



Government Gazette Staatskoerant

REPUBLIC OF SOUTH AFRICA
REPUBLIEK VAN SUID-AFRIKA

Vol. 448

Pretoria, 4 October 2002
Oktober

No. 23895



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South African Qualifications Authority

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GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 1231

4 October 2002

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Private Bag X 06
WATERKLOOF
0145

659 Pienaar Street
BROOKLYN
0181

Tel: +27 (0) 12 482-0800

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*Established in terms of Act 58 of 1995*

Dear Sir/Madam,

The South African Qualifications Authority in terms of the National Standard Body Regulations (Government Gazette No. 18787) published on 28 March 1998, hereby publishes the new names of persons nominated to serve as members of the following National Standard Bodies (NSB 07, & 09) and their national stakeholder bodies. SAQA invites comment with respect to the acceptability of the nominees and the representativeness of the national bodies with key interests in the field.

Kindly forward any comment not later than **28 October 2002** to:

The Executive Officer
South African Qualification Authority
Postnet Suite 248
Private Bag X06
WATERKLOOF
0145

Attention: Mr J. Samuels
Director : Standards Setting and Development

Telephone: (012) 482 0807
Fax: (012) 482 0907

Yours sincerely,

SAMUEL B.A. ISAACS
EXECUTIVE OFFICER

SAQA'S MISSION

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

NSB 07 : HUMAN AND SOCIAL STUDIES

Category	Nomination	Nominated by	Workplace
Critical Interest Group	Dr V Sewpaul (replacing Dr P Ramasar)	SA Council for Social Service Professions	University of Natal

Resignations:

Ms June Palmer

Dr P Ramasar

NSB 09 : HEALTH SCIENCES AND SOCIAL SERVICES

Category	Nomination	Nominated by	Workplace
Provider	Ms L van Rooyen (replacing Ms F Ndlovu)	Association of Further Education and Training Institutions of SA (AFETISA)	Pretoria College

NSB 10 : PHYSICAL, MATHEMATICAL COMPUTER AND LIFE SCIENCES**Resignations:**

Prof D Grayson

SAQA'S MISSION

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

No. 1232**4 October 2002**

The South African Qualifications Authority in terms of the National Standards Bodies Regulations (Government Gazette No. 18787) published on 28 March 1998, hereby give notice of additional names of the following Standards Generating Bodies:

NSB 04: COMMUNICATION STUDIES AND LANGUAGE**Additional name for the SGB for Communication Studies**

NOMINEE	WORKPLACE	NOMINATING BODY	EXPERIENCE/ QUALIFICATIONS
Van Rhee de van Oudtshoorn, G.P. (Replacing R.Rensburg)	University of Pretoria	University of Pretoria	MA in Communication Science. Is lecturer in Marketing and Communication Management.

NSB 03 Business, Commerce and Management Studies**Additional members for the SGB for HET Accountancy and Financial Management**

NOMINEE	WORKPLACE	NOMINATING BODY	QUALIFICATION/ EXPERIENCE
Mr JHG Erasmus	East Vaal District Municipality, Secunda	Institute of Municipal Finance Officers	<p>Holds a BCom and is a Fellow of the Institute of Municipal Finance Officers and is chairperson of the Institute's Standing Committee on Education and Training</p> <p>Has worked for various municipalities as Treasurer from 1973 to 1982 and again from 1990 to date.</p> <p>Ran own business from 1983 to 1990</p> <p>Is currently Chief Financial Officer of the East Vaal District Municipality.</p>

Additional members for the SGB for Public Relations Management and Practice

NOMINEE	WORKPLACE	NOMINATING BODY	QUALIFICATION/ EXPERIENCE
Ms A Leonard	University of Pretoria	University of Pretoria	<p>Holds the following qualifications:</p> <ul style="list-style-type: none"> • BA • BA (Hons) (Communication) <p>Is completing an M Phil in Communication Management at UP</p> <p>Worked at:</p> <ul style="list-style-type: none"> • the Vaal Technikon from 1996 to 1998 in the Department of Teaching Development • the Wits Technikon from 1999 to 2001 as a lecturer in Public Relations • University of Pretoria from January to date in the Department of Marketing and Communications Management

Additional members for the SGB for Public Administration and Management

NOMINEE	WORKPLACE	NOMINATING BODY	QUALIFICATION/ EXPERIENCE
Dr H J Nel	University of Port Elizabeth	University of Port Elizabeth	<p>Holds the following qualifications:</p> <ul style="list-style-type: none"> • BA • BA (Hons) (Public Administration) • MA (Public Administration) • D Phil (Public Administration: Affirmative Action) <p>Has been employed at the University of Port Elizabeth as a lecturer in Public Administration from 1994 to date.</p> <p>Is currently Senior Lecturer and Director of the School for Public Administration at the University of PE</p>
Prof H F Wissink	Port Elizabeth Technikon	Port Elizabeth Technikon	<p>Holds a D Phil in Public Administration from the University of Stellenbosch</p> <p>Has taught in the tertiary sector for 17 years in the field of Public Administration and worked in the public sector for 7 years.</p> <p>He is currently Dean of the Faculty of Commerce and Governmental Studies at the Port Elizabeth Technikon</p>

NOMINEE	WORKPLACE	NOMINATING BODY	QUALIFICATION/ EXPERIENCE
Ms T Persad	South African Management Development Institute	South African Management Development Institute	<p>Holds the Following qualifications:</p> <ul style="list-style-type: none">• B Admin• B Admin (Hons) Industrial Psychology <p>Worked at:</p> <ul style="list-style-type: none">• Kwa Zulu Natal Dept of Education as lecturer in Business Studies in 1998• ICESA as a lecturer in Personnel Management in 1999• Execuprime as a trainer in 2000• SAQA as Assistant Director in Human and Social Studies from October 2000 to September 2001• SAMDI as Manager of Quality Assurance and Assessor and Moderator from October 2001 to date

Yours sincerely,



JOE SAMUELS

DIRECTOR : STANDARDS SETTING AND DEVELOPMENT

No. 1233

4 October 2002

PUBLIC NOTICE BY NSB 03, BUSINESS, COMMERCE AND MANAGEMENT STUDIES, TO EXTEND THE BRIEF OF THE SGB FOR PROJECT MANAGEMENT

NSB 03 has decided, in terms of NSB *Regulation 24(1)(e)* to extend the brief of the SGB for Project Management to include qualifications and standards in Project Management at NQF level 3.

EXTENDED BRIEF OF THE SGB

1. Research and identify the South African requirements regarding Project Management standards and qualifications [*Regulation 24(1)(e)*].
2. Identify transformation, development, access and equity issues relevant to Project Management and design and develop mechanisms to include these issues within standards and qualifications as envisaged in (4) below [*Regulation 24(1)(e)*].
3. Develop learning and career pathways for potential standards and qualifications in Project Management as required [*Regulation 24(1)(e)*].
4. Generate generic unit standards in the areas of Project Management Frameworks; Project Integration Management; Project Scope Management; Project Time Management; Project Financial Management; Project Risk Management; Project Communication Management; Project Human Resources Management; Project Procurement Management and Project Quality Management, and any other area that may arise from 1 to 3 above and combine them into qualifications in accordance with the Authority requirements at NQF Levels 3, 4, 5, 6 and 7 [*Regulation 24(1)(a)*].
5. Recommend the standards and/or qualifications generated under 4, above, to the NSB [*Regulation 24(1)(c)*].
6. Recommend criteria for the registration of assessors and moderators or moderating bodies [*Regulation 24(1)(d)*].
7. Review, add to and update existing standards and qualifications in Project Management, as required [*Regulation 24(1)(b)*].
8. Liaise with other SGBs in the sub-field and related sub-fields and/or fields and make recommendations regarding the articulation between Project Management qualifications and other qualifications registered on the NQF [*Regulation 24(1)(e)*].
9. Perform such other relevant qualifications as may from time to time be delegated by NSB03: Business, Commerce and Management Studies [*Regulation 24(1)(e)*].

