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

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GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 378 **2 April 2002**

PUBLIC NOTICE BY NSB 04, COMMUNICATION STUDIES AND LANGUAGE, OF TO REGISTER AN SGB FOR INFORMATION AND LIBRARY STUDIES

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

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 Studies *[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 Studies (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)]*.

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. 379 **2 April 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

Dairy Technology

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

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the unit standard upon which qualifications are based. The 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 28 April 2002.*** All correspondence should be marked **Standards Setting – SGB for Dairy Technology** 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

UNIT STANDARDS DEVELOPED BY DAIRY TECHNOLOGY SGB

FIELD : **MANUFACTURING,ENGINEERING AND TECHNOLOGY**

SUBFIELD: **MANUFACTURING AND ASSEMBLY**

NQF LEVEL: **1**

UNIT STANDARDS AT NQF LEVEL 1

HOME SCALE MANUFACTURING OF MAAS AND SOUR MILK

Title 1: Demonstrate knowledge of dairy terminology and equipment in a home scale dairy processing or manufacturing environment.

Title 2: Manufacture maas or sour milk in a home scale dairy manufacturing environment.

UNIT STANDARDS AT NQF LEVEL 4

MANUFACTURING OF MAGEU

Title 1: Manufacture a beverage by means of lactic acid fermentation of a cooked cereal-based mixture.

Title 2: Evaluate the compositional and sensory quality of lactic acid fermented cereal-based beverages.

HOME SCALE MANUFACTURING OF MAAS AND SOUR MILK NQF LEVEL 1

SPECIFIC OUTCOMES OF UNIT STANDARDS

1. TITLE: DEMONSTRATE KNOWLEDGE OF DAIRY TERMINOLOGY AND EQUIPMENT IN A HOME SCALE DAIRY PROCESSING OR MANUFACTURING ENVIRONMENT.

Specific outcome 1.1: Demonstrate knowledge of dairy equipment used in a home scale dairy processing or manufacturing environment.

Specific outcome 1.2: Demonstrate knowledge of dairy terminology used in a home scale dairy processing or manufacturing environment.

Specific outcome 1.3: Demonstrate knowledge of heating and cooling methods used in a home scale dairy processing or manufacturing environment.

2. TITLE: MANUFACTURE MAAS OR SOUR MILK IN A HOME SCALE DAIRY MANUFACTURING ENVIRONMENT.

Specific outcome 2.1: Demonstrate knowledge of home scale manufacturing of maas or sour milk.

Specific outcome 2.2: Demonstrate knowledge of personal safety practices during home scale manufacturing of maas or sour milk.

Specific outcome 2.3: Prepare to manufacture maas or sour milk on home scale.

Specific outcome 2.4: Manufacture maas or sour milk on home scale.

MANUFACTURING OF MAGEU NQF LEVEL 4

SPECIFIC OUTCOMES OF UNIT STANDARDS

1. TITLE: MANUFACTURE A BEVERAGE BY MEANS OF LACTIC ACID FERMENTATION OF A COOKED CEREAL-BASED MIXTURE.

Specific outcome 1.1: Demonstrate knowledge of fermentation of cooked cereal-based mixtures by lactic acid bacteria.

Specific outcome 1.2: Prepare to inoculate and ferment a cooked cereal-based mixture by lactic acid bacteria.

Specific outcome 1.3: Inoculate and ferment a cooked cereal-based mixture by lactic acid bacteria.

Specific outcome 1.4: Perform end of fermentation procedures.

2. TITLE: EVALUATE THE COMPOSITIONAL AND SENSORY QUALITY OF LACTIC ACID FERMENTED CEREAL-BASED BEVERAGES.

Specific outcome 2.1: Demonstrate knowledge of the compositional quality of lactic acid fermented cereal-based beverages.

Specific outcome 2.2: Demonstrate knowledge of the sensory quality of lactic acid fermented cereal-based beverages.

Specific outcome 2.3: Determine the compositional and sensory quality of a lactic acid fermented cereal-based beverage.

Specific outcome 2.4: Report on the compositional and sensory quality of the lactic acid fermented cereal-based beverage.

No. 380 **2 April 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 03, Business, Commerce & Management Studies, publishes the following unit standard for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the unit standard upon which qualifications are based. The 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 28 April 2002.*** All correspondence should be marked **Standards Setting – SGB for Financial Services** 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

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

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

NATIONAL CERTIFICATE IN SHORT TERM INSURANCE: NQF LEVEL 4

Field: Business, Commerce and Management Studies – NSB 03
Sub-field: Finance, Economics and Accounting
Level: 4
Credit: 120
Issue date:
Review date:

Rationale of the qualification

The National Certificate in Short Term Insurance: Level 4 is designed to meet the needs of learners in a variety of positions in the short term insurance sub sector. It is a generic qualification with specialisation, by means of electives, in a selected career path in the short term insurance industry. It is first step for learners who

- Have attained the National Certificate in Insurance: Level 3 and wish to continue on a path of life-long learning specialising in short term insurance.
- Were previously disadvantaged or who were unable to complete their schooling and were therefore denied access to Further Education and Training.
- Have worked in the short term insurance sub sector for many years, but have no formal qualifications in their area of specialisation.
- Wish to extend their range of skills and knowledge of the industry so that they can become knowledge workers in the industry.
- Are in a learnership agreement in the Short Term Insurance sub sector.
- Have recently taken up a position in short term insurance.
- Have not yet acquired the skills and competencies required for learning at NQF level 5.

The National Certificate in Short Term Insurance: Level 4, allows the individual to work towards a nationally recognised qualification. It is flexible enough to accommodate both learners in formal education and learners already employed in the Short Term Insurance sub sector. It aims to develop informed and skilled learners in the Short Term Insurance sector. The qualification at this level is the start of a career path in one of the areas of specialisation in short term insurance, but is still generic enough to allow maximum mobility within the industry. Skills, knowledge, values and attitudes reflected in the qualification are building blocks that will be developed further in Level 5. The intention is

- To promote the development of knowledge and skills that are required in the insurance industry.
- To release the potential of people.
- To provide opportunities for people to move up the value chain.
- To provide opportunities for lifelong learning for people who work in short term insurance where there was previously no specialised qualification.

Learners already employed in the short term insurance industry at this level do work that requires a fundamental knowledge of appropriate legislation, the most important areas of insurance in general and the insurance environment as a system within a wider context. The work roles include but are not limited to:

- Short Term Insurance Intermediaries
- Internal Broker Consultants
- Call Centre Operators
- Personal Accident Administrators
- Personal Lines Administrators
- Claims Assessors
- Client Service Providers
- Service Agents
- Underwriting Agents
- Product Developers
- Marketing
- Short Term Administration
- Motor Assessors
- Reinsurers
- Short Term Underwriters

The National Certificate in Short Term Insurance: Level 4 should produce knowledgeable, multi-skilled workers who are able to contribute to improved productivity and efficiency within the short term insurance industry. It should provide the means for current workers to receive recognition of prior learning, to upgrade their skills and achieve a nationally recognised qualification. It should also assist new entrants to the industry. The qualification is structured in a way that exposes learners to different aspects of short term insurance so that there is scope for multi-skilling within the sub sector. It is anticipated that this qualification will promote the notion of life long learning.

Purpose of the qualification

The purpose of the qualification is to build knowledge and skill required by employees in short term insurance who have had schooling at or below NQF level 4 in order to prepare them for learning at NQF level 5. It is intended to empower learners to acquire knowledge, skills, attitudes and values required to operate confidently as individuals in the South African community and to respond to the challenges of the economic environment and changing world of work in the financial services industry. It should add value to the qualifying learner in terms of enrichment of the person, status and recognition.

As a qualification that covers short term insurance related learning, it provides a framework for learners to develop competencies that will give them insight into the Short Term Insurance sub sector which includes personal/domestic, commercial and industrial and corporate insurance. It introduces a fundamental understanding of the key terms, rules, concepts and principles of the field that will enable learners to be informed workers in the industry. It provides a balanced learning experience that allows flexible access to life long learning, higher education and to productive employment in short term insurance. It provides an opportunity for learners to learn and apply academic skills in relation to the workplace and will allow for multi-skilling. As such it is a bridging qualification for learners who have a senior/matriculation certificate.

The focus is on basic information gathering, analysis, presentation and the ability to apply knowledge of the sub field to solve common problems within familiar contexts.

Qualifying learners are capable of

- Carrying out basic research, information gathering and analysis.
- Interpreting current affairs and their influence on short term insurance.
- Managing risk in their own lives.
- Operating a computer for business purposes.
- Understanding the nature and scope of short term insurance.
- Applying legislation that regulates short term insurance.
- Managing an information system used in short term insurance.
- Understanding the relationship between needs and short term insurance products.
- Understanding the different products marketed by the short term industry.
- Understanding the role of insurance in a business environment.
- Understanding the types of statutory insurance that is compulsory and SASRIA insurance in South Africa
- Producing written evidence of short term insurance contracts.
- Understanding reinsurance as applied in short term insurance.
- Processing numerical and text data.
- Maintaining an information system.

- Understanding how to retain or expand business.
- Using the Internet.
- Understanding healthcare funding in South Africa.
- Accessing information to respond to client enquiries.
- Communicating verbally with clients.
- Understanding the sales process.
- Recognising the effect of HIV/AIDS in the insurance industry.
- Applying technical knowledge to determine the validity and quantum of a motor claim.

These unit standards are intended as building blocks for the further development of skills that will make the learner a more fulfilled, informed, efficient and cost effective worker in the industry. This should result, in turn, in more effective and efficient service to the consumer and should make the industry more competitive in the global market.

Access to the Qualification

Learners should be competent in Communication, Mathematical Literacy and Financial Literacy at NQF level 3.

Exit-level outcomes

Qualifying learners should be capable of:

- Co-ordinating with others.
- Applying the essential methods, procedures and techniques used in short term insurance.
- Analysing new developments in the industry and researching aspects of short term insurance.
- Operating as informed employees in the short term insurance sub sector.
- Understanding the structure and the market of short term insurance and their role and place in that structure.
- Gathering, analysing and presenting information.
- Operating within clearly defined contexts within the Short Term Insurance Act with limited scope for decision making and responsibility.
- Understanding legislation that regulates short term insurance at a basic level of understanding.
- Interpreting information from insurance related texts, operational symbols or representations.

Associated Assessment Criteria

- Rules of available products are applied to different situations in order to perform a clearly defined work role in short term insurance. (The range includes underwriting a short term personal/domestic policy, processing a claim, giving financial advice, marketing a short term insurance product, administering an agreement, broker liaison and operating in a financial services call centre environment).

- Operating within clearly defined contexts within the Short Term Insurance Act with limited scope for decision making and responsibility.
- Understanding legislation that regulates short term insurance at a basic level of understanding.
- Interpreting information from insurance related texts, operational symbols or representations.

Associated Assessment Criteria

- Rules of available products are applied to different situations in order to perform a clearly defined work role in short term insurance. (The range includes underwriting a short term personal/domestic policy, processing a claim, giving financial advice, marketing a short term insurance product, administering an agreement, broker liaison and operating in a financial services call centre environment).
- Work output is in line with an agreed mandate, relevant service agreements and an organisation's customer service standards applicable to a clearly defined work role in short term insurance.
- Methods, procedures and techniques of a clearly defined work role in short term insurance are applied consistently in terms of specific company policy, legislative requirements and standard industry practices.
- The consequences of non compliance are clearly indicated for practices required in a specific work role in short term insurance.
- New developments and trends in the short term insurance industry are accessed, analysed and interpreted from reports in the media.
- Knowledge of current developments in short term insurance are discussed with reference to the potential impact on short term insurance.
- The structure of the short term insurance industry is analysed and an indication is given of the contribution of a specific work role to the short term insurance industry.
- The short term market is described and an indication is given of the role short term insurance plays in a changing market.
- Information is gathered, analysed and presented according to the requirements of a specific work role in short term insurance.
- A computerised database is used to access information from electronic media and to perform a specific function in short term insurance.

The learner is able to demonstrate ability to

- Identify and solve problems in familiar short term insurance contexts in which responses show that responsible decisions have been made, adjust common solutions to meet changes in the problem and motivate the change within own limit of authority.
- Work effectively with others as a member of a team, group, organisation or community. As the qualification is intended to be part of a learnership it is unlikely that the learner would work alone.
- Organise and manage oneself and one's activities responsibly and effectively in that it is expected that the learner will be responsible for his/her own learning and for organising his/her own work allocated tasks

responsibly in the work environment. S/he is required to complete research assignments timeously and to apply knowledge of different aspects of short term insurance. S/he should be able to provide for his/her own financial security and manage his/her own finances.

- Collect, organise and critically evaluate information. These competencies are built into the assessment criteria in many of the unit standards and the learner is required to do research projects and analyse information from the media.
- Communicate effectively using visual, mathematics and language skills in the modes of oral and/or written presentations. These competencies are an integral part of all the unit standards and are built into the assessment criteria.
- Use science and technology effectively and critically showing responsibility towards the environment and the health of others in that the short term insurance environment is technology driven and very few activities take place without the application of technology. The inclusion of computer end user standards ensures that this critical cross field outcome receives attention. The learner is also expected to access information from electronic media and use a computerised data base.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation in that references are made wherever applicable to the learner's part in the big picture and how his/her actions have implications up and down the line. The learners is expected to know and understand the insurance organisation as a system within the wider financial services context.

In addition this qualification contributes to the full personal development of each learner and the social and economic development of the society at large, by making it the underlying intention of any programme of learning to make the individual aware of the importance of

- Reflecting on and exploring a variety of strategies to learn more effectively in order to become an informed worker in short term insurance.
- Being culturally and aesthetically sensitive across a range of social contexts in dealing with diverse people in the workplace including customers, co-workers and people who are surveyed or interviewed. The inclusion of an additional official South African language further supports this outcome.

