and other relevant unit standards within South Africa. Benchmarking with the United Kingdom will be pursued.

Benchmarking with international qualifications becomes difficult because the methodology of how they developed qualifications is not known. The content does not apply to the NQF. Australia has similar qualifications.

Integrated Assessment

The practical, applied, foundational and reflective competencies demonstrated for the group of unit standards in this qualification must prove that the whole competence is more than the sum of the parts of the competencies.

Oral or written questioning regarding the reflective competencies within the qualification is essential. If the identifying and solving of problems, team work, organising one-self, the using of applied science, the implication of actions and reactions in the world as a set of related systems are not clear from the observation through a method of oral or written questioning, a case study can also be used to determine the person's development and integration of applied knowledge and skills.

The preparation, planning, conducting and concluding telecommunications related installations, maintenance, planning, design and quality assurance can be assessed in one application.

Applicable assessment tool(s) must be used to establish the foundational, reflective and embedded knowledge to problem solving and application of the world as a set of related systems within the Telecommunications environment.

A detailed portfolio of evidence is required to prove the practical, applied and foundational competencies of the learner.

Assessors and moderators should develop and conduct their own integrated assessment by making use of a range of formative and summative assessment methods. Assessors should assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience.

Unit standards in the qualification must be used to assess specific and critical cross-field outcomes. During integrated assessments the assessor should make use of formative and summative assessment methods and assess combinations of practical, applied, foundational and reflective competencies.

Recognition of prior learning

This qualification may be achieved in part or whole through the recognition of prior learning which includes formal, informal and non-formal learning and work experience. RPL will be conducted according to the guidelines and policies as stipulated by SAQA and the relevant ETQA. Point 13 (moderation) explains further.

Articulation possibilities

This qualification has been developed for professional practice across the Telecommunications Industry. The intent is to ensure professionalism within the Telecommunications Industry and ensuring the increase of occupational performance standards in general.

The qualification is applicable to micro and macro businesses. The qualification builds on other certificates from a range of sub-sectors and will provide articulation with a range of qualifications in both Management, Information Technology and service areas of practice.

Moderation Options

Moderation must include internal and external moderation of assessments. Internal and external moderation systems must ensure that all assessors produce assessments that are credible, fair, reliable and practicable.

Internal and external moderation systems must provide learning opportunities that are transparent, affordable and enhancing development in the field and sub-field of the Framework.

The accredited provider with the relevant ETQA must be able to provide internal moderation.

External moderation will be done by the relevant ETQA according to the particular ETQA's policies and guidelines (now in process to be developed and finalised at the different ETQA's) for assessment and moderation.

Criteria for registration of assessors

Assessors should keep the following general principles in mind when designing and conducting assessments against unit standards:

- Assessment activities should focus on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms of the title. Where assessment at title level is unmanageable, then assessment should be focused around each specific outcome, or groups of specific outcomes.
- Ensure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the candidate is able to perform in the real situation.
- Do not focus the assessment activities on each assessment criterion. Ensure that the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.
- The task of the assessor is to gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, in order for the candidate to achieve the outcomes again and again and again. This means assessors will have to judge how many repeat performances are required before they are confident that the performance is reproducible.

Assessment should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent.

Rules of combination

- All Fundamental unit standards are compulsory (36 Credits)
- All Core unit standards are compulsory (50 Credits)
- A selection of Elective unit standards (Minimum 42 Credits)

The level assigned to this qualification is appropriate as it is done according to SAQA's level descriptors. The following is illustrated about the qualification:

- The process requires familiarity with local knowledge and contexts.
- Well-developed literacy skills, numeracy skills and basic operational knowledge.
- An ability to use the above to select and apply known solutions to well-defined routine problems.
- An ability to summarise and give an opinion on given information.

This qualification will enable the qualifying learner to articulate to other Telecommunication specialisation domains at NQF level 2 and will allow progress to the Certificate in Telecommunication for Customer Premises Equipment NQF 3.