COMPOSITION OF THE SGB

NAME	WORKPLACE	NOMINATING BODY	QUALIFICATIONS
Blacklaws, John, Mr	TML Training	TML Training	B.Sc.
Brown, Chris, Prof	University of Stellenbosch	University of Stellenbosch	B.Sc.Eng. B.Sc.Eng. (Hons) MBA DBA
Comninos, Dennis, Mr	Quanto Strategies	Quanto Strategies	Certificate: Project Management
Deacon, Terry, Mr	ProjectPro Management Services	ProjectPro Management Services	B.Sc. Eng. (Civil) Hons in Construction Project Management Project Management Professional (PMP)
Eastoe, Guy, Mr	Snap-Tech	Snap-Tech	Matric
Hlabioa, Len, Mr	H&H Project Services	H & H Project Services	BA (Social Science)
Johnson, Basil, Mr	Murray & Roberts Engineering Solutions	Cost Engineering Association of South Africa (CEASA)	Management Certificate
Knipe, Andre, Mr	Technikon SA	Technikon SA	B.Admin. B.Admin. (Hons) M.Admin.
Koster, Manfred, Prof	University of Texas University of Pretoria	University of Pretoria	B.Sc. (QS) MBA Ph.D.
Morrison, Eddie, Mr	Technikon Pretoria	Technikon Pretoria	B.Admin. MBA B.Com. (Hons)
Myburgh, Jacques, Mr	DATAVIA	DATAVIA	B.Sc. (Information Systems & Geology) Diploma: Project Management
Naidoo, Louis, Mr	Seyuran Enterprises	Seyuran Enterprises	M.Sc. (Information Systems) Project Management Professional (PMP)
Naidoo, Neil, Mr	Project Intelligence	Project Intelligence	M.Sc. (Information Systems) Project Management Professional (PMP) Diploma: Project Management Bacc CMD
Pelser, Gert P J, Prof	Unisa Graduate School of Business Leadership	Unisa	B.Sc. Eng. M.Sc. Eng. MBA DBL
Prinsloo, Susan, Ms	Telkom	Telkom	B.Sc. (Hons) MBL Diploma: Practical Project Management
Rae, Rodney, Mr	SARS	SARS	Diploma: Project Management
Rider, Lesley, Ms	LJ Projects Associates	PMISA	B.Sc. (Hons) Project Management Professional (PMP)

Rodrigues, Bruce, Mr	BRP Project Management	BRP Project Management	B.Sc. Eng. (Civil) PrEng MBL Project Management Professional (PMP)
Smit, Jurie, Mr	Price Waterhouse Coopers	Price Waterhouse Coopers	Diploma: MBP Diploma: Project Management Certified Information Systems Auditor (CISA) Project Management Professional (PMP)
Steyn, Herman, Prof	University of Pretoria	University of Pretoria	B.Eng. (Hons) MBA PhD.
Steyn, Pieter G, Prof	College of Project Management	College of Project Management	B.Sc. Eng. (Industrial) MBA D Com (Business Economics)
Van Rensburg, Henk, Mr	HS Consulting Services	HS Consulting Services	Diploma: Business Management Diploma: Project Management
Visser, Patrys, Mr	Deloitte Consulting	Deloitte Consulting	B.Eng. (Mechanical) M.Eng. (Industrial)
Visser, Sonja, Mrs	Independent Contractor	L J Project Associates	National Diploma: Human Resource Management

No. 1234

4 October 2002

PUBLIC NOTICE BY NSB 10, PHYSICAL, MATHEMATICAL, COMPUTER AND LIFE SCIENCES TO EXTEND THE BRIEF OF THE SGB FOR THE GENERIC BACHELOR OF SCIENCE DEGREE IN HIGHER EDUCATION AND TRAINING AT LEVEL 6

National Standards Body (NSB 10) Physical, Mathematical, Computer And Life Sciences hereby wishes to extend the brief of the existing SGB in the field of Science at NQF level 6. The original brief provided for the development of a standard for the single BSc degree. It is now proposed to:

- Extend the brief to develop a standard for the BSc Honours degree and MSc (Master of Science) degree;
- Change the name of the SGB to cover the extended brief. The proposed new name is the SGB for generic degrees in Science.

BRIEF OF THE SGB

1. Review the interim-registered versions of science degrees from South African Universities and other international examples that have been developed in the field to identify and develop the core competencies embedded within them. *[Regulations 24(1)(e)]*. The basic approach will be to produce a national, generic, outcome-based BSc qualification to facilitate and enhance horizontal and vertical articulation in the NQF and to improve the overall quality of science graduates.
2. Generate generic qualifications outlined below in science in HET at level 6 to level 8. *[Regulation 24(1)(a)]*.
 - Bachelors of Science (BSc) (NQF level 6)
 - BSc Honours (NQF level 7)
 - MSc (NQF level 8)
3. Recommend criteria for registration of assessors and moderators or moderating bodies *[Regulation 24(1)(d)]*.
4. Recommend the qualifications generated under 2 above to the NSB *[Regulation 24(1)(d)]*.
5. Accept and perform other related functions as requested by NSB 10 *[Regulation 24(1)(e)]*.
6. The SGB will liaise closely with all other relevant SGBs for HET in the field as well as in other organising fields of the NQF.

COMPOSITION OF THE SGB

NOMINEE	NOMINATED BY	WORKPLACE	EXPERIENCE AND QUALIFICATION IN THE FIELD
Professor C. Ball	SAUVCA	University of Port Elizabeth	PhD in Applied Mathematics. Dean of Science. 31 years experience in teaching Applied Maths and Physics.
Professor D. Brothers	SAUVCA	University of Natal, Pietermaritzburg	PhD Entomology. 27 years University teaching experience. University and Faculty level involvement in Curriculum/Programme Development.
Professor J. Cooke	SAUVCA Convenor BSc Task Group	University of Natal, Durban	PhD Ecology and Cert. Ed. 28 years University teaching experience. Head of Department. University and Faculty level involvement in Curriculum/Programme Development. Co-convenor SGB in Environmental Science, Environmental Management and Waste Management. Member of Inter SGB on Environment.
Professor R. Crewe	SACNASP/SAUVCA	University of Pretoria	PhD Entomology. Dean of Science. President of SACNASP. Past President of Joint Council of Scientific Societies. Fellow of the Royal Society of SA.
Professor Diane Grayson	SGB Physics HET Convenor	UNISA	PhD Physics. 18 years experience in teaching and curriculum development including Science Foundation courses.

NOMINEE	NOMINATED BY	WORKPLACE	EXPERIENCE AND QUALIFICATION IN THE FIELD
Professor D. Loots	SAUVCA	Potchefstroom University of Christian Higher Education	BSc in Zoology. Past Head of Zoology. 35 years University teaching and research experience.
Professor J. Meyerowitz	SAUVCA	University of Natal, Durban	MSc Computer Science. Assistant Dean of Science. Faculty responsibilities for Curriculum/Programme Development and Interim Registration of Qualifications.
Mrs A Milne	CTP	Technikon Natal	MSc Biological Sciences and HDE. Acting Dean of Health. 17 years experience including school teaching. Curriculum development experience.
Mrs. M. Mohr-Swart	Convenor SGB Environmental Science, Environmental Management and Waste Management	Technikon Pretoria	MBA. Head of Department Environmental Management and Engineering
Dr S. Pillay	SAUVCA Deputy Convenor BSc Task Group	University of Durban – Westville	PhD Physics. Head of Discipline. School teaching, University Academic Development and teach experience. Development of curricula and Science Foundation Programme for disadvantaged students.
Professor J. Roode	Convenor SGB Computer Systems and Information Technology.	University of Pretoria	PhD South African Computer Lecturers Association.
Dr S. Singh	CTP	ML Sultan Technikon	PhD Microbiology. Head of Department. 10 years teaching experience.