Table showing the spread of critical cross-field outcomes across short term insurance related unit standards in level 2, 3 and 4

Unit Standard Title	Critical Cross-field outcomes supported by the Unit Standard							
Core	Solve problems/ make decisions	Team work	Organisation	Information	Communicate	Technology	Related systems	Personal development
Describe short term insurance	*			*	*		*	*
Indicate the scope of short term insurance in South Africa.	*	*			*		*	*
Explain the types of compulsory statutory insurance in South Africa.				*			*	*
Produce written evidence of short-term insurance contracts and maintain records of policies and premiums.	*			*	*			
Manage risk in own life.	*		*	*				*
Indicate how different need lead to the development of different insurance products.	*		*	*	*			*
Demonstrate knowledge and insight into the Short Term Insurance Act (No 53 of 1998) and the accompanying regulations.				*	*		*	
Explain reinsurance as it is applied in Short Term insurance.	*	*		*	*		*	
Analyse the Financial Services Industry and the role of insurance in a business environment.	*		*	*	*			
Analyse new developments reported in the media that could impact on short term insurance.	*		*	*	*	*	*	*
Describe insurance cover against damage caused by riots and acts of terrorism and violence against public authorities in South Africa.				*	*		*	

Unit Standard Title	Critical Cross-field outcomes supported by the Unit Standard							
Electives	Solve problems/ make decisions	Team work	Organisation	Information	Communicate	Technology	Related systems	Personal development
Process numerical data and text information in an insurance environment.	*	*	*	*			*	
Manage time and the work process within the insurance environment.	*	*	*		*		*	*
Recognise the effects of HIV/AIDS in the insurance industry and workplace, and indicate the precautions that are necessary to avoid unnecessary transmission of the virus.	*	*	*	*	*		*	*
Describe funeral insurance.			*	*			*	*
Market a single need insurance policy to a niche market.	*				*		*	
Describe transportation insurance.	*			*	*		*	
Underwrite a standard risk in short term personal/domestic insurance.	*	*	*	*	*	*	*	
Underwrite a standard risk in short term commercial and industrial insurance.	*	*	*	*	*	*	*	
Manage risk in own work/business environment.	*		*	*	*		*	*
Demonstrate knowledge and understanding of different products marketed by Healthcare Benefits Administrators.	*		*		*		*	*
Demonstrate knowledge and understanding of domestic motor insurance.				*	*		*	*
Demonstrate knowledge and understanding of personal/domestic insurance in South Africa.	*			*	*		*	
Process a short term personal/domestic insurance claim.	*	*		*	*	*	*	
Demonstrate knowledge and understanding of personal accident insurance.	*			*	*		*	
Describe financial interactions of insurers and intermediaries in short term insurance.			*	*	*		*	
Demonstrate knowledge and understanding of insurance of personal/domestic household contents and household buildings.	*			*	*	*	*	
Describe the insurance of watercraft.	*			*	*	*	*	
Demonstrate knowledge and understanding of all risks insurance.				*	*	*	*	
Demonstrate knowledge and understanding of Commercial and Industrial , and Corporate insurance.	*			*	*		*	

Unit Standard Title	Critical Cross-field outcomes supported by the Unit Standard							
Electives	Solve problems/ make decisions	Team work	Organisation	Information	Communicate	Technology	Related systems	Personal development
Demonstrate knowledge and insight into the Compensation for Occupational Injury and Disease Act 130 of 1993 (COIDA).					*			
Demonstrate knowledge and understanding of the statutory cover afforded under the Compensation for Occupational Injuries and Diseases Act, 130 of 1993, as amended (COIDA)	*			*	*		*	
Demonstrate knowledge and understanding of the sales process in short term insurance.	*		*	*	*		*	
Explore strategies to retain or expand business in the insurance/investment industry.	*	*	*	*	*		*	
Describe insurance cover against damage caused by riots and acts of terrorism and violence against public authorities in Namibia.				*	*			
Demonstrate knowledge and understanding of the Value Added Tax Act, 89 of 1991 as amended as it applies to insurance policies.				*	*			
Demonstrate knowledge and insight into the Long Term Insurance Act (1998)				*	*		*	
Demonstrate knowledge and insight into the Medical Schemes Act (131 of 1998) and Regulations.	*		*		*		*	
Demonstrate knowledge and understanding of the FAIS legislation.			*		*		*	*
Demonstrate knowledge and insight into the Policyholder Protection Legislation.	*		*		*		*	*
Demonstrate knowledge and understanding of the Road Ordinance as it applies to motor insurance.	*			*	*		*	
Apply technical knowledge and skill to determine the quantum and validity of a light motor vehicle claim.	*	*		*	*	*	*	
Apply technical knowledge and skill to determine the quantum and validity of an industrial or heavy vehicle claim.	*	*	*	*	*	*	*	
Communicate verbally with clients in a financial services environment.	*			*	*			*
Access information to respond to client enquiries in a financial services environment.	*	*	*	*	*			*

International Comparability

During the unit standard generation process writing teams referred to unit standards and qualifications from the following countries:

United Kingdom Qualifications

- NVQ/SVQ Level 3 Insurance Intermediaries Certificate (ITTC)
- NVQ/SVQ Level 4 Insurance Intermediaries Certificate (ITTC)
- NVQ/SVQ Insurance General Level 3 (ITTC)
- NVQ/SVQ Insurance General Level 4 (ITTC)

Australian Qualifications

Australian AQF - FNB 30198 General Insurance Certificate III
Australian AQF - FNB 40198 General Insurance Certificate IV in Finance
Australian AQF - FNB 40498 General Insurance Certificate IV in Finance Workers Compensation
Australian AQF - FNB 40798 General Insurance Distribution Certificate IV in Finance

This qualification will be compared to international qualifications in terms of outcomes and assessment criteria, degree of difficulty and notional learning time. It will be benchmarked against

- FET level 4 in South African formal education.
- ITTC standards of competence for intermediaries and general insurance in the United Kingdom.

The Insurance unit standards have been compared to the standards and qualifications mentioned above. They are, in our opinion, more relevant to the South African situation as the baselines of the British and Australian qualifications are so different it would be difficult to compare them Level to Level.

Integrated assessment

Assessment practices must be fair, transparent, valid, reliable and should ensure that no learner is disadvantaged. Learners who wish to be assessed against this qualification should direct enquiries to the Insurance Sector Quality Authority, INSQA.

- The focus of assessment must be on the assessment of the learning outcomes rather than learning outputs. The specific outcomes guide the learning and training process towards the outcomes on a continuous basis. The purpose is to determine whether the outcomes have been attained. Situations should present a wide

range of options. Applications should require significant choices from a wide range of procedures and in a number of contexts.

- Learning, teaching and assessment are inextricably linked. Where appropriate, assessment of knowledge, skills, attitudes and values indicated in the various unit standards should be integrated. Assessment in communication, mathematical literacy and financial literacy should use authentic insurance contexts wherever practical.
- Assessment has a formative monitoring function. Formative assessment should be used to assess gaps in the learners' skill and knowledge and to indicate where there is a need for expanded opportunities. The goal is to promote learning and to assess the efficacy of the teaching and learning process. Feedback from assessment informs teaching and learning and allows for the critique of outcomes, methodology and materials. Formative assessment is diagnostic and as such it should guide the learner and the trainer. It is continuous and is used to plan appropriate learning experiences to meet the learner's needs. It provides information about problems experienced at different stages in the learning process. As it is criterion referenced, if the learner has met the assessment criteria, s/he has achieved the outcomes.
- Assessment should also have a summative component. Summative assessment may be used on completion of a unit standard, but should not be the only form of assessment. There should be a summative assessment based on the exit outcomes before the National Certificate in Long Term Insurance: NQF Level 4 is awarded.
- A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working. Assessment should take place in an authentic context as far as is possible. Where it is not possible to assess competence in the workplace, simulations, case studies and other similar techniques should be used to provide a context appropriate to the assessment.
- Integration implies that theoretical and practical components should where possible be assessed together.
- Assessment should ensure that all specific outcomes, embedded knowledge and Critical Cross Field Outcomes are evaluated. Assessment of the Critical Cross-Field Outcomes should be integrated with the assessment of the specific outcomes. The Critical Cross Field Outcomes are implicit in some unit standards and programmes should be designed to extend and further reflect the integration.

Recognition of Prior Learning

The National Certificate in Short Term Insurance: Level 4 allows open access. Provision has been made for prior learning to be recognised if a learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this qualification. Application for Recognition of Prior Learning (RPL) should be made to INSQA or a relevant accredited ETQA.

- Recognition of Prior Learning (RPL) may allow for accelerated access to further learning.
- Credit towards a unit standard is subject to quality assurance by INSQA or a relevant accredited ETQA and is conducted by a workplace assessor.

Articulation Possibilities

The specialisation opportunities offered in this qualification allow for a clearly defined learning pathway at Level 5. Within the Financial Services sector articulation possibilities exist between the Insurance unit standards and potential qualifications within the following sub-fields:

- Short Term Insurance Intermediaries
- Internal Broker Consultants
- Call Centre Operators
- Personal Accident Administrators
- Personal Lines Administrators
- Claims Assessors
- Client Service Providers
- Service Agents
- Underwriting Agents
- Product Developers
- Marketing
- Short Term Administration
- Motor Assessors
- Reinsurers
- Underwriters

Moderation Options

This qualification will be internally assessed by the provider and moderated by a moderator registered by the Insurance Sector Quality Authority (INSQA) or a relevant accredited ETQA. The mechanisms and requirements for moderation will be contained in the document obtainable from INSQA in 2001,
NSQA framework for assessment and moderation.

- Moderators, competent at the level of the qualification, are registered by INSQA or a relevant accredited ETQA to ensure that the standard across assessors is consistent.
- Moderators are required to be competent in the generic moderation unit standards.
- Moderators are required to report to INSQA or a relevant accredited ETQA. (See *INSQA framework and guidelines for assessment and moderation* for details.)
- INSQA or a relevant accredited ETQA will monitor and quality assure moderation and assessment according to guidelines in the qualification and INSQA procedures.

Criteria for registration of internal and external assessors in the sub-field

- Assessors must be registered with INSQA or a relevant accredited ETQA.
- Assessors, competent at the level of the qualification are registered by INSQA or a relevant accredited ETQA to ensure that the standard across assessors is consistent.
- Assessors are required to be competent in the generic assessment unit standards.
- Assessors are required to report to INSQA or a relevant accredited ETQA. (See *INSQA framework and guidelines for assessment and moderation* for details.)
- Institutions and providers offering learning that will lead to the achievement of the National Certificate in Short Term Insurance: Level 4 must be accredited as providers with INSQA or a relevant accredited ETQA.
- INSQA will assure the quality of all learning programmes in collaboration with other SETAS in different economic sectors.

National Certificate in Short Term Insurance: NQF level 4

Qualification Matrix

	Level 4	Credits	Total
Fundamentals	Communication		
	Compulsory for all learners		
	• Engage in sustained oral communication and evaluate spoken texts	5	
	• Read, analyse and respond to a variety of texts.	5	
	• Write for a wide range of contexts.	5	
	One additional standard (5 credits) selected from		
	• Use language and communication in occupational learning programmes.	5	
	• Use the writing process to compose texts required in the financial services industry. ***Awaiting registration.***	5	
	• Apply comprehension skills to interrogate a verbal text in a financial services environment ***Awaiting registration.***	5	
	• Apply comprehension skills to interrogate a written text in a financial services environment. ***Awaiting registration.***	5	**20**
	Mathematical literacy		
	• Use mathematics to investigate and monitor the financial aspects of personal, business and national issues.		
	• Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems.		
	• Measure, estimate and calculate physical quantities and explore, critique and prove geometrical relationships in two and three-dimensional space in the life and workplace of the adult with increasing responsibilities.		**16**
	Financial literacy at least 10 credits selected from		
	• Investigate the possibilities of establishing and running a small business enterprise (SMME).	3	
	• Investigate ways of managing financial risk in own lives.	6	
	• Develop a business plan for a small business.	5	
	• Describe the basic principles of personal income tax	3	
	• Interpret basic financial statements.	3	**10**
Total			**46**

Core	**Level 3**		
	1. Describe short term insurance.	2	
	2. Indicate the scope of short term insurance in South Africa.	3	
	3. Explain the types of compulsory statutory insurance in South Africa.	2	
	4. Produce written evidence of short term insurance contracts and maintain records of policies and premiums.	3	
	5. Manage risk in own life.	3	
	6. Indicate how different needs lead to the development of different insurance products.	4	**17**
	Level 4		
	1. Demonstrate knowledge and insight into the Short Term Insurance Act (No 53 of 1998) and the accompanying regulations.	2	
	2. Explain reinsurance as it is applied in Short Term insurance.	3	
	3. Analyse the Financial Services Industry and the role of insurance in a business environment. (Registered)	9	
	4. Analyse new developments reported in the media that could impact on short term insurance.	10	
	5. Describe insurance cover against damage caused by riots and acts of terrorism and violence against public authorities in South Africa.	3	**27**
Total			**44**

Electives	**Level 2**		
	1. Manage time and the work process within the insurance environment.	2	
	2. Recognise the effects of HIV/AIDS in the insurance industry and workplace, and indicate the precautions that are necessary to avoid unnecessary transmission of the virus.	4	
	3. Demonstrate ability to use the World Wide Web.	3	
	Level 3		
	1. Research the history of the Financial Services industry in South Africa.	10	
	2. Describe funeral insurance.	3	
	3. Market a single need insurance policy to a niche market.	2	
	4. Produce word processing documents for business. (NSB 10).	5	
	5. Produce and use spreadsheets for business (NSB 10) Level 3.	5	
	6. Produce presentation documents for business (NSB 10)	5	
	7. Communicate verbally with clients in a financial services environment.	2	
	8. Access information to respond to client enquiries in a financial services environment	3	

	Level 4		
Electives	1. Describe transportation insurance.	2	
	2. Underwrite a standard risk in short term personal/domestic insurance.	10	
	3. Underwrite a standard risk in short term commercial and industrial insurance.	10	
	4. Manage risk in own work/business environment. **(Registered)**	2	
	5. Demonstrate knowledge and understanding of different products marketed by Healthcare Benefits Administrators. **(Registered)**	4	
	6. Demonstrate knowledge and understanding of domestic motor insurance.	3	
	7. Demonstrate knowledge and understanding of personal/domestic insurance in South Africa.	3	
	8. Process a short term personal/domestic insurance claim.	3	
	9. Demonstrate knowledge and understanding of personal accident insurance.	2	
	10. Describe financial interactions of insurers and intermediaries in short term insurance.	2	
	11. Demonstrate knowledge and understanding of insurance of personal/domestic household contents and household buildings.	3	
	12. Describe the insurance of watercraft.	5	
	13. Demonstrate knowledge and understanding of all risks insurance.*	2	
	14. Demonstrate knowledge and understanding of Commercial and Industrial, and Corporate insurance in South Africa.*	4	
	15. Demonstrate knowledge and insight into the Compensation for Occupational Injury and Disease Act 130 of 1993 (COIDA).	2	
	16. Demonstrate knowledge and understanding of the statutory cover afforded under the Compensation For Occupational Injuries And Diseases Act, 130 of 1993, as amended (COIDA).	3	
	17. Demonstrate knowledge and understanding of the sales process in short term insurance.	5	
	18. Explore strategies to retain or expand existing business in the insurance/investment industry.**(Registered)**	3	
	19. Describe insurance cover against damage caused by riots and acts of terrorism and violence against public authorities in Namibia.	2	
	20. Demonstrate knowledge and understanding of the Value Added Tax Act, 89 of 1991 as amended as it applies to insurance policies.	2	
	21. Demonstrate knowledge and insight into the Long Term Insurance Act (1998**). (Registered)**	2	
	22. Demonstrate knowledge and insight into the Medical Schemes Act (131 of 1998) and the accompanying regulations. **(Registered)**	3	
	23. Demonstrate knowledge and insight into the Policyholder Protection Legislation. (registered)	2	
	24. Demonstrate knowledge and insight of the FAIS legislation. **(Registered)**	2	
	25. Demonstrate knowledge and understanding of the Road Ordinance as it applies to motor insurance.	2	
	26. Apply technical knowledge and skill to determine the quantum and validity of a light motor vehicle claim.	5	***minimum of 30 in financial services related credits at levels 2, 3 or 4.***
	27. Apply technical knowledge and skill to determine the quantum and validity of an industrial or heavy vehicle claim.	5	

UNIT STANDARDS FOR SHORT TERM INSURANCE

Unit Standards at NQF Level 4

1. **Title:** Demonstrate knowledge and insight into the Short Term Insurance Act (No 53 of 1998) and the accompanying regulations.
2. **Title:** Explain reinsurance as it is applied in Short Term Insurance.
3. **Title:** Analyse new developments reported in the media that could impact on short term insurance.
4. **Title:** Describe insurance cover against damage caused by riots and acts of terrorism and violence against public authorities in South Africa.
5. **Title:** Describe transportation insurance.
6. **Title:** Underwrite a standard risk in short term personal/domestic insurance.
7. **Title:** Underwrite a standard risk in short term commercial and industrial insurance.
8. **Title:** Demonstrate knowledge and understanding of domestic motor insurance.
9. **Title:** Demonstrate knowledge and understanding of personal/domestic insurance in South Africa.
10. **Title:** Process a short term personal/domestic claim.
11. **Title:** Demonstrate knowledge and understanding of personal accident insurance.
12. **Title:** Describe financial interactions of insurers and intermediaries in short term insurance.
13. **Title:** Demonstrate knowledge and understanding of insurance of personal/domestic household contents and household buildings.
14. **Title:** Describe the insurance of watercraft.
15. **Title:** Demonstrate knowledge and understanding all risks insurance.
16. **Title:** Demonstrate knowledge and understanding of Commercial and Industrial and Corporate Insurance in South Africa.
17. **Title:** Demonstrate knowledge and insight into the Compensation for Occupational Injury and Disease Act 130 of 1993 (COIDA).
18. **Title:** Demonstrate knowledge and understanding of the statutory cover afforded under the Compensation for Occupational Injury and Disease Act 130 of 1993, as amended (COIDA).
19. **Title:** Demonstrate knowledge and understanding of the sales process in Short Term Insurance.
20. **Title:** Describe insurance cover against damage caused by riots and acts of terrorism and violence against public authorities in Namibia.
21. **Title:** Demonstrate knowledge and understanding of the Value Added Tax Act, 89 of 1991, as amended, as it applies to insurance policies.
22. **Title:** Demonstrate knowledge and understanding of the Road Ordinance as it applies to motor insurance.
23. **Title:** Apply technical knowledge and skill to determine the quantum and validity of a light motor vehicle claim.
24. **Title:** Apply technical knowledge and skill to determine the quantum and validity of an industrial or heavy vehicle claim.