The qualification consists of fundamental, core and elective components.

Fundamental

A learner must achieve or demonstrate his/her competence in the field of Communication Studies and Language (20 credits), and Science & Mathematical (16 credits).

Core & Elective

The unit standards in **Appendix A** reflect the skills and competencies needed in order to be transportable in the Telecommunication environment.

The following embedded knowledge is applicable to this qualification:

- Apply oral and written communication when liaising with the industry.
- Complete documentation when preparing and conducting work within the industry.
- Apply decision making and problem solving skills before and during work performed within the industry.
- Demonstrate understanding of product facilities and operations within the industry.
- Follow the industry's employer's policies and procedures.
- Reach agreement with the industry through negotiation.
- Facilitate co-operation between industry role-players.

- Apply light current electrical principles when work is performed within the industry.
- Apply faultfinding procedures when work is performed within the industry.
- Utilise test equipment when work is performed within the industry.
- Demonstrate understanding of the correct use of tools when work is performed within the industry.
- Demonstrate computer literacy when work is performed within the industry.

In the core component of the qualification a learner must achieve or demonstrate his/her competence in the 50 credits within the core group of unit standards.

The elective component of the qualification enables the person to pursue a learning path with interests of his/her own that can contribute to other learning pathways, such as providing training, customer support, organising and managing material / stock.

A minimum of 34 credits must be selected from the electives in order to achieve the minimum of 120 credits of this qualification.

An average learner is currently taking 840 notional hours in order to achieve the learning outcomes as described within the core and elective group of the unit standards.

Certificate in Telecommunication for Customer Premises Equipment NQF 2

Qualification Matrix

Classification	Unit Standard Titles Level 2	Level	Credits	Total
Fundamental	• Communication & Language Studies	• 2	• 20	36
	• Mathematics and Science	• 2	• 16	
	Sub-total			36
Core	• Operate basic test equipment	• 2	• 1	50
	• Perform a functional equipment test on basic Customer Premises Equipment	• 2	• 4	
	• Install single line Customer Premises Equipment	• 2	• 8	
	• Perform maintenance on basic Customer Premises Equipment	• 2	• 8	
	• Prepare site for installation	• 4	• 12	
	• Perform indoor wiring and cabling for Customer Premises Equipment	• 3	• 12	
	• Perform a quality installation inspection	• 4	• 5	
	Sub-total			86
Elective	• Provide advice and support to customer	• 3	• 6	42
	• Train customers on new and / or enhanced equipment	• 5	• 16	
	• Organise resources	• 3	• 11	
	• Schedule customer equipment installation	• 4	• 2	
	• Perform periodic quality testing of new or enhanced basic Customer Premises equipment	• 2	• 3	
	• Recover customer equipment	• 4	• 5	
	Total			128
Total Credits				Min. of 120 credits

Rules of Combination

- Fundamental unit standards are compulsory (36 Credits)
- Core unit standards are compulsory (50 Credits)
- A selection of Elective unit standards (Minimum 34 Credits)

No. 182

15 February 2002

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

Financial Services

Registered by NSB 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.org.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 15 March 2002***. All correspondence should be marked **Standards Setting – SGB for Manufacturing and Assembly** and addressed to

The Director: Standards Setting and Development
SAQA
Attention: Mr. D Mphuthing
Postnet Suite 248
Private Bag X06
Waterkloof
0145
or faxed to 012 – 482 0907


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

Certificate in Telecommunications for Customer Premises Equipment (CPE) NQF 4

Field: NSB 06: Manufacturing, Engineering and Technology

Sub-field: Manufacturing and Assembly

Level: 4

Credit: 268 credits (Minimum 169 credits)

Issue date:

Review date:

Rationale of the qualification

This qualification reflects the workplace-based needs of the Telecommunications Industry as expressed by stakeholders. This qualification provides the learner with accessibility to be employed within the Telecommunications Industry. The qualification also provides the learner with flexibility to articulate in the Telecommunications environment with a wide variety of specialisation options and articulation within the Telecommunications Industry, Information Technology and Electronic Industry.