NOMINEE	NOMINATED BY	WORKPLACE	EXPERIENCE AND QUALIFICATION IN THE FIELD
Mrs L. Turner	Convenor SGB Earth and Space Sciences	Consultant	President of the Geological Society of South Africa. Wide teach and research experience.
Professor J. van den Berg	SAUVCA	University of Natal, Durban	MSc Mathematics. Dean of Science. 40 years university experience. Development of 4-year science degree for disadvantaged students. Faculty Chair for Curriculum/ Programme Development and Interim Registration of Qualifications.
Professor K. van Warmelo	SAUVCA	Rand Afrikaans University	PhD Agriculture (Mycology). Assistant Dean of Science. 31 years teaching experience. Faculty responsibilities for Curriculum transformation and Programme Development and Interim Registration of Qualifications.
Professor P. Watt	SAUVCA	University of Natal, Durban	PhD in Botany. Assistant Dean of Science. Faculty responsibilities for Curriculum/Programme Development and interim Registration of Qualifications.
Dr C. Woolard	Convenor SGB Chemistry	University of Port Elizabeth	PhD in Chemistry. Experience in university teaching and research.

No. 1235

4 October 2002

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In order to proceed with the recognition of Standards Generating Bodies in terms of Government Regulations 19(1)(c) and 22(2) of 28 March 1998, National Standards Body 09, Health Sciences and Social Services invites public comment with respect to *the acceptability of the nominees and the representativeness of the key education and training stakeholder interest groups* listed as SGB applicants below.

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

All nominations/ applications should be accompanied by curricula vitae.

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

Comment should reach the NSB at the address below by not later than **4 November 2002**. All correspondence should be marked **SGB for Dental Therapy and Oral Hygiene** and be addressed to:

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

SGB INFORMATION

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

SGBs shall:

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

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

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

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

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

PUBLIC NOTICE BY NSB 09, HEALTH SCIENCES AND SOCIAL SERVICES, OF AN APPLICATION BY THE HEALTH PROFESSIONS COUNCIL OF SOUTH AFRICA TO REGISTER THE EXISTING PROFESSIONAL BOARD FOR DENTAL THERAPY AND ORAL HYGIENE AS AN SGB

NSB 09 has received an application to register an SGB for Dental Therapy and Oral Hygiene for NQF levels 5 - 8

Proposed Brief of the SGB

1. Develop learning pathways for potential qualifications and unit standards in the area of dental therapy and oral hygiene from level 5 through to level 8 [*Regulation 24 (1)(a)*].
2. Generate qualifications and standards in the areas of dental therapy and oral hygiene in terms of requirements of relevant legislation and the establishment of best practices and ethics across the working environment. These will include:
 - Diploma in Dental Therapy at level 6
 - Diploma in Oral Hygiene at level 6
 - First Bachelor's Degree in Dental Therapy at level 6
 - First Bachelor's Degree in Oral Hygiene at level 6
 - Masters and Doctoral degrees in Dental Therapy at level 8
 - Masters and Doctoral degrees in Oral Hygiene at level 8 [*Regulation 24 (1)(a)*].
3. Ensure that practising professionals are able to fulfil the requirements for registration with the Health Professions Council of South Africa [*Regulation 24 (1)(e)*].
4. Recommend qualifications and standards generated under 1 and 2 above to the NSB [*Regulation 24 (1)(c)*].
5. Recommend criteria for the registration of assessors and moderators or moderating bodies [*Regulation 24 (1)(d)*].
6. Liase with other NSBs and SGBs - within and outside NSB 09 - which have vested interests in the subjects of dental therapy and oral hygiene [*Regulation 24 (1)(e)*].
7. Perform such other functions as may from time to time be delegated by NSB 09: Health Sciences and Social Services [*Regulation 24 (1)(e)*].

NAME	WORKPLACE	NOMINATING BODY	QUALIFICATIONS / EXPERIENCE
Dlamini, D	Lorato Complex, Soshanguve	Elected by fellow professionals (Elected)	B Dental Therapy (MEDUNSA)
Fourie, D M	South African National Defence Force (SANDF)	Elected	Dip Oral Hygiene
Hendricks, S J H	Dept of Health: KZN	Appointed by the Minister (Appointed)	MSc DPH (Lond); MPH (Harvard)
Laher, H E	Oral & Dental Hospital: UDW	SAUVCA	BSc Hons (UK);
Msiza, T	Dept of Health: North West	Elected	Dip Dental Therapy
Naicker, M	Oral & Dental Hospital: UDW	Elected	B Oral Health (UDW); Adv Dip OH :Ortho (Pretoria)
Nongogo, N	Hospice: Botshabelo	Appointed	B Cur (UNISA)
Potierter, E-M	University of Stellenbosch	Elected	B So Hons STD
Singh, R S	Oral & Dental Hospital: UDW	Elected	B Dental Therapy Hons (MEDUNSA)
Zondi, L R	Alternative Dispute Resolution Specialist: Sunninghill	Appointed	Soc Sc Hons (U Zululand); Dip Man Adv Prog (Wits Bus Sch); Higher Dip Labour Law (RAU)

No. 1236

4 October 2002

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In order to proceed with the recognition of Standards Generating Bodies in terms of Government Regulations 19(1)(c) and 22(2) of 28 March 1998, National Standards Body 09, Health Sciences and Social Services invites public comment with respect to *the acceptability of the nominees and the representativeness of the key education and training stakeholder interest groups* listed as SGB applicants below.

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

All nominations/ applications should be accompanied by curricula vitae.

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

Comment should reach the NSB at the address below by not later than **4 November 2002**. All correspondence should be marked **SGB for Dietetics** and be addressed to:

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

SGB INFORMATION

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

SGBs shall:

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

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

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

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

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

PUBLIC NOTICE BY NSB 09, HEALTH SCIENCES AND SOCIAL SERVICES, OF AN APPLICATION BY THE HEALTH PROFESSIONS COUNCIL OF SOUTH AFRICA TO REGISTER THE EXISTING PROFESSIONAL BOARD FOR DIETETICS AS AN SGB

NSB 09 has received an application to register an SGB for Dietetics for NQF levels 5 - 8

Proposed Brief of the SGB

1. Develop learning pathways for potential qualifications and unit standards in the area of Dietetics from level 5 through to level 8 *[Regulation 24 (1)(a)]*.
2. Generate qualifications and standards in the area of Dietetics in terms of requirements of relevant legislation and the establishment of best practices and ethics across the working environment. These will include:
 - Bachelor's Degree in Dietetics at level 7
 - Bachelor's Degree in Food and Hospitality Management at level 7
 - Bachelor's Degree in Nutrition at level 7
 - Postgraduate Diploma in Dietetics at level 7
 - Masters and Doctoral Degrees in Dietetics at level 8
 - Masters and Doctoral Degrees in Nutrition at level 8 *[Regulation 24 (1)(a)]*.
3. Ensure that practising professionals are able to fulfil the requirements for registration with the Health Professions Council of South Africa *[Regulation 24 (1)(e)]*.
4. Recommend qualifications and standards generated under 1 and 2 above to the NSB *[Regulation 24 (1)(c)]*.
5. Recommend criteria for the registration of assessors and moderators or moderating bodies *[Regulation 24 (1)(d)]*.
6. Liase with other NSBs and SGBs - within and outside NSB 09 - which have vested interests in the subject of Dietetics *[Regulation 24 (1)(e)]*.
7. Perform such other functions as may from time to time be delegated by NSB 09: Health Sciences and Social Services *[Regulation 24 (1)(e)]*.

PROPOSED COMPOSITION OF THE SGB

NAME	WORKPLACE	NOMINATING BODY	QUALIFICATIONS / EXPERIENCE
Bengu-Baloyi, L N	Private Practice	Appointed	Dip Nutrition
Blaauw, R	Dept Human Nutrition: University of Stellenbosch (U Stell)	Elected	M Nutrition (Stellenbosch); PhD (Stellenbosch)
Gericke, G J	University of Pretoria	Elected	B Sc Hons (Pretoria)
Herselman, M G	U Stell	Elected	B Sc Dietetics (Stellenbosch); M Nutrition (Stellenbosch); PhD (Stellenbosch)
Labadarios, D	U Stell	SAUVCA	MB ChB (Stellenbosch)
Mgijima, C	Dept of Health	Appointed	M Public Health Nutrition (USA)
Senekal, M	Dept Human & Animal Physiology U Stell	Elected	M Nutrition (Stellenbosch); PhD Dietetics (Stellenbosch)
Steyn, N P	University of the North	Elected	BSc Dietetics (Natal); Dip Hosp Dietetics (Stellenbosch); PhD (Stellenbosch)

No. 1237

4 October 2002

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

All nominations/ applications should be accompanied by curricula vitae.