UNIT STANDARD TITLES AND SPECIFIC OUTCOMES AT NQF LEVEL 4

1. Title: Demonstrate knowledge and insight into the Short Term Insurance Act (No 53 of 1998) and the accompanying regulations.

Specific Outcome 1.1	Explain the purpose of the Short Term Insurance Act (53 of 1998) and related concepts.
Specific Outcome 1.2	Explain the basic requirements of the Short Term Insurance Act as they apply to insurers.
Specific Outcome 1.3	Explain how the Short Term Insurance Act controls intermediaries.
Specific Outcome 1.4	Explain how the Short Term Insurance Act regulates short term insurance policies and protects individual policy holders.

2. Title: Explain reinsurance as it is applied in Short Term Insurance.

Specific Outcome 2.1	Demonstrate knowledge and understanding of the role of reinsurance.
Specific Outcome 2.2	Describe the reinsurance market.
Specific Outcome 2.3	Explain the different types of reinsurance.
Specific Outcome 2.4	Assess the need for reinsurance.
Specific Outcome 2.5	Explain the most common methods of rating used by reinsurers.
Specific Outcome 2.6	Explain the risk placing process.

3. Title: Analyse new developments reported in the media that could impact on short term insurance.

Specific Outcome 3.1	Analyse articles and reports from current print material relating to the structure or administration of short term insurance in South Africa..
Specific Outcome 3.2	Demonstrate knowledge and understanding of the latest developments in technology that could impact on short term insurance.
Specific Outcome 3.3	Interpret the effect that innovations in crime and accident prevention could have on one of the classes of short term insurance..
Specific Outcome 3.4	Demonstrate knowledge and understanding about the impact of climate change, disasters and socio economic developments on short term insurance.

4. Title:	**Describe insurance cover against damage caused by riots and acts of terrorism and violence against public authorities in South Africa.**
Specific Outcome 4.1	Explain the origin of SASRIA insurance.
Specific Outcome 4.2	Analyse the cover provided by SASRIA against war exclusion in short term policies.
Specific Outcome 4.3	Identify SASRIA territorial limits.
Specific Outcome 4.4	Describe the terms and conditions of SASRIA cover.
Specific Outcome 4.5	Apply SASRIA rates to a short term policy.
5. Title:	**Describe transportation insurance.**
Specific Outcome 5.1	Know and explain the concept of transportation insurance.
Specific Outcome 5.2	Identify the different products that a transportation insurance company markets.
Specific Outcome 5.3	Identify the role of transportation insurance in international trade.
Specific Outcome 5.4	Apply knowledge of customer profiles and risk to transportation insurance.
Specific Outcome 5.5	Identify events in the news that could impact on goods in transit.
6. Title:	**Underwrite a standard risk in short term personal/domestic insurance**
Specific Outcome 6.1	Investigate the background and circumstances of the proposer.
Specific Outcome 6.2	Analyse the assets and liabilities of a personal/domestic proposal.
Specific Outcome 6.3	Investigate the loss history of a proposer.
Specific Outcome 6.4	Make an underwriting decision for a short term personal/domestic standard risk.
Specific Outcome 6.5	Generate a contract for a standard personal/domestic risk using pre-wordings.
Specific Outcome 6.6	Describe reinsurance of a standard risk in personal/domestic insurance.
7. Title:	**Underwrite a standard risk in short term commercial and industrial insurance**
Specific Outcome 7.1	Investigate the background and circumstances of the *Multimark*™ commercial and industrial proposer.
Specific Outcome 7.2	Analyse the risk factors and liabilities in commercial and industrial entities.
Specific Outcome 7.3	Investigate the loss history of a commercial and industrial proposer.
Specific Outcome 7.4	Make an underwriting decision for a short term commercial and industrial standard risk.
Specific Outcome 7.5	Generate a contract for a standard commercial and industrial risk using *Multimark*™ pre-wordings.

8. Title: Demonstrate knowledge and understanding of domestic motor insurance.\

Specific Outcome 8.1	Explain domestic motor insurance.
Specific Outcome 8.2	Describe the insurance available for trailers and caravans.
Specific Outcome 8.3	Indicate how domestic insurance applies to motor cycles.
Specific Outcome 8.4	Explain liability with regards to domestic motor insurance.
Specific Outcome 8.5	Describe the additional benefits available under comprehensive cover.

9. Title: Demonstrate knowledge and understanding of personal/domestic insurance in South Africa.

Specific Outcome 9.1	Explain the technical aspects of short term personal/domestic insurance.
Specific Outcome 9.2	Calculate a rate based on risk.
Specific Outcome 9.3	Investigate the structure of the short term personal/domestic insurance market in South Africa.
Specific Outcome 9.4	Explain the need for reinsurance in a short term personal/domestic insurance policy.
Specific Outcome 9.5	Demonstrate principles and practices of sound interpersonal skills.

10. Title: Process a short term personal/domestic claim.

Specific Outcome 10.1	Demonstrate knowledge and understanding of the process of registering a short term personal/domestic insurance claim.
Specific Outcome 10.2	Gather information to substantiate a short term personal/domestic claim.
Specific Outcome 10.3	Assess the facts and make a decision to finalise a short term personal/domestic insurance claim.
Specific Outcome 10.4	Calculate the settlement of a short term personal/domestic insurance claim.

11. Title: Demonstrate knowledge and understanding of personal accident insurance.

Specific Outcome 11.1	Explain personal accident insurance.
Specific Outcome 11.2	Differentiate between the categories of personal accident insurance.
Specific Outcome 11.3	Apply underwriting criteria to a personal accident insurance policy.
Specific Outcome 11.4	Show insight into other aspects of insurance that impact on personal accident insurance.

12. Title: Describe financial interactions of insurers and intermediaries in short term insurance.

Specific Outcome 12.1	Explain the basic accounting practices that are used by insurers, underwriting managers and intermediaries in financial communication.
Specific Outcome 12.2	Reconcile payments on a short term insurance policy.
Specific Outcome 12.3	Describe payments made by intermediaries, underwriting managers and insurers.
Specific Outcome 12.4	Explain how insurers and underwriting managers manage the financial relationship with intermediaries.

13. Title: Demonstrate knowledge and understanding of insurance of personal/domestic household contents and household buildings.

Specific Outcome 13.1	Describe the cover provided under personal/domestic household contents insurance e.
Specific Outcome 13.2	Describe the cover provided under personal/domestic household buildings insurance.
Specific Outcome 13.3	Explain standard extensions, exclusions and optional covers in personal/domestic household contents and household buildings insurance.
Specific Outcome 13.4	Indicate the limitations to standard personal/domestic household contents insurance cover as opposed to specified and unspecified all risks cover.
Specific Outcome 13.5	Apply underwriting criteria in a personal/domestic household contents and household buildings insurance policy.
Specific Outcome 13.6	Explain personal liability insurance.

14. Title: Describe the insurance of watercraft.

Specific Outcome 14.1	Explain basic cover in a watercraft policy.
Specific Outcome 14.2	Explain extensions to and exclusions from cover in a watercraft policy.
Specific Outcome 14.3	Assess the risk associated with watercraft.
Specific Outcome 14.4	Process a watercraft claim.

15. Title: Demonstrate knowledge and understanding all risks insurance.

Specific Outcome 15.1	Explain all risks insurance.
Specific Outcome 15.2	Differentiate between specified and unspecified all risks.
Specific Outcome 15.3	Describe the optional cover available under all risks.
Specific Outcome 15.4	Explain indemnity under an all risks policy.

16. Title: Demonstrate knowledge and understanding of Commercial and Industrial and Corporate insurance in South Africa.

Specific Outcome 16.1	Explain Commercial and Industrial insurance.
Specific Outcome 16.2	Describe the main classes of Commercial and Industrial insurance.
Specific Outcome 16.3	Explain how different needs lead to different products.
Specific Outcome 16.4	Explain the role of reinsurance in a short term Commercial and Industrial policy.
Specific Outcome 16.5	Differentiate between Commercial and Industrial and Corporate insurance.

17. Title: Demonstrate knowledge and insight into the Compensation for Occupational Injury and Disease Act 130 of 1993 (COIDA).

Specific Outcome 17.1	Explain the purpose of COIDA.
Specific Outcome 17.2	Explain negligence as used in the Act.
Specific Outcome 17.3	Describe the avenues available to an employee and his/her dependants if they are dissatisfied with an award.
Specific Outcome 17.4	Interpret situations covered by COIDA where the accident or occupational disease does not arise out of and in the course of employment.

18. Title: Demonstrate knowledge and understanding of the statutory cover afforded under the Compensation for Occupational Injury and Disease Act 130 of 1993, as amended (COIDA).

Specific Outcome 18.1	Explain the statutory cover provided by COIDA.
Specific Outcome 18.2	Describe accident related injury benefits provided for under COIDA.
Specific Outcome 18.3	Describe the death benefits provided for under COIDA.
Specific Outcome 18.4	Describe occupational disease benefits under COIDA.
Specific Outcome 18.5	Apply underwriting criteria to a policy issued under COIDA.

19. Title: Demonstrate knowledge and understanding of the sales process in Short Term Insurance.

Specific Outcome 19.1	Explain the planning required of an intermediary in short term insurance..
Specific Outcome 19.2	Explain the role of prospecting in marketing success.
Specific Outcome 19.3	Describe how to access a potential short term insurance client.
Specific Outcome 19.4	Explain the marketing process used in short term insurance.

20. Title: Describe insurance cover against damage caused by riots and acts of terrorism and violence against public authorities in Namibia.

Specific Outcome 20.1 Explain the origin of NASRIA insurance.

Specific Outcome 20.2 Analyse the cover provided by NASRIA against the war exclusion in short term policies.

Specific Outcome 20.3 Identify NASRIA territorial limits.

Specific Outcome 20.4 Describe the terms and conditions of NASRIA cover.

Specific Outcome 20.5 Apply NASRIA rates to a short term policy.

21. Title: Demonstrate knowledge and understanding of the Value Added Tax Act, 89 of 1991, as amended, as it applies to insurance policies.

Specific Outcome 21.1 Explain the purpose of Value Added Tax legislation.

Specific Outcome 21.2 Apply knowledge of VAT legislation to the premium trail and self insurance of funds.

Specific Outcome 21.3 Explain the application of VAT to cross border trade.

Specific Outcome 21.4 Apply knowledge of VAT legislation to the claims trail.

22. Title: Demonstrate knowledge and understanding of the Road Ordinance as it applies to domestic and light commercial motor insurance.

Specific Outcome 22.1 Explain the purpose of the Road Ordinance.

Specific Outcome 22.2 Demonstrate knowledge and understanding of the concept of road worthiness as it is used in the Road Ordinance and applied in domestic and light commercial vehicle insurance Describe the reinsurance market.

Specific Outcome 22.3 Apply the Road Ordinance to a domestic or light commercial motor claim.

Specific Outcome 22.4 Relate findings to circumstances of an accident in terms of policy wordings and the Road Ordinance.

23. Title: Apply technical knowledge and skill to determine the quantum and validity of a light motor vehicle claim.

Specific Outcome 23.1 Identify the damage to the light motor vehicle.

Specific Outcome 23.2 Make a decision to repair or replace parts on a light motor vehicle.

Specific Outcome 23.3 Quantify claimed damage on a light motor vehicle.

Specific Outcome 23.4 Apply policy wording and industry standards to a light motor vehicle claim.

24. Title: Apply technical knowledge and skill to determine the quantum and validity of an industrial or heavy vehicle claim.

Specific Outcome 24.1	Identify the damage to an industrial or heavy vehicle.
Specific Outcome 24.2	Make a decision to repair or replace parts on an industrial or heavy vehicle.
Specific Outcome 24.3	Quantify claimed damage on an industrial or heavy vehicle.
Specific Outcome 24.4	Apply policy wording and industry standards to an industrial or heavy vehicle claim.

No. 381 **2 April 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 03, Business, Commerce & Management Studies, publishes the following qualification and unit standard for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the unit standard upon which qualifications are based. The full qualification 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 28 April 2002.*** All correspondence should be marked **Standards Setting – SGB for Financial Services** 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

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

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

ADDITIONAL UNIT STANDARDS TO BE INCLUDED AS ELECTIVES FOR GROUP RETIREMENT BENEFITS NQF LEVEL 4

1. **Title:** Demonstrate knowledge and insight into legislation relating to marriage, divorce and maintenance as it applies to employee retirement and insurance benefits.
2. **Title:** Demonstrate knowledge and insight into the Estate Duties Act (45 of 1955) as it applies to insurance.
3. **Title:** Demonstrate knowledge and understanding of the Primary legislation that impacts on retirement funds.
4. **Title:** Demonstrate knowledge and understanding of how the insurance industry responds to different needs in the Group Retirement Benefits market.
5. **Title:** Describe group insured benefits.
6. **Title:** Demonstrate knowledge and understanding of different Group Retirement Benefit products.

UNIT STANDARDS FOR GROUP BENEFITS NQF Level 4

1. Title: Demonstrate knowledge and insight into legislation relating to marriage, divorce and maintenance as it applies to employee retirement and insurance benefits

Specific Outcome 1.1	Demonstrate knowledge and understanding of South African legislation that applies to marriage, divorce and maintenance and how it impacts on retirement fund matters.
Specific Outcome 1.2	Explain the different types of marriages and partnerships that are recognised in South Africa.
Specific Outcome 1.3	Explain the effect of the Divorce Amendment Act 7 of 1989 on allocations on retirement fund benefits.
Specific Outcome 1.4	Explain the application of the Maintenance Act 99 of 1998 to the accrual and payment of retirement benefits.

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2. Title: Demonstrate knowledge and insight into the Estate Duties Act (45 of 1955) as it applies to insurance.

Specific Outcome 2.1	Explain the purpose of the Estate Duties Act.
Specific Outcome 2.2	Analyse the property in an estate.
Specific Outcome 2.3	Calculate the duty on an estate.
Specific Outcome 2.4	Apply the Estate Duties Act to long term insurance.

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3. Title: Demonstrate knowledge and understanding of the Primary legislation that impacts on retirement funds.

Specific Outcome 3.1	Identify the funds to which the Pension Funds Act apply.
Specific Outcome 3.2	Explain the sections of the Pension Funds Act that relate to governance.
Specific Outcome 3.3	Explain sections of the Pension Funds Act that apply to financial operation and the flow of funds.
Specific Outcome 3.4	Apply the Tax legislation to a pension fund and a provident fund.
Specific Outcome 3.5	Explain sections of the Pension Funds Act that apply to benefits and allowable deductions.

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4. Title: Demonstrate knowledge and understanding of how the insurance industry responds to different needs in the Group Retirement Benefits market.