The level of flexibility within the range of electives will allow the individual to pursue a career as a specialist as an installer and maintainer of PC based CPE. The competencies achieved from the electives will serve as foundational knowledge and skills relevant to other disciplines.

The most important need for this qualification is to provide recognition for prior learning. There are no registered CPE qualifications for the industry on NQF level 4. CPE equipment is installed, maintained, upgraded and programmed on a daily basis. Training is currently not provided against nationally recognised qualifications.

This qualification will promote portability and accessibility within the Telecommunications, Electronic and Information Technology environment.

Purpose:

Learners assessed competent against this qualification will be able to Install, Maintain and Upgrade PC based Customer Premises Equipment within the Telecommunications Industry. Depending on the selection of the electives, they will be able to provide support and train customers, organise resources, schedule activities, conduct periodic quality testing, recover customer equipment, Install complex PC based equipment and PC based programmes, provide lighting and power protection for structures and equipment, programme PC based equipment, install antenna and feeders, locate and rectify mobile communication installation faults, perform an acceptance test on new equipment and sign off and cutover equipment & recover equipment. The learners will be able to perform work in the fixed-line and wireless telecommunications environment.

Access to the Qualification

Open.

Learning assumed to be in place

Knowledge, comprehension and application of language, mathematics and natural science at NQF level 4, the cabling and wiring on telecommunications networks for CPE, installation & maintenance knowledge of complex customer premises equipment, principles of electronics / electricity, occupational health & safety practices and computer literacy on NQF 3.

Exit Level Outcomes

The unit standards within the qualifications are structured to contain specific and critical cross-field outcomes with assessment criteria. Within each unit standard the assessment criteria, accreditation and moderation options guide the assessors to develop assessment tools and methods. The specific, critical cross-field outcomes and assessment criteria guide the providers in developing the learning material.

A combination of core and elective unit standards with its associated specific outcomes and assessment criteria would serve as exit points to the qualification within the Telecommunications Industry.

Refer to **appendix A** for the summary of all the relevant unit standards and the rules of combination within the qualification.

This qualification will enable the qualifying learner to progress to the Diploma in Telecommunications for Customer Premises Equipment NQF 5.

Exit Level Outcomes

Exit Level 1: Install and maintain PC based Customer Premises Equipment.

Associated Assessment Criteria

- Maintenance is planned, conducted and concluded according to employer's policies and procedures, job requirements, equipment specifications and the maintenance process.
- PC Based customer equipment installation is planned and prepared according to employer's policies and procedures, job requirements, role-player's and customer requirements, equipment and manufacturer specifications and work instructions.
- PC Based customer equipment installation is conducted and concluded according to employer's policies and procedures, job requirements, role-player's and customer requirements, equipment and manufacturer specifications work instructions and health and safety regulations.

Exit Level 2: Provide customer training and support on PC based Customer Premises Equipment.

Associated Assessment Criteria

- Customer training is planned and prepared according to employer's policies and procedures, customer needs and requirements and health & safety regulations.
- Customer training is conducted and concluded according to product specifications, customer need, employer's policies and procedures and industry practice.
- Customer support is provided according to employer's policies and procedures, job requirements, customer need and requirements.

Exit Level 3: Organise resources in terms of installation and maintenance of PC based Customer Premises Equipment.

Associated Assessment Criteria

- Resources are identified and obtained according to job requirements and employer's policies and procedures.
- Resources are validated and controlled according to employer's policies and procedures and job requirements.

Exit Level 4: Conduct quality testing and inspection on installations and maintenance of PC based Customer Premises Equipment.

Associated Assessment Criteria

- Quality testing is planned and prepared according to job, site and equipment specifications and employer's policies and procedures.
- Quality testing is conducted and concluded according to employer's policies and procedures, customer requirements, manufacturer's and equipment specifications.
- Quality inspection is planned and prepared according to customer specifications, job order, equipment specifications and employer's policies and procedures.
- Quality inspection is conducted and concluded according to employer's policies and procedures, customer requirements, manufacturer's and equipment specifications and Health and Safety regulations.