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

Comment should reach the NSB at the address below by not later than **4 November 2002**. All correspondence should be marked **SGB for Emergency Care** and be addressed to:

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

SGB INFORMATION

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

SGBs shall:

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

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

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

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

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

PUBLIC NOTICE BY NSB 09, HEALTH SCIENCES AND SOCIAL SERVICES, OF AN APPLICATION BY THE HEALTH PROFESSIONS COUNCIL OF SOUTH AFRICA TO REGISTER THE EXISTING PROFESSIONAL BOARD FOR EMERGENCY CARE AS AN SGB

NSB 09 has received an application to register an SGB for Emergency Care for NQF levels 1 - 8

Proposed Brief of the SGB

1. Develop learning pathways for potential qualifications and unit standards in the area of Emergency Care from level 1 through to level 8 [*Regulation 24 (1)(a)*].
2. Generate qualifications and standards in the areas of Emergency Care in terms of requirements of relevant legislation and the establishment of best practices and ethics across the working environment. These will include:
 - National Certificate in First Aid at level 1
 - National Certificate in First Aid at level 2
 - National Certificate in First Aid at level 3
 - National Certificate in Basic Ambulance Assistance at level 2
 - National Certificate in Basic Ambulance Assistance at level 3
 - National Certificate in Ambulance Emergency Assistance at level 4
 - National Certificate in Operational Emergency Care at level 4
 - National Certificate in Critical Care Assistance at level 5
 - First Degree Emergency Medical Care at level 6
 - Professional Degree Emergency Medical Care at level 7
 - Master's Degree in Emergency Medical Care at level 8
 - Doctoral Degree in Emergency Medical Care at level 8 [*Regulation 24 (1)(a)*].
3. Ensure that practising professionals are able to fulfil the requirements for registration with the Health Professions Council of South Africa [*Regulation 24 (1)(e)*].
4. Recommend qualifications and standards generated under 1 and 2 above to the NSB [*Regulation 24 (1)(c)*].
5. Recommend criteria for the registration of assessors and moderators or moderating bodies [*Regulation 24 (1)(d)*].
6. Liase with other NSBs and SGBs - within and outside NSB 09 - which have vested interests in the subject of emergency care [*Regulation 24 (1)(e)*].
7. Perform such other functions as may from time to time be delegated by NSB 09: Health Sciences and Social Services [*Regulation 24 (1)(e)*].

PROPOSED COMPOSITION OF THE SGB

NAME	WORKPLACE	NOMINATING BODY	QUALIFICATIONS / EXPERIENCE
Bodmer, K	Cape Metropolitan Council	Elected	Cert Ambulance Emergency Assistant (AEA)
Brunn, G S	ER 24: Emergency Medical Services	Elected	Adv Trauma Life Support (Jhb Hosp); B Tech (Wits Tech); Out-of-Hospital Intensive Care (U Alabama).
Coetzer, A G	Institute of Emergency Care	First Aid Organisations	Cert AEA
Dhai, A	Emergency Medical Services	Appointed	Dip Emergency Care; Cert Health Emergency Care in Large Populations; # years as programme manager for Emergency Medicines, North West Province
Fuhri, P D	Dept of Health	Elected	Dip Critical Care Assistant; Dip Ambulance & Emergency Care (Wits Tech)
Justus, T D	Wits Technikon	Elected	Dip Ambulance Emergency Technician
Khotu, S H	Dept of Health	Appointed	MB ChB; PG Dip in Health Management
Louw, W	Noodhulpliga	Elected	Cert AEA
Matlala, N J	Limpopo Provincial Administration	Appointed	Cert AEA
Millward, K L	Active Mechanical Services	Elected	Cert AEA
Mofokeng, M K	Free State Provincial Administration	Elected	Basic Ambulance Assistant
Maloi, O N	Umtata General Hospital	Appointed	RN; Dip Anaesthetics; Dip Intensive Care Nursing Science
Robertson, C C	Cape Metropolitan Council	Education Institutions	MB ChB; PG (Cape Town)
Strydom, P I T	SANDEF	Elected	Cert AEA
Tucker, A	Ysterplaat Medical Supplies	Elected	Cert AEA
Vogel, J B	Cape Metropolitan Council	Appointed	Dip Critical Care; Ambulance Emergency Care

No. 1238

4 October 2002

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

All nominations/ applications should be accompanied by curricula vitae.

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

Comment should reach the NSB at the address below by not later than **4 November 2002**. All correspondence should be marked **SGB for Environmental Health and Food Inspectors** and be addressed to:

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

SGB INFORMATION

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- c. recommend standards and qualifications to National Standards Bodies;
- d. recommend criteria for the registration of assessors and moderators or moderating bodies; and
- e. perform such other functions as may from time-to-time be delegated by their National Standards Body.

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

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

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

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

PUBLIC NOTICE BY NSB 09, HEALTH SCIENCES AND SOCIAL SERVICES, OF AN APPLICATION BY THE HEALTH PROFESSIONS COUNCIL OF SOUTH AFRICA TO REGISTER THE EXISTING PROFESSIONAL BOARD FOR ENVIRONMENTAL HEALTH AND FOOD INSPECTORS AS AN SGB

NSB 09 has received an application to register an SGB for Environmental Health and Food Inspectors for NQF levels 5 - 8

Proposed Brief of the SGB

1. Develop learning pathways for potential qualifications and unit standards in the area of Environmental Health and Food Inspection from level 5 to level 8 *[Regulation 24 (1)(a)]*.
2. Generate qualifications and standards in the areas of Environmental Health and Food Inspection in terms of requirements of relevant legislation and the establishment of best practices and ethics across the working environment. These will include:
 - National Diploma in Environmental Health at level 5
 - Bachelor's Degree in Technology in Environmental Health at level 6
 - Masters and Doctoral degrees in Technology in Environmental Health at level 8 *[Regulation 24 (1)(a)]*.
3. Ensure that practising professionals are able to fulfil the requirements for registration with the Health Professions Council of South Africa *[Regulation 24 (1)(e)]*.
4. Recommend qualifications and standards generated under 1 and 2 above to the NSB *[Regulation 24 (1)(c)]*.
5. Recommend criteria for the registration of assessors and moderators or moderating bodies *[Regulation 24 (1)(d)]*.
6. Liase with other NSBs and SGBs - within and outside NSB 09 - which have vested interests in the subjects of environmental health and food inspection *[Regulation 24 (1)(e)]*.
7. Perform such other functions as may from time to time be delegated by NSB 09: Health Sciences and Social Services *[Regulation 24 (1)(e)]*.

PROPOSED COMPOSITION OF THE SGB

NAME	WORKPLACE	NOMINATING BODY	QUALIFICATIONS / EXPERIENCE
Agenbag, M H A	Ukhahlamba District Municipality	Elected	B Tech Environment; Dip in Public Health
Cassimjee, F	Germiston City Council	Appointed	Dip Environmental Health
Engelbrecht, J C	Pretoria Technikon	CTP	M Tech Environmental Health
Groenewald, J P	Bloemfontein City Council	Elected	B Admin; Cert Health Inspectors (Royal Society of Health); Cert Meat & Food Inspector
Hugo, C	Cape Metropolitan Council	Elected	Dip Public Health; 24 years' clinical experience
Pretorius, A W J	Dept of Health	Elected	Dip Health Inspectors; B A Hons Sociology; 28 years' clinical experience
Ramaema, T L	WSSA Commercial Director	Appointed	M Public Health
Ryder, H D	Pietermaritzburg Town Council	Elected	Dip Public Health
Schippers, J	Cape Metropolitan Council	Professional Associations	Dip Environmental Health
Swart, A	Wits Technikon	Elected	Dip Public Health
Tuswa, Z M	Med Ascheme, Durban	Appointed	Dip Community Development
Veldman, H H	Potchefstroom Municipality	Elected	Dip Public Health

No. 1239

4 October 2002

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

All nominations/ applications should be accompanied by curricula vitae.