Specific Outcome 4.1	Describe the group retirement fund market in South Africa.
Specific Outcome 4.2	Analyse the needs of the market that are met by group retirement benefits.
Specific Outcome 4.3	Compare group based benefits and individually provided retirement benefits.
Specific Outcome 4.4	Investigate how the group retirement benefits market has changed.

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5. Title: Describe group insured benefits.

Specific Outcome 5.1	Identify legislation that applies to group insurance products.
Specific Outcome 5.2	Describe generic group insurance products marketed in the insurance industry.
Specific Outcome 5.3	Explain how group insurance products are underwritten.
Specific Outcome 5.4	Explain how group insurance products are sold.
Specific Outcome 5.5	Apply legislation to group insurance products.
Specific Outcome 5.6	Investigate how group insurance products have changed in response to the needs of society.

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6. Title: Demonstrate knowledge and understanding of different Group Retirement Benefit products.

Specific Outcome 6.1	Compare the different group retirement products available in South Africa.
Specific Outcome 6.2	Compare the group risk benefit options.
Specific Outcome 6.3	Describe different group withdrawal benefit options.
Specific Outcome 6.4	Analyse the post retirement options.
Specific Outcome 6.5	Describe the investment vehicles used by group retirement funds.

No. 382 **2 April 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 03, Business, Commerce & Management Studies, publishes the following unit standard for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the unit standard upon which qualifications are based. The 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 28 April 2002.*** All correspondence should be marked **Standards Setting – SGB for Financial Services** 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

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

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARDS FOR FINANCIAL LITERACY

Unit standards at NQF Level 4

1. **Title:** Develop a business plan for a small business.
2. **Title:** Investigate the possibilities of establishing and running a small business enterprise (SMME).
3. **Title:** Investigate ways of managing financial risk in own lives.
4. **Title:** Interpret basic financial statements.
5. **Title:** Describe the basic principles of personal income tax.

UNIT STANDARDS AND SPECIFIC OUTCOMES FOR FINANCIAL LITERACY NQF Level 4

1. Title: Develop a business plan for a small business.

Specific Outcome 1.1	Describe the various types of businesses and the registrations required for a small business in South Africa.
Specific Outcome 1.2	Discuss the need for market research when starting a new business.
Specific Outcome 1.3	Demonstrate knowledge and understanding of the financial aspects of starting a small business.
Specific Outcome 1.4	Compile a business plan based on a budget for a SMME.

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2. Title: Investigate the possibilities of establishing and running a small business enterprise (SMME).

Specific Outcome 2.1	Identify and research the potential for a SMME as an own business.
Specific Outcome 2.2	Identify the risk associated with a SMME.
Specific Outcome 2.3	Explain the financial aspects involved in running a SMME.
Specific Outcome 2.4	Make and support a decision on whether to establish a SMME.

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3. Title: Investigate ways of managing financial risk in own lives.

Specific Outcome 3.1	Describe factors that contribute to financial risk in own life.
Specific Outcome 3.2	Explain the individual's liabilities and duties with regard to service contracts and the use of utilities.
Specific Outcome 3.3	Investigate short term insurance as a means of reducing financial risk in own life.
Specific Outcome 3.4	Investigate the financial risk associated with retirement.
Specific Outcome 3.5	Investigate ways to reduce risk associated with accidents and medical conditions.
Specific Outcome 3.6	Explain the financial consequences of contravening the law.

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4. Title: Interpret basic financial statements.

Specific Outcome 4.1	Analyse the basic elements of an income and expenditure statement.
Specific Outcome 4.2	Analyse the basic elements of a balance sheet.
Specific Outcome 4.3	Compile a personal assets and liabilities statement.
Specific Outcome 4.4	Use evidence in financial statements to make a financial decision.

5. Title: Describe the basic principles of personal income tax.

Specific Outcome 5.1	Explain why we pay taxes.
Specific Outcome 5.2	Explain the individual's liabilities and duties with regard to income tax.
Specific Outcome 5.3	Complete a personal tax return.
Specific Outcome 5.4	Describe indirect forms of taxation.
Specific Outcome 5.5	Describe an individual's responsibility to pay taxes and keep records.

No. 383 **2 April 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

Security

Registered by NSB 08, Law, Military Science and Security, publishes the following qualifications and unit standard for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standard upon which qualifications are based. The full qualification 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 28 April 2002.*** All correspondence should be marked **Standards Setting – SGB for Security** 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

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

TITLE: National Certificate in Security Practices: Use of Firearms (NQF level 4.)

LEVEL: 4

CREDITS: 144

FIELD: Law, Military Science and Security

SUB-FIELD: Safety in Society

ISSUE DATE:

REVIEW DATE:

Rationale for the qualification:

This qualification reflects the workplace-based needs of the private security industry that are expressed by employers, employees and legislators, both now and for the future. This qualification provides the learner with accessibility to be employed within the armed security sub sector of the private security industry and provides the flexibility to pursue a armed security career with a wide variety of specialisation options and articula tion within the private security industry.

Purpose of the qualification:

The qualification will allow a learner in the private security industry to obtain a nationally recognised qualification in the law enforcement tactical duty related use of firearms. It will also contribute to the upliftment of the armed officer and will set a standard for

professionalism in the industry. The qualification will assist in changing perceptions of lack of expertise and consistency within the armed sub sector of the private security industry. This will also assist in improving relationships between members of the security industry, official institutions and the community at large. This qualification will provide for recognition of prior learning to allow for the recognition of existing and common knowledge and skills that will not only allow a learner to gain credits towards this qualification, but to progress to further learning in the industry.

The generic core unit standards provide credits that allow access to both vertically and horizontally articulated qualifications. This qualification will enhance the status, accountability and employability of the learner within the security industry as well as contribute to the quality and growth within the private security industry.

Through the electives component of the qualification learners are able to demonstrate specific vocational skills. Qualifying learners are capable of using a series of learning, legal and tactical law enforcement firearms skills to protect and serve m embers of communities in accordance with relevant legislation and the constitution of the Republic of South Africa.

This will as previously mentioned attract quality people and allows for the aspiration of people to be part of the private security industry.

A person acquiring this qualification will have skills, knowledge and experience to use handguns, hand machine carbines, shotguns and rifles competently, safely and within the required legal framework and in the service of maintaining a safe and secure society.

The learner will also be competent in safely supervising the operation of a shooting range & shooting exercises

Access to the qualification:

All persons meeting the minimum requirements as laid down by relevant legislation.

Learning assumed to be in place:

It is assumed that learners wishing to enter a program leading to this qualification have the necessary literacy, numeracy and communication skills.

Exit level outcomes

Exit level outcome 01

Use of a handgun in a Law Enforcement Envir onment

Associated assessment criteria:

- Demonstrate and apply understanding of the relevant legislation required for the lawful possession and use of a handgun.
- Knowledge and understanding of the safe handling of a handgun is applied
- Knowledge and understanding of the acceptable and competent operation, use and maintenance of a handgun is demonstrated
- Knowledge and understanding of the accurate and competent shooting of a handgun is demonstrated.

Exit level outcome 02

Use of a hand machine carbine in a Law Enforcement Environment

Associated assessment criteria:

- Demonstrate and apply understanding of the relevant legislation required for the lawful possession and use of a hand machine carbine.
- Knowledge and understanding of the safe handling of a hand machine carbine is applied
- Knowledge and understanding of the acceptable and competent operation, use and maintenance of a hand machine carbine is demonstrated
- Knowledge and understanding of the accurate and competent shooting of a hand machine carbine is demonstrated.

Exit level outcome 03

Use of a shotgun in a Law Enforcement Environment

Associated assessment criteria:

- Demonstrate and apply understanding of the relevant legislation required for the lawful possession and use of a shotgun.
- Knowledge and understanding of the safe handling of a shotgun is applied
- Knowledge and understanding of the acceptable and competent operation, use and maintenance of a shotgun is demonstrated
- Knowledge and understanding of the accurate and competent shooting of a shotgun is demonstrated.

Exit level outcome 04

Use of a rifle in a Law Enforcement Environment

Associated assessment criteria:

- Demonstrate and apply understanding of the relevant legislation required for the lawful possession and use of a rifle.
- Knowledge and understanding of the safe handling of a rifle is applied
- Knowledge and understanding of the acceptable and competent operation, use and maintenance of a rifle is demonstrated
- Knowledge and understanding of the accurate and competent shooting of a rifle is demonstrated.

Exit level outcome 05

Use of firearms in tactical duty related situations

Associated assessment criteria:

- Relevant personnel, firearms and equipment required for use in specific duty/job related environments are prepared.
- Knowledge and understanding of the tactical operational procedures & techniques specific to the use of relevant firearms required for duty/job related environments are applied.
- Knowledge and understanding of post-operational de-briefings with relevant personnel regarding lethal and/or potentially lethal confrontations/incidents are applied.

Exit level outcome 06

Safely supervise the operations of a shooting range and shooting exercises.

Associated assessment criteria:

- Demonstrate and apply understanding of the relevant legislation required for the safe supervision of the general operation of a shooting range & shooting exercises.
- Relevant range / personnel / firearms & equipment required for a shooting exercise are prepared.
- Demonstrate and apply knowledge on the planning, designing, executing & coaching of all types of shooting exercises.
- Demonstrate and apply knowledge in how to conclude a shooting event/detail/exercise.

International comparability:

Benchmarking was done against the Australian standards appropriate for federal/state/territory licence and/or accreditation for the carrying of firearms.

The standards showed a substantial degree of similarity.

International comparability could therefore be found to support this qualification.

Integrated assessment:

Integrated assessments at the level of qualification provides an opportunity for learners to show that they are able to integrate concepts, ideas and actions across unit standards to achieve competence that is grounded and coherent in relation to the purpose of the qualification.

The applied competence (practical, foundational and reflective competencies) will be achieved if a person is able to competently, safely and responsibly carry, handle and maintain a range of relevant firearms in a law enforcement environment, use a range of relevant firearms in the workplace in accordance with relevant legal, moral and constitutional requirements, use standard tactical operational procedures & techniques specific to relevant firearms required for duty/job related environments and safely

supervise the operation of a shooting range & shooting exercises . This use, carry, handle, maintain, standard tactical operational procedures and the supervision of a shooting range & shooting exercises must be safe for society, quality assured and complying with relevant legislation.

The identifying and solving of problems, team work, organising one- self, the using of applied science, the implications of actions and reactions in the world as a set of related systems must be assessed during any combination of practical, foundational and reflexive competency assessment methods and tools to determine the whole person development and integration of applied knowledge and skills.

Certain exit level outcomes are measurable and verifiable through assessment criteria assessed in one application.

Applicable assessment tools to establish the foundational, reflective and embedded knowledge to problem solving, and application of the world as a set of related systems within the use of firearms in a law enforcement environment and tactical duty related situations and the safe supervision of the operation of shooting ranges and shooting exercises should be used.

A broad range of task orientated and theoretical assessment tools may be used.

Assessors and moderators (registered with the POSLEC SETA ETQA) 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 experience.

Unit standards in the qualification "Certificate in Security Practices: Use of Firearms" 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.

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

Assessors and moderators (registered with the POSLEC SETA ETQA) 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 experience.

Recognition of prior learning:

This qualification may be achieved in part or completely through the recognition of prior learning, which includes formal, informal and non-formal learning and workplace experience.

Articulation possibilities:

This qualification will allow a person to pursue different career paths within any sub sectors of the private security industry or in any organisation involved in securing a safe society.

Moderation options:

1. Anyone assessing a learner or moderating the assessment of a learner against this qualification must be registered as an assessor with the POSLEC SETA ETQA.
2. Any institution offering learning that will enable achievement of this qualification must be accredited as a provider through the POSLEC SETA ETQA by SAQA.
3. The POSLEC SETA ETQA will oversee assessment and moderation of asses sment according to the moderation guidelines in the relevant competency and the POSLEC SETA ETQA procedures.
4. Moderation must include both internal and external moderation of assessment at exit points of the qualification, unless ETQA policies specify otherwise. Moderation should encompass achievement of the competence described both in individual unit standards, exit level outcomes as well as the integrated competence described in the qualification.
5. Anyone wishing to be assessed against this competency may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the POSLEC SETA ETQA.

Criteria for registration of assessors:

Assessors need experience in the following areas:

- Interpersonal skills, subject matter and assessment.
- The assessor needs to be competent in the planning and conducting of assessment of learning outcomes and in the design and development of assessments as described in the unit standards plan and conduct assessment of learning outcomes NQF level 5.
- Subject matter experience must be well developed within the field of general security operations, specialised security operations and use of firearms – law enforcement & tactical job/duty related and supervising shooting ranges and shooting exercises. The assessor must have completed:

    - A similar qualification with a minimum of 12 months field experience after he/she has completed the qualification or,
    - The subject matter experience of the assessor can be established by recognition of prior learning.

The assessors need to be registered with the POSLEC SETA ETQA.

Notes supporting this qualification:

Matrix of National Certificate in Security Practices: Use of Firearms NQF level 4.

National Certificate in Security Practices: Use of Firearms at NQF level 4. 144 credits					
Fundamental	L	Cr	**Core**	L	Cr
Engage in sustained oral communication and evaluate spoken texts- 8974	4	05	Use of a handgun in a law enforcement environment	4	10
Read analyse and respond to a variety of texts- 8975	4	05	Use of a hand machine carbine in a law enforcement environment	4	10
Write for a range of contexts - 8976	4	05	Use of a shotgun in a law enforcement environment	4	10
Use language and communication in occupational learning programmes- 8979	4	05	Use of a rifle in a law enforcement environment	4	10
Use mathematics to investigate and monitor the financial aspects of personal, business, national issues- 8983	4	06	Use of firearms in tactical duty related incidents	4	22
Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems- 9015	4	06			
Represent, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts- 9016	4	04	Safely supervise the operation of a shooting range & shooting exercises.	5	30
Total available credits		**36**	Total available credits		**92**

Electives (Choose a minimum of **16** credits)	L	Cr
Implement policies regarding HIV/AIDS in the workplace	4	04
Support and empower victims	4	06
Knowledge, comprehension and application of basic fire fighting	2	04
Organise oneself in the workplace	2	03
Operate a personal computer	2	06
Knowledge, comprehension and application of constitutional and legal rights	4	05
Knowledge, comprehension and application of basic life support	2	04
Knowledge, comprehension and application of law enforcement operations	4	05
Apply health and safety practices in the workplace	2	04
Establish and maintain effective interpersonal skills	2	03

No. 384 **2 April 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

Early Childhood Development

Registered by NSB 05, Education, Training and Development, publishes the following qualifications and unit standard for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standard upon which qualifications are based. The full qualification 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 28 April 2002.*** All correspondence should be marked **Standards Setting – SGB for Early Childhood Development** 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

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

Basic Certificate in Early Childhood Development

Field: Education, Training and Development

Sub field: Early Childhood Development

Level: 1

Credits: 120

Issue date:

Review date:

Purpose of the qualification
The purpose of the qualification is to:

1. Provide **access** to training and recognition of prior learning for many experienced people who work with young children but have been excluded from education and training opportunities.
2. Enable learners to understand and respond appropriately to the basic needs of young children in all areas of their development within a specific phase of development and in a specific setting, e.g. centre- based or home-based.
3. Improve the **quality** of early childhood development services for young children in a variety of settings, both centre- based and home-based.

This qualification provides an opportunity for:

Existing learners/educators who work in a variety of ECD settings to acquire an ECD Level 1 qualification, in order to advance their ECD career path. It therefore, acknowledges and affirms the competence gained through experience and/or non- formal training;

Potential learners/educators who have not achieved a GETC or equivalent qualification at Level 1 and who want to pursue a career in ECD.

Learning Assumed to be in place
In order to provide access to an ECD qualification, there is no specified prior learning or competence required.