Exit Level 5: Cut over, commission and recover PC based Customer Premises Equipment.

Associated Assessment Criteria

- Cut over is planned and prepared according to employer's policies and procedures, customer and job requirements and job instruction.
- Cut over is executed and concluded according to employer's policies and procedures, customer and job requirements and job specification.
- Commissioning is planned and prepared according to employer's policies and procedures, equipment specifications, job requirements and electrical regulations / standards.
- Commissioning is conducted and concluded according to employer's policies and procedures, equipment and manufacturer specifications, job and customer requirements and electrical regulations / standards.
- Recovery is planned and prepared according to employer's policies and procedures, job requirements, customer relation guidelines, equipment specifications and Health and Safety regulations.
- Recovery is executed and concluded according to job and equipment specifications, customer requirements, and employer's policies and procedures.

Exit Level 6: Install PC based equipment programmes and programme PC based equipment.

Associated Assessment Criteria

- PC based programme installation is planned and prepared according to employer's policies and procedures, work instructions, manufacturer and equipment specifications, job, customer and software requirements.

- PC based programme installation is installed and concluded according to employer's policies and procedures, work instructions, manufacturer and equipment specifications, job and customer requirements, acceptance test procedure and health and safety regulations.
- PC based equipment programming is planned and prepared according to employer's policies and procedures, job requirements and equipment's available capacity.
- PC based equipment programming is conducted and concluded according to employer's policies and procedures, job and customer requirements.

Exit Level 7: Operate very complex test equipment and perform a functional equipment test.

Associated Assessment Criteria

- Operation of test equipment is planned and prepared according to job requirements, to employer's policies and procedures, manufacturer specifications and job specifications.
- Operation of test equipment is conducted and concluded according to employer's policies and procedures and manufacturer specifications.
- Functional equipment test is planned and prepared according to employer's policies and procedures, job requirements, equipment and manufacturer specifications.
- Functional equipment test is conducted and concluded according to employer's policies and procedures, job specifications, equipment and manufacturer specifications.

Exit Level 8: Verify new software / hardware releases and perform software / hardware upgrades

Associated Assessment Criteria

- Hardware / software upgrade is planned and prepared according to employer's policies and procedures, manufacturer's and customer specifications.
- Hardware / software upgrade is conducted and concluded according to employer's policies and procedures, manufacturer's specifications and customer requirements.
- Hardware / software verification is planned and prepared according to employer's policies and procedures, job order and manufacturer's specifications.
- Hardware / software verification is verified and concluded according to employer's policies and procedures, manufacturer's specifications.

International comparability

The following facets were the focus of international (and national) benchmarking, which occurred continually throughout the Project:

- The standards writing approach
- Contents of the standards themselves
- Appropriateness of the chosen standard format
- The type of unit standards developed by the Telecommunications Industry within countries like Australia and New Zealand. The Unit standard titles are similar but the content of the standard is different because of the business culture in the South African Telecommunications Industry.

Standards and qualifications that have been used for benchmarking thus far:

- Australian's and New Zealand's qualifications and standards.

It is the TSGB's intent to continue benchmarking with other countries and other relevant unit standards within South Africa. Benchmarking with the United Kingdom will be pursued.

Benchmarking with international qualifications becomes difficult because the methodology of how they developed qualifications is not known. The content does not apply to the NQF. Australia has similar qualifications.

Integrated Assessment

The practical, applied, foundational and reflective competencies demonstrated for the group of unit standards in this qualification must proof that the whole competence is more than the sum of the parts of the competencies.

Oral or written questioning regarding the reflective competencies within the qualification is essential. If the identifying and solving of problems, team work, organising one-self, the using of applied science, the implication of actions and reactions in the world as a set of related systems are not clear from the observation through a method of oral or written questioning, a case study can also be used to determine the person's development and integration of applied knowledge and skills.