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

Comment should reach the NSB at the address below by not later than **4 November 2002**. All correspondence should be marked **SGB for Medical Technology** and be addressed to:

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

SGB INFORMATION

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

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

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

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

PUBLIC NOTICE BY NSB 09, HEALTH SCIENCES AND SOCIAL SERVICES, OF AN APPLICATION BY THE HEALTH PROFESSIONS COUNCIL OF SOUTH AFRICA TO REGISTER THE EXISTING PROFESSIONAL BOARD FOR MEDICAL TECHNOLOGY AS AN SGB

NSB 09 has received an application to register an SGB for Medical Technology for NQF levels 5 - 8

Proposed Brief of the SGB

1. Develop learning pathways for potential qualifications and unit standards in the area of Medical Technology from level 5 through to level 8 [*Regulation 24 (1)(a)*].
2. Generate qualifications and standards in the areas of Medical Technology in terms of requirements of relevant legislation and the establishment of best practices and ethics across the working environment. These will include:
 - Certificate for Medical Technicians at level 5
 - National Diploma in Medical Technology at level 6
 - Bachelor's Degree in Medical Technology at level 7
 - Masters and Doctoral Degrees at level 8 [*Regulation 24 (1)(a)*].
3. Ensure that practising professionals are able to fulfil the requirements for registration with the Health Professions Council of South Africa [*Regulation 24 (1)(e)*].
4. Recommend qualifications and standards generated under 1 and 2 above to the NSB [*Regulation 24 (1)(c)*].
5. Recommend criteria for the registration of assessors and moderators or moderating bodies [*Regulation 24 (1)(d)*].
6. Liase with other NSBs and SGBs - within and outside NSB 09 - which have vested interests in the subject of medical technology [*Regulation 24 (1)(e)*].
7. Perform such other functions as may from time to time be delegated by NSB 09: Health Sciences and Social Services [*Regulation 24 (1)(e)*].

PROPOSED COMPOSITION OF THE SGB

NAME	WORKPLACE	NOMINATING BODY	QUALIFICATIONS / EXPERIENCE
Capper, T P	SAIMR	Elected	Dip Med Tech: Microbiology (Wits Tech)
Divall, P D J	UOFS	Elected	Dip Med Lab Tech (SA)
Hunt, K O	Mangosuthu Tech	CTP	Dip Med Lab Tech (SA)
le Roux, I M	Tygerberg Hospital	Elected	Dip Med Lab Tech (SA) (Cape Town); CFIAC
Mabope, V R	Dept of Health	Appointed	Dip Med Lab Tech (SA)
Marais, G G	Western Province Blood Transfusion	Elected	Exam SAMDC
Mosuwe, E L	Dept of Education: Chief Education Specialist	Appointed	MSc: Physiology (U London)
Ntola, N	Universitas Hospital	Appointed	Dip Med Tech (SA)
van Rijswijk, A W	Pathcare: Cape Town	Elected	PhD (Stellenbosch)
van Schalkwyk, E J	SAIMR	Elected	Dip Med Tech (SA)

No. 1240

4 October 2002

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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All nominations/ applications should be accompanied by curricula vitae.

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Comment should reach the NSB at the address below by not later than **4 November 2002**. All correspondence should be marked **SGB for Occupational Therapy and Medical Orthotics and Prosthetics** and be addressed to:

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or faxed to 012 - 482 0992

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PUBLIC NOTICE BY NSB 09, HEALTH SCIENCES AND SOCIAL SERVICES, OF AN APPLICATION BY THE HEALTH PROFESSIONS COUNCIL OF SOUTH AFRICA TO REGISTER THE EXISTING PROFESSIONAL BOARD FOR OCCUPATIONAL THERAPY AND MEDICAL ORTHOTICS AND PROSTHETICS AS AN SGB

NSB 09 has received an application to register an SGB for Occupational Therapy and Medical Orthotics and Prosthetics for NQF levels 5 - 8

Proposed Brief of the SGB

1. Develop learning pathways for potential qualifications and unit standards in the area of Occupational Therapy and Medical Orthotics and Prosthetics from level 5 through to level 8 [*Regulation 24 (1)(a)*].
2. Generate qualifications and standards in the areas of Occupational Therapy and Medical Orthotics and Prosthetics in terms of requirements of relevant legislation and the establishment of best practices and ethics across the working environment. These will include:
 - National Certificate in Occupational Therapy Assistance at level 5
 - National Certificate in Orthotics & Prosthetics Assistance at level 5
 - Diploma in Occupational Therapy Assistance at level 5
 - Professional Diploma in Orthotics and Prosthetics at level 6
 - Bachelor's Degrees in Occupational Therapy at level 7
 - Master of Art Therapy (Music) (structured) at level 8
 - Master of Occupational Therapy (Research) at level 8.
 - Master of Occupational Therapy (Structured) at level 8.
 - Ph D in Occupational Therapy at level 8 [*Regulation 24 (1)(a)*].
3. Ensure that practising professionals are able to fulfil the requirements for registration with the Health Professions Council of South Africa [*Regulation 24 (1)(e)*].
4. Recommend qualifications and standards generated under 1 and 2 above to the NSB [*Regulation 24 (1)(c)*].
5. Recommend criteria for the registration of assessors and moderators or moderating bodies [*Regulation 24 (1)(d)*].
6. Liase with other NSBs and SGBs - within and outside NSB 09 - which have vested interests in the subjects of Occupational Therapy and Medical Orthotics and Prosthetics [*Regulation 24 (1)(e)*].
7. Perform such other functions as may from time to time be delegated by NSB 09: Health Sciences and Social Services [*Regulation 24 (1)(e)*].

PROPOSED COMPOSITION OF THE SGB

NAME	WORKPLACE	NOMINATING BODY	QUALIFICATIONS / EXPERIENCE
Beukes, S	U Stell: Dept of OT	Elected	Dip Otho (Pret); Bchd (Pret); M Arb : OT (Stell)
Concha, M E	U Wits	Educational Institutions	B Sc: OT (Wits)
Crouch, R B	Private Practitioner	Elected	M Sc: OT (Wits)
de Wet, A	Private Practitioner	Elected	Dip OT (SA); Dip Ther Ed Voc (Pret); M OT (MEDUNSA)
Naidoo, K S	UDW	Appointed	B Sc (UDW); B Optom (UDW); M Ph (Temple U USA); O D Pco (USA)
Ndaba, H O Z	Toyota Prospection	Appointed	B Juris
Sekobe, G	Dept of Health	Appointed	M Med Sc: Occ Hygiene (UK); 21 years' clinical experience
van der Reyden, D	UDW	Elected	Dip OT (SA)
van der Walt, J L	I Military Hospital	Elected	Cert OT Tech (SA); Dip ONP
Visser, J A	Dept Health	Elected	Dip ONP

No. 1241

4 October 2002

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

Comment should reach the NSB at the address below by not later than **4 November 2002**. All correspondence should be marked **SGB for Pharmacy** and be addressed to:

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Development
SAQA
Attention: Mr. D Mphuthing
Postnet Suite 248
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Waterkloof
0145
or faxed to 012 - 482 0992

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- (d) are able to exercise critical judgement at a high level; and
- (e) are committed to a communication process between the Standards Generating Body, the National Standards Body and the Constituency.

**PUBLIC NOTICE BY NSB 09, HEALTH SCIENCES AND SOCIAL SERVICES, OF AN
APPLICATION TO REGISTER AN SGB FOR PHARMACY**

NSB 09 has received an application to recognise and register an SGB for Pharmacy for NQF levels 5 - 8

Proposed Brief of the SGB

1. Develop learning pathways for a potential qualification and unit standards in the area of Pharmacy from level 5 through to level 8 [*Regulation 24 (1)(a)*].
2. Generate qualifications and standards in the areas of pharmacy in terms of requirements of relevant legislation and the establishment of best practices and ethics across the working environment. These will include
 - Certificate in Pharmacist's Assistance at level 3
 - Certificate in Pharmacist's Assistance at level 4
 - Diploma in Pharmacy at level 5
 - Bachelor's Degree in Pharmacy at level 6
 - Post-Graduate Diplomas in the various specialties of Pharmacy (e.g. pharmacokineticist and radio pharmacist) at level 7
 - Master's and Doctoral Degrees in Pharmacy at level 8
 - Other qualifications e.g. for health care professionals other than pharmacists who are authorised to dispense medicine and/or compound [*Regulation 24 (1)(a)*].
3. Ensure that practicing professionals fulfil the requirements for registration with the Pharmacy Council of South Africa [*Regulation 24 (1)(e)*].
4. Recommend the qualifications and standards generated under 1 and 2 above to the NSB [*Regulation 24 (1)(c)*].
5. Recommend criteria for the registration of assessors and moderators or moderating bodies [*Regulation 24 (1)(d)*].
6. Liaise with other NSBs and SGBs – within and outside NSB 09 – which have vested interests in the subject of pharmacy [*Regulation 24 (1)(e)*].
7. Perform such other functions as may from time to time be delegated by NSB 09: Health Sciences and Social Services [*Regulation 24 (1)(e)*].