Exit Level Outcomes and Associated Assessment Criteria

ELO 1: Set up and manage a variety of active learning activities that are appropriate to the developmental needs of young children.

Assessment criteria:

1.1 Activities are set up to support children's physical, social, emotional, intellectual, language and creative development in an integrated way.

1.2 The activities and learning resources provided are suitable for the general developmental level and interests of the children.

1.3 The management of learning activities is influenced by the observation of children's responses to the materials and activities.

1.4 Learning resources are well-maintained and accessible to children.

1.5 A sufficient number and variety of activities and learning resources are provided to give children the opportunity to choose activities according to their interests and learning needs.

ELO 2: Interact and communicate with young children in a way that supports all aspects of learning.

Assessment criteria:

2.1 The basic principles of how young children learn and develop are understood and explained.

2.2 Children are talked and listened to in a range of activities and routines in a way that encourages and supports learning.

2.3 Opportunities are provided for children to interact with one another through observation, imitation, collaborative and co- operative play.

2.4 Interaction with children in a variety of group activities is appropriate to their level of development.

2.5 Communication with children supports the development of their first language(s), while games, songs and rhymes are used to help children become familiar with another language.

ELO 3: Use an inclusive anti-bias approach that respects the cultural, religious and experiential background of the children and supports children with barriers to learning and other special needs.

Assessment criteria:

3.1 All activities and learning resources are relevant to children's experience and build on appropriate traditional play activities and child- rearing practices in the community.

3.2 Children are encouraged to identify with familiar roles and take pride in their cultural heritage as well as to respect the languages, cultural traditions and religions of others.

3.3 Boys and girls are encouraged to participate in all activities in ways that do not reinforce gender or ethnic stereotypes.

3.4 Children with disabilities are included in the programme and appropriate help and support is given.

3.5 Response to children coping with abuse and/or violence and/or HIV/AIDS is sympathetic and supportive.

ELO 4:~ Maintain a safe and healthy learning environment.

Assessment criteria:

4.1 A safe and clean physical environment is maintained.

4.2 Children are supervised by a responsible person at all times, and rules to protect their safety are clearly stated and consistently enforced.

4.3 Emergency procedures are explained and carried out promptly and calmly when necessary, including the recording of all accidents and injuries.

4.4 Suitable provision related to the age of the children is made for their physical needs, including nutrition, exercise, rest.

4.5 Established health and hygiene routines and practices are implemented efficiently, including HIV/AIDS issues.

ELO 5: Establish a supportive and caring environment that meets children's basic emotional and social needs and helps them manage their own behaviour.

Assessment criteria:

5.1 Each child is treated as an individual and the message that each person is important, respected and valued is conveyed to children.

5.2 The learning environment is managed in a way that helps children develop independence and initiative as well as self-control.

5.3 Children are helped to get along with each other and play co- operatively in ways appropriate to their general level of development.

5.4 Children are helped to understand and follow agreed rules of behaviour that reflect expectations appropriate to their level of development.

5.5 Positive aspects of children's behaviour are noticed and affirmed, while unacceptable behaviour is managed calmly in a non-abusive or hurtful manner.

ELO 6: Establish respectful and co-operative relationships with co-workers, families and community.

Assessment criteria:

6.1 Relationships with other adults in the ECD service are based on respect and a clear understanding of the roles and responsibilities of each person.

6.2 All agreed duties and responsibilities are carried out, and co- workers are assisted when needed.

6.3 The role of parents and other family members in the care and education of young children is respected and valued.

6.4 Family preferences regarding diet, dress and cultural practices for their children are respected and upheld.

6.5 The role of the family and community in the provision of ECD services is understood in terms of their needs and resources within the broader socio- economic context.

ELO 7: Contribute to programme planning and evaluation, the assessment of children's progress and administration of the learning programme.

Assessment criteria:

7.1 An orderly and stimulating physical environment and a regular daily routine providing for all the developmental and learning needs are maintained.

7.2 Planning of programme activities is done on a regular and collaborative basis with co-workers and/or supervisory staff (if applicable).

7.3 The learning programme is evaluated regularly based on an understanding of the purposes of the various activities provided in relation to children's general developmental needs and interests.

7.4 Outcomes-based assessment criteria used for assessing children's progress are understood, and simple records of observations are kept.

7.5 Information shared with family members about their children's pr ogress is factual and descriptive, and confidentiality is respected.

7.6 Basic records relating to the children, the learning programme, supplies and monies received or paid are kept up to date.

ELO 8: Identify and maintain standards of early childhood care and educational practice and personal development.

Assessment criteria:

8.1 Children's rights and the general principles of good quality early childhood development practice are identified and explained simply.

8.2 An accepted code of conduct is followed, and rights and conditions of employment are understood in terms of current legislation.

8.3 An emerging ability to reflect on one's own practice and identify personal strengths and weaknesses is evident.

8.4 Communication, literacy and numeracy skills required to facilitate children's development, manage an ECD learning programme and continue developing professionally are demonstrated.

6.1 Immediate career options in the ECD sector and further learning and personal development opportunities are identified.

International Comparability
Not applicable at this level.

In African, Asian and South American countries, training for community- based ECD practitioners with low levels of education is provided mainly on an in- service basis, usually by non-governmental organisations. Generally, however, qualifications at this level have not been formalised.

Integrated Assessment
In order to ensure that the purpose of the qualification is achieved, the preferred method of assessment at this level is direct observation of performance in the relevant work setting, for both formative and summative assessment.

Oral rather than written methods of assessment are recommended at this level to supplement the workplace-based observation of ECD practice so that learners are not disadvantaged by limited literacy skills.

A range of other methods are also recommended, depending upon the competence that needs to be demonstrated in relation to the specific outcomes of each core unit standard.

Recognition of prior learning
The qualification can be achieved as a whole or in part through the recognition of prior learning. The assessment and recognition of experiential learning is particularly important at this level.

Moderation Options
Each unit standard provides more specific guidance regar ding moderation of the specific outcomes, but the following general guidelines apply to the qualification:

1. **Internal moderation:** Training providers offering one or more unit standards towards the achievement of this qualification need to have internal quality assurance mechanisms in place to ensure that:

- the learning programme and learner support provided is sufficient to enable learners to achieve the specific outcomes, and

  all aspects of the assessment of learners are moderated by a suitably qualified person(s) who is not directly involved in the training provision, to establish fair and reliable assessment results.

2. **External moderation:** An ETQA will facilitate the external moderation of learner achievements.

Qualification Matrix: NQF Level 1

Level 1		Level 1		Level 1	
Fundamental		***Core***		***Elective***	
Language and Communication					
Show a critical awareness of language usage-Registered	3	Support Active Learning in ECD Programmes	2	Make ECD Learning Resources	2
Engage with aesthetic, affective and cultural values in texts-Registered	3	Support Healthy Development in ECD Programmes	12	Facilitate Learning Through Play	2
Identify, access, analyse, use and present information-Registered	4	Assist with Managing the ECD Learning Programme	12	Facilitate Learning Through Stories, Songs and Rhymes	3
Use appropriate communication skills, conventions and structures for specific purposes and situations- Registered	4			Facilitate Language Development in Bilingual/Multilingual ECD Programmes	3
Explore and use a variety of strategies to learn- Registered	3			Facilitate Creative Art Activities in ECD Programmes	3
Engage with meaning, organisation and structure of texts-Registered	3			Manage a Small-scale ECD Service	3
Mathematical Literacy					
Demonstrate understanding about ways of working with whole numbers- Registered	2				
Demonstrate understanding about ways of working with positive rational numbers- Registered	1				
Demonstrate understanding about ways of working with integers-Registered	2				
Recognise and work with patterns- Registered	2				
Use mathematical models to describe and present relationships between quantities in a variety of ways-Registered	2				
Critically analyse how mathematics is used in social, political and economic relations- Registered	2				
Collect, analyse, use and communicate numerical data-Registered	2				
Use algebraic notation, conventions and terminology to solve problems-Registered	3				
Analyse, interpret and give meaning to mathematical models in a variety of ways and different contexts- Registered	3				
Use maps to access and communicate information concerning routes, location and direction- Registered	1				
Describe and represent objects and the environment in terms of shape,space, time and motion- Registered	2				
Analyse cultural products and processes as representations of shape,space and time- Registered	2				
TOTAL	**36**		**48**		**56**

UNIT STANDARDS IN THE BASIC CERTIFICATE IN EARLY CHILDHOOD DEVELOPMENT

UNIT STANDARDS ON NQF LEVEL 1

1. Title: Support Active Learning in ECD Programmes
2. Title: Support Healthy Development in ECD Programmes
3. Title: Assist with Managing the ECD Learning Programme
4. Title: Show a critical awareness of language usage -Registered
5. Title: Engage with aesthetic, affective and cultural values in texts- Registered
6. Title: Identify, access, analyse, use and present information- Registered
7. Title: Use appropriate communication skills, conventions and structures for specific purposes and situations - Registered
8. Title: Explore and use a variety of strategies to learn - Registered
9. Title: Engage with meaning, organisation and structure of texts- Registered
10. Title: Demonstrate understanding about ways of working with whole numbers- Registered
11. Title: Demonstrate understanding about ways of working with positive rational numbers- Registered
12. Title: Demonstrate understanding about ways of working with integers - Registered
13. Title: Recognise and work with patterns- Registered
14. Title: Use mathematical models to describe and present relationships between quantities in a variety of ways- Registered
15. Title: Critically analyse how mathematics is used in social, political and economic relations- Registered
16. Title: Collect, analyse, use and communicate numerical data- Registered
17. Title: Use algebraic notation, conventions and terminology to solve problems - Registered
18. Title: Analyse, interpret and give meaning to mathematical models in a variety of ways and different contexts- Registered
19. Title: Use maps to access and communicate information concerning routes, location and direction- Registered
20. Title: Describe and represent objects and the environment in terms of shape, space, time and motion- Registered
21. Title: Analyse cultural products and processes as representations of shape, space and time- Registered

UNIT STANDARDS ON NQF LEVEL 2

1. Title: Make ECD Learning Resources
2. Title: Facilitate Learning Through Play

UNIT STANDARDS ON NQF LEVEL 3

1. Title: Facilitate Learning Through Stories, Songs and Rhymes
2. Title: Facilitate Language Development in Bilingual/Multilingual ECD Programmes
3. Title: Facilitate Creative Art Activities in ECD Programmes
4. Title: Manage a Small-scale ECD Service

UNIT STANDARDS AND SPECIFIC OUTCOMES IN BASIC CERTIFICATE IN EARLY CHILDHOOD DEVELOPMENT

UNIT STANDARDS ON NQF LEVEL 1

1. TITLE: SUPPORT ACTIVE LEARNING IN ECD PROGRAMMES

Specific Outcome 1.1: Set up and manage developmentally appropriate learning activities, inside and outside, that support holistic learning and development.

Specific Outcome 1.2: Observe and identify children's needs and responses to the learning environment in order to inform practice and planning.

Specific Outcome 1.3: Interact and communicate with young children in ways that support active learning.

Specific Outcome 1.4: Use suitable techniques for working with individuals, small groups and large groups and for introducing a second language.

Specific Outcome 1.5: Demonstrate awareness of own practice.

2. TITLE: SUPPORT HEALTHY DEVELOPMENT IN ECD PROGRAMMES

Specific Outcome 2.1: Maintain a safe environment for children and adults.

Specific Outcome 2.2: Support good health and nutrition.

Specific Outcome 2.3: Support children with barriers to learning and other special needs.

Specific Outcome 2.4: Support each child's emotional and social development.

Specific Outcome 2.5: Help children learn to manage their own behaviour.

3. TITLE: ASSIST WITH MANAGING THE ECD LEARNING PROGRAMME

Specific Outcome 3.1: Work co-operatively with all other adults involved in the programme.

Specific Outcome 3.2: Support family and community involvement in the programme.

Specific Outcome 3.3: Implement a planned learning programme that supports the care and education of children within the context of the national school curriculum framework (where appropriate).

Specific Outcome 3.4: Contribute to the assessment of children's progress and share information on progress with parents or guardians.

Specific Outcome 3.5: Contribute to maintaining administrative systems for managing the learning programme.

Specific Outcome 3.6: Identify and maintain standards of early childhood care and education.

UNIT STANDARD ON NQF LEVEL 2

1. TITLE: MAKE ECD LEARNING RESOURCES

Specific Outcome 1.1: Identify gaps in provision and resources that adversely affect children's learning and development.

Specific Outcome 1.2: Make durable resources that are safe and developmentally appropriate.

Specific Outcome 1.3: Evaluate the made resources in terms of supporting and extending children's learning and development.

Specific Outcome 1.4: Involve children in creating resources for the ECD programme.

2. Title: Facilitate learning through play

Specific Outcome 2.1: Support the physical development of children through play.

Specific Outcome 2.2: Encourage children's curiosity, exploration of ideas and materials, and efforts to solve problems for themselves through play.

Specific Outcome 2.3: Help children to develop their communication skills.

Specific Outcome 2.4: Stimulate the development of children's creativity through play.

Specific Outcome 2.5: Use an inclusive anti-bias approach in facilitating learning through play that respects the cultural, religious and experiential background of the children.

UNIT STANDARDS ON NQF LEVEL 3

1. TITLE: FACILITATE LEARNING THROUGH STORIES, SONGS AND RHYMES

Specific Outcome 1.1: Use a repertoire of stories, songs and rhymes in the languages of the children to promote listening skills.

Specific Outcome 1.2: Provide a variety of developmentally appropriate children's books and other print materials to promote children's developing understanding of literacy.

Specific Outcome 1.3: Use a range of strategies to help children re-tell known stories and create their own stories.

Specific Outcome 1.4: Use books and stories to help children understand themselves and develop a positive self-concept.

Specific Outcome 1.5: Use stories, rhymes and songs to promote holistic learning and development.

2. TITLE: FACILITATE LANGUAGE DEVELOPMENT IN BILINGUAL / MULTILINGUAL ECD PROGRAMMES

Specific Outcome 2.1: Set up a learning environment and the resources in it that explicitly recognises the multilingual nature of society.

Specific Outcome 2.2: Facilitate the acquisition of a second or other language through support for the first language.

Specific Outcome 2.3: Use a range of skills, techniques, props and activities to enhance self-image and to enable the acquisition of a second or other language.

Specific Outcome 2.4: Understand how bilingualism offers an advantage in terms of learning, and explain this to families.

Specific Outcome 2.5: Offer interesting activities in which meaning is embedded.

3. TITLE: FACILITATE CREATIVE ART ACTIVITIES IN ECD PROGRAMMES

Specific Outcome 3.1: Develop own art skills to facilitate children approaching creative processes with growing confidence.

Specific Outcome 3.2: Organise, set up and maintain an effective open art area.

Specific Outcome 3.3: Apply art making skills in the learning site.

Specific Outcome 3.4: Understand children's creative processes and how creative growth relates to holistic development.

4. TITLE MANAGE A SMALL-SCALE ECD SERVICE

Specific Outcome 4.1: Maintain an effective community ECD service.

Specific Outcome 4.2: Maintain the effective functioning of the organisation.

Specific Outcome 4.3: Supervise staff and support their development.

Specific Outcome 4.4: Maintain available material resources and seek additional resources when needed.

Specific Outcome 4.5: Maintain administrative systems.

No. 385 **2 April 2002**

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

National Certificate in Early Childhood Development (Pre School phase)- NQF Level 4

Field: Education, Training and Development

Sub field: Early Childhood Development

Level: 4

Credits: 120

Issue date

Review date:

Purpose of the qualification
The purpose of the qualification is to:

1. Enable learners to facilitate the all-round development of young children in a manner that is sensitive to individual needs (including special needs) and culture-fair within a specific phase of development and with specialisation in a particular setting or role.