The preparation, planning, conducting and concluding telecommunications related installations, maintenance, planning & design, and quality assurance can be assessed in one application.

Applicable assessment tool(s) must be used to establish the foundational, reflective and embedded knowledge to problem solving and application of the world as a set of related systems within the Telecommunications environment.

A detailed portfolio of evidence is required to proof the practical, applied and foundational competencies of the learner.

Assessors and moderators should develop and conduct their own integrated assessment by making use of a range of formative and summative assessment methods. Assessors should assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience.

Unit standards in the qualification must be used to assess specific and critical cross-field outcomes. During integrated assessments the assessor should make use of formative and summative assessment methods and should assess combinations of practical, applied, foundational and reflective competencies.

Recognition of prior learning

This qualification may be achieved in part or whole through the recognition of prior learning which includes formal, informal and non-formal learning and work experience. RPL will be conducted according to the guidelines and policies as stipulated by SAQA and the relevant ETQA. Point 13 (moderation) explains further.

Articulation possibilities

This qualification has been developed for professional practice across the Telecommunications Industry. The intent is to ensure professionalism within the Telecommunications Industry and ensuring the increase of occupational performance standards in general.

It is applicable to micro and macro businesses. The qualification builds on other certificates from a range of sub-sectors and will provide articulation with a range of qualifications in both management, information technology and service areas of practice.

Moderation Options

Moderation must include internal and external moderation of assessments. Internal and external moderation systems must ensure that all assessors produce assessments that are credible, fair, reliable and practicable.

Internal and external moderation systems must provide learning opportunities that are transparent, affordable and enhancing development in the field and sub-field of the Framework.

The accredited provider with the relevant ETQA must be able to provide internal moderation.

External moderation will be done by the relevant ETQA according to the particular ETQA's policies and guidelines (now in process to be developed and finalised at the different ETQA's) for assessment and moderation.

Criteria for registration of assessors

Assessors should keep the following general principles in mind when designing and conducting assessments against unit standards:

- Assessment activities should focus on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms of the title. Where assessment at title level is unmanageable, then assessment should be focused around each specific outcome, or groups of specific outcomes.
- Ensure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the candidate is able to perform in the real situation.
- Do not focus the assessment activities on each assessment criterion. Ensure that the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
- The assessment criteria provide the specifications against which assessment judgements should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.
- The task of the assessor is to gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, in order for the candidate to achieve the outcomes again and again and again. This means assessors will have to judge how many repeat performances are required before they are confident that the performance is reproducible.

- Assessment should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent.

Rules of combination

- All Fundamental unit standards are compulsory (36 Credits)
- All Core unit standards are compulsory (113 Credits)
- A selection of Elective unit standards (Minimum 20 Credits)

The level assigned to this qualification is appropriate as the process requires:

- A basic knowledge of some main areas of a discipline/ field
- A basic understanding of a discipline/ field's key terms, rules, concepts, principles and theories
- Familiarity with some of the essential methods, procedures and techniques of the discipline/ field
- An ability to use the above to solve routine problems within given frameworks
- Basic information gathering, analysis and presentation skills
- An ability to communicate information reliably and accurately in the required medium of instruction

This qualification will enable the qualifying learner to articulate to other Telecommunication specialisation domains at NQF level 5 and will allow progress to the Diploma in Telecommunications for Customer Premises Equipment NQF 5.

The qualification consists of fundamental, core and elective components.

Fundamental

A learner must achieve or demonstrate his/her competence in the field of Communication Studies and Language (20 credits), and Science & Mathematical (16 credits).

Core & Elective

The unit standards in **Appendix A** reflect the skills and competencies needed in order to be transportable in the Telecommunication environment.