PROPOSED COMPOSITION OF THE SGB

NOMINEE	WORKPLACE	NOMINATING BODY	QUALIFICATION / EXPERIENCE
de Lange, C	S Buys Training & Development (Pty) Ltd	Business Sector	Pharmacist's Assistant; 3 years' experience as workplace assessor
Enslin, G M	Technikon Pretoria	Committee of Technikon Principals (CTP)	M Pharm; 18 years' clinical; 4 years' lecturing
Futter, W T	Rhodes University	SAUVCA	M Comm; 4 years' clinical; 18 Years lecturing
Govender, V	AFROX Pharmacy Management Services	Business Sector	B Sc Pharmacy; MBA; 11 years' clinical
Gush, J	School of Pharmacy: MEDUNSA	SAUVCA	B Sc Pharmacy; 27 years' clinical; 4 years' lecturing
Hadebe, M M	Dawn Park Pharmacy	Business Sector	B Sc pharmacy; 22 years' clinical
Helberg, E A	School of Pharmacy: MEDUNSA	SAUVCA	Dip Pharm; 20 years' clinical; 1 year lecturing
Inderlall, R	Dept of Health: Free State	Provincial Government Sector	B Pharm; 8 years' clinical
Kgaka, N A	University of the North	SAUVCA	B Sc; B Pharm; 30 years' clinical; 5 years' lecturing
Lowes, M M J	Technikon Pretoria	CTP	D Sc; MBA; 7 years' clinical; 15 years' lecturing; 8 years management of school of pharmacy
Malan, S F	Potchefstroom University for CHE	Pharmaceutical Society of South Africa	Ph D in Pharmaceutical Chemistry; 4 years' clinical; 12 years' lecturing
Marais, A F	Potchefstroom University for CHE	SAUVCA	Ph D Pharmacy; Year clinical; 11 years' lecturing
Naidoo, P	University of Durban Westville (UDW)	Pharmaceutical Society of South Africa	B Pharm; M Med Sc; 16 years' clinical; 7 years' lecturing
Peteni, L N	Dept of Health	Government Sector	B Sc; B Pharm; MA; 19 years' clinical
Radebe, W T	South African Youth Council	NGO sector	Public & Development Management; 4 years as deputy and acting president of the Youth Council
Regensberg, D J	School of Comprehensive Health Education	Business Sector	B A Cur (Hons); MBA; 8 years' clinical; 12 years' lecturing

Rothman, JC	S Buys Training & Development (Pty) Ltd	Business Sector	Ph D Pharmacy; 14 years' clinical; 2 years' lecturing; 3 years' managerial
Summers, R S	MEDUNSA	SAUVCA	Ph D Pharmacy; 11 years' lecturing; 23 years as deputy and head of Pharmacy schools
Thupana M	Dept of Health: Limpopo	South African Pharmacy Council	B Pharm; 22 years' clinical
van der Colff, J J	S Buys Training & Development (Pty) Ltd	Business Sector	M Cur; 13 years' clinical; 7 years' lecturing
van Wyk, C J	Potchefstroom University for CHE	SAUVCA	D Sc in Industrial Pharmacy; 34 years' lecturing and research
van Wyk, H	Renalcare Services (Pty) Ltd	Business Sector	M Pharm; 25 years' clinical
Vasuthevan, S	AFROX Healthcare	Business Sector	B Cur Hons; M Sc in Health Education; 5 years' clinical; 10 years' lecturing; 6 years' as professional officer and manager
Walker, R B	Rhodes University	SAUVCA	Ph D Biopharmaceutics; 8 years' clinical; 11 years lecturing; 3 years as head of pharmacy school

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In order to proceed with the recognition of Standards Generating Bodies in terms of Government Regulations 19(1)(c) and 22(2) of 28 March 1998, National Standards Body 09, Health Sciences and Social Services invites public comment with respect to *the acceptability of the nominees and the representativeness of the key education and training stakeholder interest groups listed as SGB applicants below.*

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

All nominations/ applications should be accompanied by curricula vitae.

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

Comment should reach the NSB at the address below by not later than **4 November 2002**. All correspondence should be marked **SGB for Speech, Language and Hearing Therapy** and be addressed to:

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

SGB INFORMATION

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

SGBs shall:

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

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

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

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

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

PUBLIC NOTICE BY NSB 09, HEALTH SCIENCES AND SOCIAL SERVICES, OF AN APPLICATION BY THE HEALTH PROFESSIONS COUNCIL OF SOUTH AFRICA TO REGISTER THE EXISTING PROFESSIONAL BOARD FOR SPEECH, LANGUAGE AND HEARING THERAPY AS AN SGB

NSB 09 has received an application to register an SGB for Speech, Language and Hearing Therapy for NQF levels 5 - 8

Proposed Brief of the SGB

1. Develop learning pathways for potential qualifications and unit standards in the area of Speech, Language and Hearing Therapy from level 5 through to level 8 [Regulation 24 (1)(a)].
2. Generate qualifications and standards in the areas of Speech, Language and Hearing Therapy in terms of requirements of relevant legislation and the establishment of best practices and ethics across the working environment. These will include:
 - Certificate for Hearing Aid Acousticians at level 5
 - Bachelor's Degree in Speech and Language Therapy at level 6
 - Bachelor's Degree in Hearing (Audiology) at level 6
 - Masters' and Doctoral Degrees in Speech and Language Therapy at level 8.
 - Masters' and Doctoral Degrees in Hearing (Audiology) at level 8 [Regulation 24 (1)(a)].
3. Ensure that practising professionals are able to fulfil the requirements for registration with the Health Professions Council of South Africa [Regulation 24 (1)(e)].
4. Recommend qualifications and standards generated under 1 and 2 above to the NSB [Regulation 24 (1)(c)].
5. Recommend criteria for the registration of assessors and moderators or moderating bodies [Regulation 24 (1)(d)].
6. Liase with other NSBs and SGBs - within and outside NSB 09 - which have vested interests in the subjects of Speech, Language and Hearing Therapy [Regulation 24 (1)(e)].
7. Perform such other functions as may from time to time be delegated by NSB 09: Health Sciences and Social Services [Regulation 24 (1)(e)].

PROPOSED COMPOSITION OF THE SGB

NAME	WORKPLACE	NOMINATING BODY	QUALIFICATIONS / EXPERIENCE
Calvert, V A	Private Practitioner	Elected	Physiological Measurement Technician: Aud (UK)
Hugo, S R	U P	SAUVCA	M A: Log (UD); D Phil
Kotzenberg, C	Dept of Health	Appointed	B A Cur Hons; PG Dip in Health Management
Louw, B	UP	Elected	M Sc: Speech Pathology (USA); D Phil (Pretoria)
Matjie, G	Regional Cancer Association of SA	Appointed	B A Cur Hons (UNISA)
Rakau, M E	Dept of Health: North West Province	Appointed	B A Cur Hons; M M: Public & Dev Management
Singh, S A	Dept of Health: KZN	Elected	B Speech & Hearing Therapy (UDW)
Smith, J M	Private Practitioner	Elected	M Com: Path (Pretoria)
Swart, S M	U Stell	Elected	M Sc: Log (UCT); DHSM (Wits)
van Niekerk, W A H	Teknimed Enterprises	Elected	Cert Electrical & Electronic Tech (C & G London)

No. 1243

4 October 2002

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

All nominations/ applications should be accompanied by curricula vitae.