2. Provide further education and training opportunities for those with a NQF Level 1 qualification (or equivalent) as well as a basis for further professional development in the higher education and training band for many experienced practitioners in the field who have had limited or difficult access to further career development opportunities.

3. Develop ECD educators with a sound practical qualification to provide quality early childhood development services for children in community -based services.

This qualification provides an opportunity for:

existing learners/educators who have acquired a Level 1 ECD qualification to further their career path in ECD.

Potential learners/educators who have acquired a GETC qualification or its equivalent to embark on a career in ECD (entry point).

Learning Assumed to be in place
In order to achieve the exit outcomes of this qualification, learners need the following knowledge, skills, attitudes and values:

functional literacy, viz. ability to communicate effectively in their first language, both orally and in writing;

•ability to understand and use a second language for everyday communication;

•sufficient mathematical/numeracy s kills (add, subtract, multiply and divide);

•an understanding of the basic needs of young children would be an advantage.

Exit Level Outcomes and Associated Assessment Criteria

ELO 1: Provide a wide variety of developmentally appropriate learning activities that support and extend learning.

Assessment criteria:

1.1 A practical knowledge of how children learn and develop underpins the provision of a wide range of learning activities and resources to facilitate integrated learning and holistic development.

1.2 Space, equipment and materials are arranged attractively to stimulate children's interest and encourage active learning.

1.3 Activities are carefully planned to include familiar objects that allow children to build on previous experience as well as novel elements that present a challenge to extend learning.

1.4 Observations of children's responses to the learning environment are recorded and reviewed regularly to inform programme planning.

ELO 2: A range of skills and techniques is used appropriately to mediate children's learning on an individual basis, in small and large groups.

Assessment criteria:

2.1 Strategies used to support and extend children's learning and thinking include observation, listening, modelling, offering help, and an understanding of the use of language to mediate learning.

2.2 Meaningful praise is given to affirm the learner's competence.

2.3 Children are actively encouraged to collaborate and learn from each other.

2.4 Large groups are skilfully managed using a range if inter- cultural and intra-cultural techniques and supports (e.g. story props, puppets, songs, games, rhymes, musical instruments, inflection and tone of voice).

2.5 Children's language development is facilitated in their first language(s) as a basis for communication, literacy and conceptual development, and another language is introduced at a conversational level.

ELO 3: Demonstrate inclusive anti-bias attitudes, values and practices in all aspects of the learning programme.

Assessment criteria:

3.1 All activities and learning resources are culture-fair and free from race and gender bias, and are adapted where necessary for children with special needs.

3.2 Activities and learning experiences are provided to help children explore and value their cultural heritage and understand other cultural traditions and ways of life.

3.3 The importance of the early identification of children with barriers to learning and other special needs (disabilities, emotional problems and abuse) is understood, and appropriate action is taken.

3.4 Children with disabilities are helped to participate fully in the ECD programme in co-operation with families, health practitioners and specialist agencies.

3.5 Support is provided to children coping with experiences of communal and/or domestic violence and personal trauma (including child abuse, consequences of HIV/AIDS).

3.6 Activities, stories and discussion are used to enable children to support those with special needs, express their fears and explore issues of personal safety in ways that are appropriate to the level of development.

ELO 4: Protect the safety of children and adults and support good health practices.

Assessment criteria:

4.1 Safety measures and routine practices for maintaining a clean and safe environment are recorded and explained.

4.2 Children are supervised appropriately for their developmental level in relation to the degree of risk involved.

4.3 The extent of an injury or an emergency is quickly and calmly assessed, and appropriate action taken immediately.

4.4 Children are encouraged to learn and practise safety and health maintenance habits, including an understanding of nutrition and physical fitness.

4.5 Signs of malnourishment, ill health and abnormality are noted and appropriate action is taken.

ELO 5: Support each child's emotional and social development in ways that help them learn to manage their own behaviour.

Assessment criteria:

5.1 Appropriate strategies are used to help children develop a positive self-image and identity, self-reliance and initiative, and to recognise and deal with their feelings.

5.2 Children's social development is facilitated in developmentally appropriate ways.

5.3 Developmentally appropriate strategies and techniques are used to help children learn to manage their own behaviour.

5.4 Problem situations are anticipated, and appropriate action is taken to prevent behaviour getting out of control.

5.5 Concerns about persistent behavioural problems are discussed with responsible family members or guardians and/or persons qualified to give advice.

ELO 6: Establish positive and supportive relationships with co-workers, families and community.

Assessment criteria:

6.1 Responsibilities and duties are agreed with co-workers and carried out in a positive way that promotes co-operation and good relationships in the team.

6.2 A constructive contribution is made to problem-solving in team meetings and to the resolution of conflict situations.

6.3 Family members are encouraged to participate in activities with children and/or in activities related to maintaining a good programme.

6.4 Information about children's development and needs is shared with families informally on an individual basis and in more structured group situations based on an understanding of how adults learn.

6.5 Available resources in the community are used to support the ECD programme.

ELO 7: Manage a well-run, purposeful learning programme responsive to children's interests and developmental needs.

Assessment criteria:

4.1 Learning activities and experiences are planned on a daily, weekly and longer term basis in response to children's interests and developmental needs within the context of the national curriculum framework (where appropriate).

4.2 Programme activities are regularly evaluated and the planned learning programme adapted accordingly.

4.3 The process of continuous outcomes-based assessment is understood, and the methods and procedures used are sufficiently comprehensive and systematic to provide a valid assessment of each child's progress.

7.4 The assessments are used to identify children requiring specific assistance, and appropriate activities or strategies are planned to help each child.

7.5 The methods or procedures used to discuss or report on children's progress to family members are appropriate to the setting, supportive and meaningful to families.

7.6 Administrative tasks relating to admission procedures, educational programme and assessment record-keeping, and financial controls are implemented satisfactorily.

ELO 8: Demonstrate commitment to the development of high quality ECD services.

Assessment criteria:

8.1 Problems and weaknesses in the program me have been identified, and efforts to improve the quality of the service are being made in co-operation with co-workers, families and the community.

8.2 Decisions about children and programme planning are based on knowledge of early childhood development and teaching practices, showing recognition of how personal values, opinions and biases can influence one's judgement.

8.3 Good quality services and the rights of children and families are advocated through working with families, the community and other practi tioners.

8.4 Communication with children, co-workers, parents, community and people in positions of authority is effective, including the ability to speak, read, write and use written resource material for learning and teaching in at least two South African languages.

8.5 An effort is made to gain knowledge and increase vocational competence through reflection on own practice and learning from others informally (e.g. asking questions, discussion, radio or TV programmes) and formally through
4 reading and attending events (e.g. workshops and conferences).

International Comparability
The Level 4 ECD qualification is comparable with the following qualifications:

- Level 2 NCVQ/SCVQ* in Child Care and Education qualifications in the UK
- Child Development Associate (CDA) qualification in the USA (Level 1)

Detailed outcomes-based standards are available for both qualifications permitting direct comparison.

Note: NCVQ = National Council for Vocational Qualifications
SCVQ = Scottish Council for Vocational Qualifications

Integrated Assessment
A range of assessment methods are recommended including workplace observation, written assignments, portfolios, structured interviews/discussion, self evaluation, peer assessment, and family evaluation for both formative and summative assessment.

In each unit standard guidance on assessment methods is given that is appropriate to the competence that needs to be demonstrated in relation to the specific outcomes.

Recognition of prior learning
The qualification can be achieved as a whole or in part through the recognition of prior learning.

Moderation Options
Each unit standard provides more specific guidance regarding moderation of the specific outcomes, but the following general guidelines apply to the qualification:

1. **Internal moderation:** Training providers offering one or more unit standards towards the achievement of this qualification need to have internal quality assurance mechanisms in place to ensure that:

   the learning programme and learner support provided is sufficient to enable learners to achieve the specific outcomes, and

   all aspects of the assessment of learners are moderated by a suitably qualified person(s) who is not directly involved in the training provision
   to establish fair and reliable assessment results.

2. **External moderation:** An ETQA will facilitate the external moderation of learner achievements.

Qualification Matrix: NQF Level 4

Level 4		Level 4		Level 4	
Fundamental		***Core***		***Elective***	
Language and Communication					
Engage in sustained oral communication and evaluate spoken texts – 8974	5	Facilitate Active Learning in ECD Programmes	30	Make ECD learning resources	8
				Facilitate Learning Through Stories, Songs and Rhymes	8
Read, analyse and respond to a variety of texts- 8975	5	Facilitate Healthy Development in ECD Programmes	14	Facilitate Language Development in Bilingual/Multilingual ECD Programmes	8
Write for a wide range of contexts- 8976	5	Manage the ECD Learning Programme	20	Facilitate Creative Art Activities in ECD Programmes	8
Use language and communication in occupational learning programmes-8979	5			Manage a Small-scale ECD Service	12
				Manage a Medium-scale ECD Service	18
				Facilitate a Life Skills Learning Programme in the Reception Year	12
				Facilitate a Literacy Learning Programme in the Reception Year	12
				Facilitate a Numeracy Learning Programme in the Reception Year	12
Mathematical Literacy					
Use mathematics to investigate and monitor the financial aspects ofpersonal, business, national issues-8983	6				
Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life-related problems- 9015	6				
Represent, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts- 9016	4				
TOTAL	**36**		**64**		**98**

UNIT STANDARDS IN NATIONAL CERTIFICATE IN EARLY CHILDHOOD DEVELOPMENT

UNIT STANDARDS ON NQF LEVEL 2

1. TITLE: MAKE ECD LEARNING RESOURCES

UNIT STANDARDS ON NQF LEVEL 3

1. Title: Facilitate Learning Through Stories, Songs and Rhymes

2. Title: Facilitate Language Development in Bilingual/Multilingual ECD Programmes

3. Title: Facilitate Creative Art Activities in ECD Programmes

4. Title: Manage a Small-scale ECD Service

UNIT STANDARDS ON NQF LEVEL 4

1. Title: Facilitate Active Learning in ECD Programmes

2. Title: Facilitate Healthy Development in ECD Programmes

3. Title: Manage the ECD Learning Programme

4. Title: Engage in sustained oral communication and evaluate spoken texts – 8974

5. Title: Read, analyse and respond to a variety of texts- 8975

6. Title: Write for a wide range of contexts - 8976

7. Title: Use language and communication in occupational learning programmes-8979

8. Title: Use mathematics to investigate and monitor the financial aspects of personal, business, national issues- 8983

9. Title: Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life-related problems- 9015

10. Title: Represent, analyse and calculate shape and motion in 2 - and 3-dimensional space in different contexts- 9016

UNIT STANDARDS ON NQF LEVEL 5

1. Title: Manage a Medium-scale ECD Service
2. Title: Facilitate a Life Skills Learning Programme in the Reception Year
3. Title: Facilitate a Literacy Learning Programme in the Reception Year
4. Title: Facilitate a Numeracy Learning Programme in the Reception Year

UNIT STANDARDS AND SPECIFIC OUTCOMES IN THE NATIONAL CERTIFICATE IN EARLY CHILDHOOD DEVELOPMENT

UNIT STANDARDS ON NQF LEVEL 2

1. TITLE: MAKE ECD LEARNING RESOURCES

Specific Outcome 1.1: Identify gaps in provision and resources that adversely affect children's learning and development.

Specific Outcome 1.2: Make durable resources that are safe and developmentally appropriate.

Specific Outcome 1.3: Evaluate the made resources in terms of supporting and extending children's learning and development.

Specific Outcome 1.4: Involve children in creating resources for the E CD programme.

UNIT STANDARDS ON NQF LEVEL 3

1. TITLE: FACILITATE LEARNING THROUGH STORIES, SONGS AND RHYMES

Specific Outcome 1.1: Use a repertoire of stories, songs and rhymes in the languages of the children to promote listening skills.

Specific Outcome 1.2: Provide a variety of developmentally appropriate children's books and other print materials to promote children's developing understanding of literacy.

Specific Outcome 1.3: Use a range of strategies to help children re-tell known stories and create their own stories.

Specific Outcome 1.4: Use books and stories to help children understand themselves and develop a positive self-concept.

Specific Outcome 1.5: Use stories, rhymes and songs to promote holistic learning and development.

2. TITLE: FACILITATE LANGUAGE DEVELOPMENT IN BILINGUAL/MULTILINGUAL ECD PROGRAMMES

Specific Outcome 2.1: Set up a learning environment and the resources in it that explicitly recognises the multilingual nature of society.

Specific Outcome 2.2: Facilitate the acquisition of a second or other language through support for the first language.

Specific Outcome 2.3: Use a range of skills, techniques, props and activities to enhance self-image and to enable the acquisition of a second or other language.

Specific Outcome 2.4: Understand how bilingualism offers an advantage in terms of learning, and explain this to families.

Specific Outcome 2.5: Offer interesting activities in which meaning is embedded.

3. TITLE: FACILITATE CREATIVE ART ACTIVITIES IN ECD PROGRAMMES

Specific Outcome 3.1: Develop own art skills to facilitate children approaching creative processes with growing confidence.

Specific Outcome 3.2: Organise, set up and maintain an effective open art area.

Specific Outcome 3.3: Apply art making skills in the learning site.

Specific Outcome 3.4: Understand children's creative processes and how creative growth relates to holistic development.

4. TITLE: MANAGE A SMALL-SCALE ECD SERVICE

Specific Outcome 4.1: Maintain an effective community ECD service.

Specific Outcome 4.2: Maintain the effective functioning of the organisation.

Specific Outcome 4.3: Supervise staff and support their development.

Specific Outcome 4.4: Maintain available material resources and seek additional resources when needed.

Specific Outcome 1.5: Maintain administrative systems.

UNIT STANDARDS ON NQF LEVEL 4

1. TITLE: FACILITATE ACTIVE LEARNING IN ECD PROGRAMMES

Specific Outcome 1.1: Provide a variety of developmentally appropriate learning activities inside and outside, covering all aspects of learning and development.

Specific Outcome 1.2: Observe and assess children's learning, development and responses to the learning environment in order to inform practice and planning.

Specific Outcome 1.3: Interact and communicate effectively with children in a range of situations, including daily routines.

Specific Outcome 1.4: Use a range of techniques for working with individuals, small groups and large groups and for introducing a second language.

Specific Outcome 1.5: Reflect on own practice and make appropriate changes.

2. TITLE: FACILITATE HEALTHY DEVELOPMENT IN ECD PROGRAMMES

Specific Outcome 2.1: Protect the safety of children and adults.

Specific Outcome 2.2: Implement good health and nutrition practices.

Specific Outcome 2.3: Facilitate the inclusion of children with barriers to learning and other special needs.

Specific Outcome 2.4: Facilitate each child's emotional and social development.

Specific Outcome 2.5: Use a range of appropriate techniques to help children learn to manage their own behaviour.

3. TITLE: MANAGE THE ECD LEARNING PROGRAMME

Specific Outcome 3.1: Establish positive and supportive relationships with all other adults involved in the programme.

Specific Outcome 3.2: Actively encourage family and community involvement in the programme.

Specific Outcome 3.3: Manage a well-planned learning programme that is responsive to children's interests and developmental needs within the context of the national school curriculum framework (where appropriate).

Specific Outcome 3.4: Use recommended appropriate methods and procedures for assessing children's progress and reporting their progress to parents or guardians.

Specific Outcome 3.5: Maintain effective administrative systems for managing the learning programme.

Specific Outcome 3.6: Demonstrate commitment to the development of high quality ECD programmes

UNIT STANDARDS ON NQF LEVEL 5

1. TITLE: MANAGE A MEDIUM- SCALE ECD SERVICE

Specific Outcome 1.1: Establish and maintain an effective community ECD service.

Specific Outcome 1.2: Facilitate the effective functioning of the organisation.

Specific Outcome 1.3: Supervise staff and facilitate their professional development.

Specific Outcome 1.4: Manage available material resources effectively and seek additional resources when needed.