The following embedded knowledge is applicable to this qualification:

- Apply oral and written communication when liaising with the industry.
- Complete documentation when preparing and conducting work within the industry.
- Apply decision making and problem solving skills before and during work performed within the industry.
- Demonstrate understanding of product facilities and operations within the industry.
- Follow the industry's employer's policies and procedures.
- Reach agreement with the industry through negotiation.
- Facilitate co-operation between industry role-players.
- Apply light current electrical principles when work is performed within the industry.
- Apply faultfinding procedures when work is performed within the industry.
- Utilise test equipment when work is performed within the industry.
- Demonstrate understanding of the correct use of tools when work is performed within the industry.
- Demonstrate computer literacy when work is performed within the industry.

In the core component of the qualification a learner must achieve or demonstrate his/her competence in the 113 credits within the core group of unit standards.

The elective component of the qualification enables the person to pursue a learning path with interests of his/her own that can contribute to other learning pathways, such as the Diploma in Customer Premises Equipment.

A minimum of 20 credit must be chosen from the electives in order to achieve the minimum 140 credits of the qualification.

An average learner is currently taking 1330 notional hours in order to achieve the learning outcomes as described within the core and elective group of the unit standards.

Certificate in Telecommunications for Customer Premises Equipment (NQF 4)

Qualification Matrix

Classification		Level	Credits	Total
Fundamental	• Communication & Language Studies	• 4	• 20	36
	• Mathematics and Science	• 4	• 16	
	Sub total			36
Core	• Operate very complex test equipment	• 4	• 2	113
	• Perform a functional equipment test on complex Customer Premises Equipment	• 3	• 4	
	• Perform maintenance on very complex Customer Premises Equipment	• 4	• 16	
	• Prepare site for installation	• 4	• 12	
	• Perform indoor wiring and cabling for Customer Premises Equipment	• 3	• 12	
	• Commission very complex customer equipment	• 4	• 10	
	• Perform software / hardware upgrades	• 4	• 4	
	• Perform a quality installation inspection	• 4	• 5	
	• Verify new software / hardware releases	• 4	• 8	
	• Install PC based equipment	• 4	• 24	
	• Install PC based equipment programmes	• 4	• 4	
	• Programme PC based equipment	• 4	• 12	
	Sub total			149
Elective	• Install Multi Line Customer Premises Equipment	• 3	• 16	119
	• Schedule customer equipment installation	• 4	• 4	
	• Provide lightning and power protection for structures or equipment	• 5	• 24	
	• Install an antenna and antenna feeders	• 4	• 8	
	• Locate and rectify mobile communication installation faults	• 3	• 6	
	• Schedule customer equipment maintenance (on contract bases)	• 4	• 4	
	• Perform periodic quality testing of new or enhanced very complex Customer Premises Equipment	• 4	• 3	
	• Perform an acceptance test on new equipment and sign off	• 4	• 8	
	• Cutover customer premises equipment	• 3	• 8	
	• Recover customer premises equipment	• 4	• 5	
	• Provide advice & support to customer	• 3	• 6	
	• Organise resources	• 3	• 11	
	• Train customers on new and/or modified products	• 5	• 16	
	Total			268
Total Credits				Min. of 120 credits

Rules of Combination

- All Fundamental unit standards are compulsory (36 Credits)
- All Core unit standards are compulsory (113 Credits)
- A selection of Elective unit standards (Minimum 20 Credits)

Dog ate your Gazette? ... read it online



www.SA Gazettes.co.za

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

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

For easy electronic access to full-text gazette info, subscribe to the SA Gazettes from Sabinet Online. Please visit us at www.sagazettes.co.za





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

The National Library of SA has them!

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

National Library of SA, Pretoria Division

PO Box 397

0001 PRETORIA

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

E-mail: infodesk@nlsa.ac.za



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

Die Nasionale Biblioteek van SA het hulle!

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

Nasionale Biblioteek van SA, Pretoria Divisie

Posbus 397

0001 PRETORIA

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

E-pos: infodesk@nlsa.ac.za

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

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

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

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

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

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

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

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

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

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