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

Comment should reach the NSB at the address below by not later than **4 November 2002**. All correspondence should be marked **SGB for Radiography and Clinical Technology** and be addressed to:

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

SGB INFORMATION

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

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

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

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

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

**PUBLIC NOTICE BY NSB 09, HEALTH SCIENCES AND SOCIAL SERVICES, OF AN
APPLICATION BY THE HEALTH PROFESSIONS COUNCIL OF SOUTH AFRICA TO
REGISTER THE EXISTING PROFESSIONAL BOARD FOR RADIOGRAPHY AND
CLINICAL TECHNOLOGY AS AN SGB**

NSB 09 has received an application to register an SGB for Radiography and Clinical Technology for NQF levels 5 - 8

Proposed Brief of the SGB

1. Develop learning pathways for potential qualifications and unit standards in the area of Radiography and Clinical Technology from level 5 to level 8 [Regulation 24 (1)(a)].
 2. Generate qualifications and standards in the areas of Radiography and Clinical Technology in terms of requirements of relevant legislation and the establishment of best practices and ethics across the working environment. These will include:
 - Certificate for Assistant Radiographers at level 5
 - Diploma in Radiography at level 6
 - Diploma in Clinical Technology at level 6
 - First Degree in Radiography at level 6
 - BTech Degree in Radiography at level 7
 - BTech degree in Clinical Technology at level 7
 - Master's and Doctoral Degrees in Radiography at level 8
 - Master's and Doctoral Degrees in Clinical Technology at level 8
- (**Note:** Categories in Radiography include: Diagnostic, Medical Ultrasound Imaging, Nuclear Medicine & Radiation Oncology) 8 [Regulation 24 (1)(a)].
3. Ensure that practising professionals are able to fulfil the requirements for registration with the Health Professions Council of South Africa [Regulation 24 (1)(e)].
 4. Recommend qualifications and standards generated under 1 and 2 above to the NSB [Regulation 24 (1)(c)].
 5. Recommend criteria for the registration of assessors and moderators or moderating bodies [Regulation 24 (1)(d)].
 6. Liase with other NSBs and SGBs - within and outside NSB 09 - which have vested interests in the subjects of Radiography and Clinical Technology [Regulation 24 (1)(e)].
 7. Perform such other functions as may from time to time be delegated by NSB 09: Health Sciences and Social Services [Regulation 24 (1)(e)].

PROPOSED COMPOSITION OF THE SGB

NAME	WORKPLACE	NOMINATING BODY	QUALIFICATIONS / EXPERIENCE
Bruwer, M P	Dept of Health	Elected	M Rad: Cardio; 30 years' clinical experience
Dumisa, B C	UDW: School of Economics & Manag	Appointed	D Bus Admin (UDW); LLB (UZ)
Engel-Hills, P C	Groote Schuur Hospital	Elected	Dip Diag Rad
Erlank, T F	Wentworth Hospital	Elected	B Tech: Clin Tech (M L Sultan Technikon)
Fourie, A T J		Elected	Dip Med Lab Tech
Horak, M	P E Technikon	Elected	Dip Rad (Pret); M A; Dip Tertiary Education
Hugo, G A	UP	Elected	Dip Rad Hons: Diag. (Pret); Dip Tertiary Education
Human, H J	Groote Schuur Hospital	Elected	M Tech: Education
Kekana, M R	Wits Technikon	Appointed	B Rad Hons: Diag. (Pret)
Ndlovu, A		Appointed	B Proc: Law
Pentz, A	National Netcare Oncology	Elected	B Tech: Radiography; Dip Ter Ed (UP)
Pickworth, G E	UP	SAUVCA	D Phil: Psych (UP)

No. 1244

4 October 2002

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In order to proceed with the recognition of Standards Generating Bodies in terms of Government Regulations 19(1)(c) and 22(2) of 28 March 1998, National Standards Body 09, Health Sciences and Social Services invites public comment with respect to *the acceptability of the nominees and the representativeness of the key education and training stakeholder interest groups* listed as SGB applicants below.

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

All nominations/ applications should be accompanied by curricula vitae.

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

Comment should reach the NSB at the address below by not later than **4 November 2002**. All correspondence should be marked **SGB for Physiotherapy, Podiatry and Biokinetics** and be addressed to:

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

SGB INFORMATION

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- c. recommend standards and qualifications to National Standards Bodies;
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Any bodies wishing to nominate representatives, make application to serve on, or make any other submission with regard to the above SGB should note the following information.

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

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

PUBLIC NOTICE BY NSB 09, HEALTH SCIENCES AND SOCIAL SERVICES, OF AN APPLICATION BY THE HEALTH PROFESSIONS COUNCIL OF SOUTH AFRICA TO REGISTER THE EXISTING PROFESSIONAL BOARD FOR PHYSIOTHERAPY, PODIATRY AND BIOKINETICS AS AN SGB

NSB 09 has received an application to register an SGB for Physiotherapy, Podiatry and Biokinetics for NQF levels 5 - 8

Proposed Brief of the SGB

1. Develop learning pathways for potential qualifications and unit standards in the area of Physiotherapy, Podiatry and Biokinetics from level 5 through to level 8 [*Regulation 24 (1)(a)*].
2. Generate qualifications and standards in the areas of Physiotherapy, Podiatry and Biokinetics in terms of requirements of relevant legislation and the establishment of best practices and ethics across the working environment. These will include:
 - Bachelor's Degrees at level 6
 - Master's and Doctoral Degrees at level 8 [*Regulation 24 (1)(a)*].
3. Ensure that practising professionals are able to fulfil the requirements for registration with the Health Professions Council of South Africa [*Regulation 24 (1)(e)*].
4. Recommend qualifications and standards generated under 1 and 2 above to the NSB [*Regulation 24 (1)(c)*].
5. Recommend criteria for the registration of assessors and moderators or moderating bodies [*Regulation 24 (1)(d)*].
6. Liase with other NSBs and SGBs - within and outside NSB 09 - which have vested interests in the subject of Physiotherapy, Podiatry and Biokinetics [*Regulation 24 (1)(e)*].
7. Perform such other functions as may from time to time be delegated by NSB 09: Health Sciences and Social Services [*Regulation 24 (1)(e)*].

PROPOSED COMPOSITION OF THE SGB

NAME	WORKPLACE	NOMINATING BODY	QUALIFICATIONS / EXPERIENCE
Abramjee, M	Medforum Hospital	Elected	Higher Dip in Podiatry (SA); B Sc PODMED (UK)
Beattie, M A	Retired Physiotherapist	Elected	Examiner for Professional Council
Eales, C J	Wits University	Elected	B Sc: Phys (Wits)
Gounden, P	UDW	SAUVCA	Dip Phys (SA)
Huysamen, H J	Private Physiotherapy Practitioner	Elected	Dip Phys (SA)
Lever, V J	Private Podiatry Practitioner	Elected	B Sc Hons: Podiatry (Brighton); Dip Chiropody (SA)
Loots, J M	Private Biokinetic Practitioner	Elected	Bc MA Dc
Luruli, R E	Dept of Health: Limpopo	Appointed	B OT (MEDUNSA)
Mathonsi, B	Hudson Ntsanwisi High School	Appointed	B A (UNISA); H E D (Vista)
Ngcobo, B	Commission on Gender Equality	Appointed	M A
Roux, L	Private Physiotherapy Practitioner	Elected	B Sc: Phys (Wits)
Smith, E D	Witbank Hospital	Elected	M Physiotherapy
Strydom, G L	Pothcefstroom U for CHE	Elected	D Phil, THED

No. 1245

4 October 2002

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

All nominations/ applications should be accompanied by curricula vitae.