Specific Outcome 1.5: Establish and maintain efficient administrative systems.

2. TITLE: FACILITATE A LIFE SKILLS LEARNING PROGRAMME IN THE RECEPTION YEAR

Specific Outcome 2.1: Plan a developmentally appropriate life skills learning programme according to the national curriculum for children, the interests and the experience of the children.

Specific Outcome 2.2: Prepare appropriate learning activities and materials based on an understanding of the principles, processes and content of the relevant learning areas in the Foundation Phase.

Specific Outcome 2.3: Implement the planned life skills learning programme in Grade R using a range of appropriate techniques and strategies to facilitate active learning.

Specific Outcome 2.4: Observe and assess children's progress in the life skills learning programme on a continuous basis to assist individual children.

Specific Outcome 2.5: Evaluate the effectiveness of the life skills learning programme on a continuous basis and adapt the activities and materials provided to improve the programme and to inform practice and planning.

3. TITLE: FACILITATE A LITERACY LEARNING PROGRAMME IN THE RECEPTION YEAR

Specific Outcome 3.1: Plan a developmentally appropriate literacy learning programme according to the national curriculum framework, the interests and life experience of the children.

Specific Outcome 3.2: Prepare appropriate learning activities and materials based on an understanding of the principles of early literacy.

Specific Outcome 3.3: Implement the planned literacy learning programme using a range of appropriate techniques and strategies to facilitate active learning.

Specific Outcome 3.4: Observe and assess children's progress in the literacy learning programme on a continuous basis to inform practice and planning to assist individual children.

Specific Outcome 3.5: Evaluate the effectiveness of the literacy learning programme on a continuous basis and adapt the activities and materials provided to improve the programme.

4. TITLE: FACILITATE A NUMERACY LEARNING PROGRAMME IN THE RECEPTION YEAR

Specific Outcome 4.1: Plan a developmentally appropriate numeracy learning programme according to the national curriculum framework, the interest and life experiences of the child.

Specific Outcome 4.2: Prepare appropriate learning activities and materials based on an understanding of the principles and processes involved in the development of mathematical concepts and numeracy skills.

Specific Outcome 4.3: Implement the planned numeracy learning programme using a range of appropriate techniques and strategies to facilitate active learning.

Specific Outcome 4.4: Observe and assess children's progress in the numeracy learning programme on a continuous basis to inform practice and planning to assist individual children.

Specific Outcome 4.5: Evaluate the effectiveness of the numeracy programme on a continuous basis and adapt the activities and materials provided to improve the programme.

No. 386 2 April 2002

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

Higher Certificate in Early Childhood Development

Field: Education, Training and Development

Sub field: Early Childhood Development

Level: 5

Credits: 120

Issue date:

Review date:

Purpose of the qualification
The purpose of this qualification is to:

The Higher Certificate is designed to provide access to higher education for many experienced and skilled ECD practitioners and trainers who do not have recognised qualifications. The purpose of this qualification is to:

1. Develop ECD ETD practitioners (e.g. home-based, centre- and school-based practitioners including Grade R, family and community ECD motivators, fieldworkers, facilitators, trainers and managers) to provide appropriate education, training and development services in the ECD sub-field.

2. Enable ECD ETD practitioners to use their knowledge of child growth and development from birth to nine years and relevant national policies to guide their professional practice in the ECD sub-field.

This qualification provides an opportunity for:

practitioners with a Level 4 certificate or equivalent in ECD to further their professional development in ECD by providing access to higher education and training qualifications and/or to specialise in aspects of ECD practice (e.g. Grade R) or specific roles (e.g. managers, trainers etc.).

practitioners with a Primary Teachers Certificate (PTC), Primary Teachers Diploma (PTD), or an equivalent of 120 credits to obtain an ECD certificate, either in the preschool phase and/or specialising in reception year teaching.

Learning Assumed to be in place
In order to achieve the exit outcomes of this qualification, learners need the following knowledge, skills, attitudes and values:

- the ability to read, write and use written resource material for learning and teaching in at least two South African languages;
- the ability to understand fundamental mathematical/numeracy concepts;
- the applied competence outlined in the core unit standards at Level 4:
  Facilitate Active Learning in ECD Programmes,
  Facilitate Healthy Development in ECD Programmes, and
  Manage the ECD Learning Programme.

Exit Level Outcomes and Associated Assessment Criteria

ELO 1: Mediate active learning in an integrated and holistic learning programme.

Assessment criteria:

1.1 The planning and delivery of a developmentally appropriate learning programme is underpinned by the critical understanding of child development and learning theories, including the importance of play in the early years.

1.2 All areas of learning and development are covered, with an appropriate and contextually relevant emphasis on literacy, numeracy and life skills.

1.3 Children's learning, development and responses to the learning environment are observed and assessed continuously in order to inform practice and planning on an individual basis.

1.4 Interactions with children in a range of situations demonstrate an understanding of theories of 'scaffolding' and mediating learning.

1.5 A wide repertoire of skills is used appropriately in working with individuals, small groups and large groups of children.

1.6 Children are encouraged to use their first language(s) for learning, and they are helped to acquire and use another language through meaningful activities and situations.

ELO 2: Facilitate learning and development of children with barriers to learning and other special needs, including those coping with abuse and violence, within an inclusive anti-bias approach.

Assessment criteria:

4.1 The implications for working with children across the whole range of special needs and barriers to learning are identified and explained within the context of child development theory and research.

4.2 Children with barriers to learning are appropriately supported, and specific activities for their learning are planned and provided in association with relevant specialist agencies if possible.

4.3 Legal requirements and policies for dealing with abuse, neglect, children with AIDS and violence are understood and implemented.

2.4 The impact on children's well-being and development of socio-economic factors (poverty, unemployment, inequality, disempowerment), crime and violence, both communal and domestic, substance abuse and addiction is taken into consideration in helping children develop the life skills to cope with abuse, violence or stressful home situations.

2.5 A range of strategies for challenging all types of discriminatory and biased behaviour are described (and demonstrated if appropriate), based on relevant theoretical understanding of oppression and cultural world views.

ELO 3: Promote the safety and healthy development of each child.

Assessment criteria:

3.1 Comprehensive written safety and healthy policies which comply with legal requirements are appropriately adapted to the setting in its community context and to the age of the children, and implemented as planned.

3.2 Families and communities are encouraged to participate actively in ensuring th e safety and health of children, especially with regard to environmental hazards, AIDS/HIV and other endemic diseases.

3.3 Planned activities appropriate to children's developmental level allow children to explore safety and health issues in a way that is sensitive to the socio- economic context and to the role of traditional healers/alternative medicine.

3.4 Theories relating to social and emotional development, including indigenous theories underlying traditional child-rearing practices, and their application to practice are critically evaluated.

3.5 The social and emotional development of individual children is observed and assessed as the basis for planning and implementing strategies for facilitating their further development, including helping them to manage their own behaviour.

3.6 Families are helped to understand the attitudes and values underlying children's rights and relevant protective legislation, and to learn a range of positive strategies for managing children's behaviour.

ELO 4: Work with colleagues, families and community systems to develop each child's potential as fully as possible.

Assessment criteria:

4.1 Constructive contributions are made to the development of good practice among those working in the ECD service in ways that are democratic and supportive.

4.2 The community context in which the ECD service operates is analysed to assess family and community needs and the implications for ECD provision and practice.

4.3 The general principles of community development and organisation, processes of social change and transformation underpin the establishment of a meaningful partnership with families and the community.

4.4 Accessible information and resources are provided to help families meet their children's needs.

4.5 Co-operative relationships with other agencies and practitioners working in the community are established and maintained.

ELO 5: Manage a well-planned and organised learning programme to meet the needs of individual children within the framework of the national school curriculum (where appropriate).

Assessment criteria:

5.1 Programme planning is based on an understanding of key issues and trends in early childhood development and their implications for ECD provision and curriculum development (historical, international, South African).

5.2 The learning programme is planned to help children achieve the specific outcomes of the national school curriculum in developmentally appropriate ways learning at their own pace.

5.3 Creatively developed learning resources are used to ensure a stimulating and effective programme.

5.4 The learning programme is critically evaluated according to specified criteria, both informally on a daily basis and formally at specified times, and modified accordingly.

5.5 Efficient administrative systems for managing the learning programme are are established and maintained.

5.6 ECD policy, legal requirements, regulations and procedures for registration and subsidisation are described, and implemented when applicable.

ELO 6: Select and use appropriate methods and procedures for assessing children's progress and reporting on this to parents.

Assessment criteria:

6.1 The implications of different approaches to assessment for ECD practice, including issues and current trends in assessment practice, are critically analysed.

6.2 The uses of different forms of assessment are understood, and appropriate methods and procedures are selected for assessing children's progress in all developmental and learning areas.

6.3 Children are encouraged to reflect on what they have learned/achieved and participate in self-evaluation.

6.4 A regular process exists for periodic sharing of information with family members about children's progress in ways that are fair, valid, reliable and constructive.

6.5 The effectiveness of one's own assessment practices and reporting skills are evaluated regularly through reflection and peer assessment, and modifications made when necessary.

ELO 7: Promote the development of excellent ECD programmes and services.

Assessment criteria:

7.1 Advocacy on behalf of children and ECD provision is based on a comprehensive analysis of the context of ECD in South Africa.

7.2 An effort is made to keep informed about child development practices, research, legislation and other developments affecting young children; useful information and resource materials are kept in an accessible filing system.

7.3 Time and stress are managed efficiently in coordinating work commitments and own needs so that energy and enthusiasm are maintained.

7.4 Legislation and regulations governing the employment of ECD practitioners, the organised teaching profession and one's role in it are described accurately.

4.1 Responsibility is taken for one's own professional development, and progress is evaluated regularly as shown in a journal or portfolio.

International Comparability
The Level 5 ECD qualification is comparable with the following qualification:

- Level 3 NCVQ/SCVQ in Child Care and Education qualifications in the UK

Detailed outcomes-based standards are available permitting direct comparison.

Integrated Assessment
A range of assessment methods are recommended including workplace observation, written assignments and examinations, portfolios, structured interviews/discussion, self evaluation, peer assessment, and family evaluation for both formative and summative assessment.

In each unit standard guidance on assessment methods is given that is appropriate to the competence that needs to be demonstrated in relation to the specific outcomes.

Recognition of Prior Learning
The qualification can be achieved as a whole or in part through the recognition of prior learning.

Moderation Options
Each unit standard provides more specific guidance regarding moderation of the specific outcomes, but the following general guidelines apply to the qualification:

1. **Internal moderation:** Training providers offering one or more unit standards towards the achievement of this qualification need to have internal quality assurance mechanisms in place to ensure that:

   - the learning programme and learner support provided is sufficient to enable learners to achieve the specific outcomes, and

   - all aspects of the assessment of learners are moderated by a suitably qualified person(s) who is not directly involved in the training provision to establish fair and reliable assessment results.

2. **External moderation:** Appropriate ETQA structures will facilitate the external moderation of learner achievements.

Qualification Matrix: NQF Level 5

Level 5		Level 5		Level 5	
Fundamental		***Core***		***Elective***	
Language and Communication	12	Mediate Active Learning in ECD Programmes	36	Manage a Medium-scale ECD Service	18
		Promote Healthy Development in ECD Programmes	12	Facilitate a Life Skills Learning Programme in the Reception Year	12
		Develop and Manage the ECD Learning Programme	24	Facilitate a Literacy Learning Programme in the Reception Year	12
				Facilitate a Numeracy Learning Programme in the Reception Year	12
				Organise a Programme of Learning-Registered	8
				Facilitate a Programme of Learning-Registered	24
				Plan and Conduct Assessment of Learning Outcomes- Registered	15
				Manage the Learning Programme-Registered	6
				Promote Life-long Learning and Development- Registered	8
Mathematical Literacy	12				
TOTAL	**24**		**72**		**103**

UNIT STANDARDS IN HIGHER CERTIFICATE IN EARLY CHILDHOOD DEVELOPMENT

UNIT STANDARDS ON NQF LEVEL 5

1. Title: Mediate Active Learning in ECD Programmes
2. Title: Promote Healthy Development in ECD Programmes
3. Title: Develop and Manage the ECD Learning Programme
4. Title: Manage a Medium-scale ECD Service
5. Title: Facilitate a Life Skills Learning Programme in the Reception Year
6. Title: Facilitate a Literacy Learning Programme in the Reception Year
7. Title: Facilitate a Numeracy Learning Programme in the Reception Year
8. Title: Organise a Programme of Learning- Registered
9. Title: Facilitate a Programme of Learning- Registered
10. Title: Plan and Conduct Assessment of Learning Outcomes- Registered
11. Title: Manage the Learning Programme - Registered
12. Title: Promote Life-long Learning and Development- Registered

UNITSTANDARDS AND SPECIFIC OUTCOMES IN HIGHER CERTIFICATE IN EARLY CHILDHOOD DEVELOPMENT

UNIT STANDARDS ON NQF LEVEL 5

1. TITLE: MEDIATE ACTIVE LEARNING IN ECD PROGRAMMES

Specific Outcome 1.1: Provide developmentally appropriate learning activities to meet the specific needs of individual children.

Specific Outcome 1.2: Analyse observations of each child's learning, development and responses to the learning environment in order to inform practice and planning.

Specific Outcome 1.3: Use a range of learning mediation techniques for interacting and communicating effectively with children to support and extend active learning.

Specific Outcome 1.4: Use developmentally appropriate learning mediation techniques when working with individuals, small groups and large groups and for introducing a second language.

Specific Outcome 1.5: Reflect on and analyse own practice.

2. TITLE: PROMOTE HEALTHY DEVELOPMENT IN ECD PROGRAMMES

Specific Outcome 2.1: Promote the safety of children and adults.

Specific Outcome 2.2: Promote and advocate good health and nutrition practices.

Specific Outcome 2.3: Facilitate the learning and development of children with barriers to learning and other special needs.

Specific Outcome 2.4: Promote each child's emotional and social development.

Specific Outcome 2.5: Specific strategies are used to help individual children learn to manage their own behaviour.

3. TITLE: DEVELOP AND MANAGE THE ECD LEARNING PROGRAMME

Specific Outcome 3.1: Work constructively with all other adults involved in the programme to develop each child's potential as fully as possible.

Specific Outcome 3.2: Establish meaningful partnerships with families and the wider community in supporting children's learning and development.

Specific Outcome 3.3: Develop and implement a well-planned learning programme that is responsive to the interests and needs of individual children within the context of the national school curriculum framework (where appropriate).

Specific Outcome 3.4: Appropriate methods and procedures are selected for assessing children's progress and reporting their progress to parents or guardians.

Specific Outcome 3.5: Establish and maintain effective and efficient administrative systems for managing the learning programme.

Specific Outcome 3.6: Advocate and develop high quality ECD programmes and services.

4. TITLE: MANAGE A MEDIUM- SCALE ECD SERVICE

Specific Outcome 4.1: Establish and maintain an effective community ECD service.

Specific Outcome 4.2: Facilitate the effective functioning of the organisation.

Specific Outcome 4.3: Supervise staff and facilitate their professional development.

Specific Outcome 4.4: Manage available material resources effectively and seek additional resources when needed.

Specific Outcome 4.5: Establish and maintain efficient administrative systems.

5. TITLE: FACILITATE A LIFE SKILLS LEARNING PROGRAMME IN THE RECEPTION YEAR

Specific Outcome 5.1: Plan a developmentally appropriate life skills learning programme according to the national curriculum for children, the interests and the experience of the children.

Specific Outcome 5.2: Prepare appropriate learning activities and materials based on an understanding of the principles, processes and content of the relevant learning areas in the Foundation Phase.

Specific Outcome 5.3: Implement the planned life skills learning programme in Grade R using a range of appropriate techniques and strategies to facilitate active learning.

Specific Outcome 5.4: Observe and assess children's progress in the life skills learning programme on a continuous basis to assist individual children.

Specific Outcome 5.5: Evaluate the effectiveness of the life skills learning programme on a continuous basis and adapt the activities and materials provided to improve the programme and to inform practice and planning.

6. TITLE: FACILITATE A LITERACY LEARNING PROGRAMME IN THE RECEPTION YEAR

Specific Outcome 6.1: Plan a developmentally appropriate literacy learning programme according to the national curriculum framework, the interests and life experience of the children.

Specific Outcome 6.2: Prepare appropriate learning activities and materials based on an understanding of the principles of early literacy.

Specific Outcome 6.3: Implement the planned literacy learning programme using a range of appropriate techniques and strategies to facilitate active learning.

Specific Outcome 6.4: Observe and assess children's progress in the literacy learning programme on a continuous basis to inform practice and planning to assist individual children.

Specific Outcome 6.5: Evaluate the effectiveness of the literacy learning programme on a continuous basis and adapt the activities and materials provided to improve the programme.

7. TITLE: FACILITATE A NUMERACY LEARNING PROGRAMME IN THE RECEPTION YEAR

Specific Outcome 7.1: Plan a developmentally appropriate numeracy learning programme according to the national curriculum framework, the interest and life experiences of the child.

Specific Outcome 7.2: Prepare appropriate learning activities and materials based on an understanding of the principles and processes involved in the development of mathematical concepts and numeracy skills.

Specific Outcome 7.3: Implement the planned numeracy learning programme using a range of appropriate techniques and strategies to facilitate active learning.

Specific Outcome 7.4: Observe and assess children's progress in the numeracy learning programme on a continuous basis to inform practice and planning to assist individual children.

Specific Outcome 7.5: Evaluate the effectiveness of the numeracy programme on a continuous basis and adapt the activities and materials provided to improve the programme.

No. 387 **2 April 2002**

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

National Diploma in Early Childhood Development

Field: Education, Training and Development

Sub field: Early Childhood Development

Level: 5

Credits: 240

Issue date:

Review date:

Purpose of the qualification
The purpose of the qualification is to:

1. Provide access to a recognised educator qualification at Level 6 for ECD educators who have a Level 4 or Level 5 certificate in ECD, providing a bridge between non-formal and formal learning programmes.

2. To enable learners to plan and implement a learning programme which is based on their knowledge of child development from birth to nine years and which helps children in a specific phase work towards achieving the learning outcomes of the national school curriculum (where appropriate).

3. To improve community-based ECD services for young children by raising the level of ECD teaching competence and/or by providing opportunities for training in support and leadership roles.

This qualification provides a substantial, professional qualification for:

- Potential learners/educators who have acquired an FETC (Grade 12) or equivalent qualification at Level 4 (120 credits) and who wish to make ECD their full time career (entry point);

- Learners/educators who have a Level 4 qualification in ECD to further their career and professional development by providing access to a Level 6 qualification;

- Learners/educators who have a higher certificate in ECD to further their career and professional development in ECD by providing access to a Level 6 qualification.

Learning Assumed to be in place
In order to achieve the exit outcomes of this qualification, learners need the following knowledge, skills, attitudes and values:

- the ability to read, write and use written resource m aterial for learning and teaching in at least two South African languages;
- the ability to understand fundamental mathematical/numeracy concepts.

Exit Level Outcomes and Associated Assessment Criteria
The seven exit-level outcomes listed for the National Certificate at Level 5 plus the following exit-level outcomes apply to the National Diploma at Level 5:

ELO 8: Communicate effectively for the purposes of academic study and professional practice.

Assessment criteria:

8.1 Reading skills and strategies are used effectively for academic course work, research and professional development.

8.2 Writing skills and strategies are used effectively for recording observations in learning programmes and for communication purposes in ECD services as well as for academic course work and assessment (e.g. written assignments, reports, essays and examinations).

8.3 A well-organised and relevant portfolio is presented for assessment purposes.

8.4 The language of instruction is used appropriately and fluently to facilitate language development and tell stories, explain, describe and mediate learning in the preschool phase.

8.5 A second official language is used correctly and appropriately in bi-lingual learning groups and/or to facilitate the acquisition of a new language in the preschool phase.

ELO 9: Prepare appropriate learning activities and materials based on knowledge of the principles, processes and content of the learning areas in the Foundation Phase.

Assessment criteria:

9.1 The assumptions underlying the descriptions of c ompetence in a particular learning area are analysed and explained.

9.2 Understanding of the ways of thinking, doing and learning in a particular learning area informs the selection and presentation of appropriate learning activities.

9.3 Relevant content knowledge of a particular learning area is evident in the planning and presentation of appropriate learning activities.

9.4 The difficulties and benefits of integrating different subjects in the planning of the three learning programmes are analysed and explained.

9.5 The role that particular subjects or learning areas play in everyday life is understood and conveyed to young children in appropriate ways.

International Comparability
The Level 5 ECD qualification is comparable with the following qualification:

Associate degree (2 years) in Early Childhood Education/Child Development in the USA (Level 2 qualification)

No detailed comparison has been undertaken as yet. Outcomes- based standards have apparently been developed by the National Association for the Education of Young Children (NAEYC) in Washington, DC.

Integrated Assessment
- A range of assessment methods are recommended including workplace observation, written assignments and examinations, portfolios, structured interviews/discussion, self evaluation, peer assessment, and family evaluation for both formative and summative assessment.

- In each unit standard guidance on assessment methods is given that is appropriate to the competence that needs to be demonstrated in relation to the specific outcomes.

Recognition of Prior Learning
The qualification can be achieved as a whole or in part through the recognition of prior learning. Learners who have completed the Certificate at Level 5 should be able to participate in a learning programme(s) that provides the 120 credits not included in the Certificate, i.e. the Fundamental learning components and additional Electives. The Diploma is also intended to provide direct access to the Degree at Level 6.

Moderation Options
Each unit standard provides more specific guidance regarding moderation of the specific outcomes, but the following general guidelines apply to the qualification:

1. **Internal moderation:** Training providers offering one or more unit standards towards the achievement of this qualification need to have internal quality assurance mechanisms in place to ensure that:

   the learning programme and learner support provided is sufficient to enable learners to achieve the specific outcomes, and

   all aspects of the assessment of learners are moderated by a suitably qualified person(s) who is not directly involved in the training provision to establish fair and reliable assessment results.

2. **External moderation:** Appropriate ETQA structures will facilitate the external moderation of learner achievements.

Qualification Matrix: NQF Level 5 (Diploma)

Level 5		Level 5		Level 5	
Fundamental		***Core***		***Elective***	
Language and Communication	12	Mediate Active Learning in ECD Programmes	36	Manage a Medium-scale ECD Service	18
		Promote Healthy Development in ECD Programmes	12	Facilitate a Life Skills Learning Programme in the Reception Year	12
		Develop and Manage the ECD Learning Programme	24	Facilitate a Literacy Learning Programme in the Reception Year	12
				Facilitate a Numeracy Learning Programme in the Reception Year	12
				Organise a Programme of Learning- Registered	8
				Facilitate a Programme of Learning- Registered	24
				Plan and Conduct Assessment of Learning Outcomes- Registered	15
				Manage the Learning Programme- Registered	6
				Design and Conduct Research- Registered	10
				Guide and support Learners – Registered	12
				Evaluate, select and adapt published learning materials - Registered	12
				Identify and respond to learners with special needs	10
				Promote Life-long learning and Development	8
Mathematical Literacy	12				
TOTAL	**24**		**72**		**159**

UNIT STANDARDS IN NATIONAL DIPLOMA IN EARLY CHILDHOOD DEVELOPMENT

UNIT STANDARDS ON NQF LEVEL 4

1. **Title:** Facilitate Active Learning in ECD Programmes
2. **Title:** Facilitate Healthy Development in ECD Programmes
3. **Title:** Manage the ECD Learning Programme

UNIT STANDARDS ON NQF LEVEL 5

1. **Title:** Organise a Programme of Learning- Registered
2. **Title:** Facilitate a Programme of Learning-Registered
3. **Title:** Plan and Conduct Asses sment of Learning Outcomes- 7978
4. **Title:** Manage the Learning Programme- 9935
5. **Title:** Design and Conduct Research- 9941
6. **Title:** Guide and Support Learners - 9932
7. **Title:** Evaluate, Select and Adapt Published Learning Materials- Registered
8. **Title:** Identify and Respond to Learners with Special Needs- Registered
9. **Title:** Promote Life-long Learning and Development Registered
10. **Title:** Manage a Medium-scale ECD Service
11. **Title:** Mediate Active Learning in ECD Programmes
12. **Title:** Promote Healthy Development in ECD Programmes
13. **Title:** Develop and Manage the Learning Programme
14. **Title:** Facilitate a Life Skills Learning Programme in the Reception Year
15. **Title:** Facilitate a Literacy Learning Programme in the Reception Year
16. **Title:** Facilitate a Numeracy Learning Programme in the Reception Year
17. **Title:** Manage a Medium-scale ECD Service

UNIT STANDARDS AND SPECIFIC OUTCOMES IN NATIONAL DIPLOMA IN EARLY CHILDHOOD DEVELOPMENT

UNIT STANDARDS ON NQF LEVEL 4

1. TITLE: FACILITATE ACTIVE LEARNING IN ECD PROGRAMMES

Specific Outcome 1.1: Provide a variety of developmentally appropriate learning activities inside and outside, covering all aspects of learning and development.

Specific Outcome 1.2: Observe and assess children's learning, development and responses to the learning environment in order to inform practice and planning.

Specific Outcome 1.3: Interact and communicate effectively with children in a range of situations, including daily routines.

Specific Outcome 1.4: Use a range of techniques for working with individuals, small groups and large groups and for introducing a second language.

Specific Outcome 1.5: Reflect on own practice and make appropriate changes.

2. TITLE: FACILITATE HEALTHY DEVELOPMENT IN ECD PROGRAMMES

Specific Outcome 2.1: Protect the safety of children and adults.

Specific Outcome 2.2: Implement good health and nutrition practices.

Specific Outcome 2.3: Facilitate the inclusion of children with barriers to learning and other special needs.

Specific Outcome 2.4: Facilitate each child's emotional and social development.

Specific Outcome 2.5: Use a range of appropriate techniques to help children learn to manage their own behaviour.

3. TITLE: MANAGE THE ECD LEARNING PROGRAMME

Specific Outcome 3.1: Establish positive and supportive relationships with all other adults involved in the programme.

Specific Outcome 3.2: Actively encourage family and community involvement in the programme.

Specific Outcome 3.3: Manage a well-planned learning programme that is responsive to children's interests and developmental needs within the context of the national school curriculum framework (where appropriate).

Specific Outcome 3.4:	Use recommended appropriate methods and procedures for assessing children's progress and reporting their progress to parents or guardians.
Specific Outcome 3.5:	Maintain effective administrative systems for managing the learning programme.
Specific Outcome 3.6:	Demonstrate commitment to the development of high quality ECD programmes.

UNIT STANDARDS ON NQF LEVEL 5

1. TITLE: MEDIATE ACTIVE LEARNING IN ECD PROGRAMMES

Specific Outcome 1.1:	Provide developmentally appropriate learning activities to meet the specific needs of individual children.
Specific Outcome 1.2:	Analyse observations of each child's learning, development and responses to the learning environment in order to inform practice and planning.
Specific Outcome 1.3:	Use a range of learning mediation techniques for interacting and communicating effectively with children to support and extend active learning.
Specific Outcome 1.4:	Use developmentally appropriate learning mediation techniques when working with individuals, small groups and large groups and for introducing a second language.
Specific Outcome 1.5:	Reflect on and analyse own practice.

2. TITLE: PROMOTE HEALTHY DEVELOPMENT IN ECD PROGRAMMES

Specific Outcome 2.1:	Promote the safety of children and adults.
Specific Outcome 2.2:	Promote and advocate good health and nutrition practices.
Specific Outcome 2.3:	Facilitate the learning and development of children with barriers to learning and other special needs.
Specific Outcome 2.4:	Promote each child's emotional and social development.
Specific Outcome 2.5:	Specific strategies are used to help individual children learn to manage their own behaviour.

3. TITLE: DEVELOP AND MANAGE THE ECD LEARNING PROGRAMME

Specific Outcome 3.1: Work constructively with all other adults involved in the programme to develop each child's potential as fully as possible.

Specific Outcome 3.2: Establish meaningful partnerships with families and the wider community in supporting children's learning and development.

Specific Outcome 3.3: Develop and implement a well-planned learning programme that is responsive to the interests and needs of individual children within the context of the national school curriculum framework (where appropriate).

Specific Outcome 3.4: Appropriate methods and procedures are selected for assessing children's progress and reporting their progress to parents or guardians.

Specific Outcome 3.5: Establish and maintain effective and efficient administrative systems for managing the learning programme.

Specific Outcome 3.6: Advocate and develop high quality ECD programmes and services.

4. TITLE: FACILITATE A LIFE SKILLS LEARNING PROGRAMME IN THE RECEPTION YEAR

Specific Outcome 4.1: Plan a developmentally appropriate life skills learning programme according to the national curriculum for children, the interests and the experience of the children.

Specific Outcome 4.2: Prepare appropriate learning activities and materials based on an understanding of the principles, processes and content of the relevant learning areas in the Foundation Phase.

Specific Outcome 4.3: Implement the planned life skills learning programme in Grade R using a range of appropriate techniques and strategies to facilitate active learning.

Specific Outcome 4.4: Observe and assess children's progress in the life skills learning programme on a continuous basis to assist individual children.

Specific Outcome 4.5: Evaluate the effectiveness of the life skills learning programme on a continuous basis and adapt the activities and materials provided to improve the programme and to inform practice and planning.

5. TITLE: FACILITATE A LITERACY LEARNING PROGRAMME IN THE RECEPTION YEAR

Specific Outcome 5.1: Plan a developmentally appropriate literacy learning programme according to the national curriculum framework, the interests and life experience of the children.

Specific Outcome 5.2: Prepare appropriate learning activities and materials based on an understanding of the principles of early literacy.

Specific Outcome 5.3: Implement the planned literacy learning programme using a range of appropriate techniques and strategies to facilitate active learning.

Specific Outcome 5.4: Observe and assess children's progress in the literacy learning programme on a continuous basis to inform practice and planning to assist individual children.

Specific Outcome 5.5: Evaluate the effectiveness of the literacy learning programme on a continuous basis and adapt the activities and materials provided to improve the programme.

6. TITLE: FACILITATE A NUMERACY LEARNING PROGRAMME IN THE RECEPTION YEAR

Specific Outcome 6.1: Plan a developmentally appropriate numeracy learning programme according to the national curriculum framework, the interest and life experiences of the child.

Specific Outcome 6.2: Prepare appropriate learning activities and materials based on an understanding of the principles and processes involved in the development of mathematical concepts and numeracy skills.

Specific Outcome 6.3: Implement the planned numeracy learning programme using a range of appropriate techniques and strategies to facilitate active learning.

Specific Outcome 6.4: Observe and assess children's progress in the numeracy learning programme on a continuous basis to inform practice and planning to assist individual children.

Specific Outcome 6.5: Evaluate the effectiveness of the numeracy programme on a continuous basis and adapt the activities and materials provided to improve the programme.

7. TITLE: MANAGE A MEDIUM- SCALE ECD SERVICE

Specific Outcome 7.1:	Establish and maintain an effective community ECD service.
Specific Outcome 7.2:	Facilitate the effective functioning of the organisation.
Specific Outcome 7.3:	Supervise staff and facilitate their professional development.
Specific Outcome 7.4:	Manage available material resources effectively and seek additional resources when needed.
Specific Outcome 7.5:	Establish and maintain efficient administrative systems.

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