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

Comment should reach the NSB at the address below by not later than **4 November 2002**. All correspondence should be marked **SGB for Optometry and Dispensing Opticians** and be addressed to:

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

SGB INFORMATION

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

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

PUBLIC NOTICE BY NSB 09, HEALTH SCIENCES AND SOCIAL SERVICES, OF AN APPLICATION BY THE HEALTH PROFESSIONS COUNCIL OF SOUTH AFRICA TO REGISTER THE EXISTING PROFESSIONAL BOARD FOR OPTOMETRY AND DISPENSING OPTICIANS AS AN SGB

NSB 09 has received an application to register an SGB for Optometry and Dispensing Opticians for NQF levels 5 - 8

Proposed Brief of the SGB

1. Develop learning pathways for potential qualifications and unit standards in the area of Optometry and Dispensing Opticians from level 5 through to level 8 [Regulation 24 (1) (a)].
2. Generate qualifications and standards in the areas of Optometry and Dispensing Opticians in terms of requirements of relevant legislation and the establishment of best practices and ethics across the working environment. These will include:
 - Foundation Certificate at level 5
 - National Diploma in Optical Dispensing at level 6
 - Bachelor's Degree in Optometry at level 6.
 - Post Graduate Diploma in Optometry at level 7.
 - Master of Optometry at level 8. [Regulation 24 (1) (a)].
3. Ensure that practising professionals are able to fulfil the requirements for registration with the Health Professions Council of South Africa [Regulation 24 (1)(e)].
4. Recommend qualifications and standards generated under 1 and 2 above to the NSB [Regulation 24 (1)(c)].
5. Recommend criteria for the registration of assessors and moderators or moderating bodies [Regulation 24 (1)(d)].
6. Liase with other NSBs and SGBs - within and outside NSB 09 - which have vested interests in the subjects of Optometry and Dispensing Opticians [Regulation 24 (1)(e)].
7. Perform such other functions as may from time to time be delegated by NSB 09: Health Sciences and Social Services [Regulation 24 (1)(e)].

PROPOSED COMPOSITION OF THE SGB

NAME	WORKPLACE	NOMINATING BODY	QUALIFICATIONS / EXPERIENCE
Kriel, J S	Private Practice	Elected	Dip Optom FOA (SA); CAS (NEWNCO)
Govender, P K	Private Practice	Elected	FBDO
Baez, C M	Private Practice	Appointed	LM Eduardo Mondlane
Bismilla, R	Private Practice	Appointed	
Davies, T J	Private Practice	Elected	Dip Optom (SA)
de Smedt, J C	Private Practice	Elected	D Optom (USA)
Ferreira, J T	Rand Afrikaans University (RAU)	Elected	M Sc (RAU); Ph D (RAU); B Optom
Ledwaba, M J	Dept Health & Welfare, Limpopo	Appointed	M Public Health
McCutcheon, J	Dept Health & Welfare, Limpopo	Appointed	F Optical Association (SA)
Phillips, K C	Private Practice	Elected	BA (LO) (Stellenbosch); FBDO (CL) (UK); Cert Optom (CT)
Rubin, A	RAU	Elected	Dip Optom; CAS; D Phil
Sneag, B J	Private Practice	Elected	FOA (SA)
van Pletzen, J J	Optometry Clinic, Wits Technikon	Educational Institutions	Dip Optom (SA); M Sc (RAU)

No. 1246

4 October 2002

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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The Director: Standards Setting and
Development
SAQA
Attention: Mr. D Mphuthing
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SGB INFORMATION

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

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

**PUBLIC NOTICE BY NSB 09, HEALTH SCIENCES AND SOCIAL SERVICES, OF THE
OF AN APPLICATION BY THE HEALTH PROFESSIONS COUNCIL OF SOUTH
AFRICA TO REGISTER THE EXISTING PROFESSIONAL BOARD FOR MEDICINE,
DENTISTRY AND MEDICAL SCIENCE AS AN SGB**

NSB 09 has received an application to register an SGB for Medicine, Dentistry and Medical Science for NQF levels 5 - 8

Proposed Brief of the SGB

1. Develop learning pathways for potential qualifications and unit standards in the area of Medicine, Dentistry and Medical Science from level 5 through to level 8 [Regulation 24 (1) (a)].
2. Generate qualifications and standards in the areas of Medicine, Dentistry and Medical Science in terms of requirements of relevant legislation and the establishment of best practices and ethics across the working environment. These will include:
 - Bachelors Degrees in Medicine, Dentistry and Medical Science at level 7
 - Masters and Doctoral Degrees in Medicine, Dentistry and Medical Science at level 8
 - Fellowships and Specialities in Medicine, Dentistry and Medical Science at level 8 [Regulation 24 (1) (a)].
3. Ensure that practising professionals are able to fulfil the requirements for registration with the Health Professions Council of South Africa [Regulation 24 (1)(e)].
4. Recommend qualifications and standards generated under 1 and 2 above to the NSB [Regulation 24 (1)(c)].
5. Recommend criteria for the registration of assessors and moderators or moderating bodies [Regulation 24 (1)(d)].
6. Liase with other NSBs and SGBs - within and outside NSB 09 - which have vested interests in the subjects of Medicine, Dentistry and Medical Science [Regulation 24 (1)(e)].
7. Perform such other functions as may from time to time be delegated by NSB 09: Health Sciences and Social Services [Regulation 24 (1)(e)].

PROPOSED COMPOSITION OF THE SGB

NAME	WORKPLACE	NOMINATING BODY	QUALIFICATIONS / EXPERIENCE
Barnard, P J	General Practitioner: Private Practice	Elected	MB ChB
Becker, J H R	University of Pretoria (UP): Paediatric Surgeon	Elected	M Med Chir (Pretoria); FRCS (UK)
Becker, L H	UP: Prosthodontist	Elected	MChD (Pretoria); HD Dent (Wits)
Chetty, K S	Dept of Health	Appointed	MB ChB (Natal); FFCH (SA)
Coppin, P	Advocate at Johannesburg Bar	Appointed	BA LLB
de Villiers, M R	University of Stellenbosch (U Stell): Family Physician	Elected	MB CHB (Stell); M Fam Med (Stell)
de Villiers, P J T	U Stell: Family Physician	Elected	MB CHB (Stell); DGB (Stell); M Fam Med (Stell); PhD (Stell)
Dhlomo, S M	General Practitioner: Private Practice	Appointed	MB ChB (Natal); FFCH (SA)
Diedericks, B J	University of the Orange Free State (UOFS): Anaesthesiologist	Elected	MB (UOFS); M Med : Anaes (UOFS); FFA (SA)
du Toit, P S	General Practitioner: Private Practice	Elected	MB ChB (Cape Town)
Goosen, C W	General Practitioner: Private Practice	Elected	MB ChB (Stell); FCS:Orth (SA)
Hendricks, S J H	Dept of Health: KZN	Appointed as Alt to Dr Chetty	C ChD (UWC); DDPH RCS (Eng); MSc DPH (Lond); MPH (Harvard)
Hugo, J F M	MEDUNSA: Family Physician	Elected	MB ChB (UOFS); M Fam Med (UOFS)
Kistnasamy, M B	University of Natal	Appointed	MB ChB (Natal) M Med (Natal)
Klopper, J F	U Stell: Nuclear Physician	SAUVCA	MB ChB (Pret); M Med: Int (Stell); LKI (SA); M D (Stell)
Knobel, D P	General Practitioner: Retired	Elected	MB ChB (Edin)
Kruger, C M	Private Practitioner: Family Physician	Elected	MB Ch B (Pret); M Prax (Pret); M Phar Med (Pret)
Ligthelm, A J	UP: Oral Pathologist	SAUVCA	B ChD (Pret); MCLC (Pret)
Lötter, M G	UOFS: Medical Physicist	Elected	PhD Méd Sc (Stell)
Mariba, T J	UP: Cardiologist	Appointed	MB ChB (Natal); FCP (SA)
McCusker, V I	Surgeon: Retired	Elected	MB ChB (Wits); FCS (SA); FRCS (Edin)
Mohale, M	Dept of Trade & Industry: General Practitioner	Appointed	MB ChB (Nairobi)
Moodley, J	UN: Gynaecologist	Appointed	MB ChB (Natal); FCOG (SA)
Morrell, D F	Dept of Health : Eastern Cape (Anaesthesiologist)	Elected	MB ChB (Cape Town); FFA (SA); FCA (SA)
Nel, C J	UOFS : Surgeon	Elected	MB ChB (Pret); M Med ; Chir (Pret)
Nevhutalu, K H	Ethics Institute of SA	Appointed	BA Cur (SA); M Sc NIUM Phil (Stell)

Pretorius, J J	Private Practitioner: Urologist	Elected	MB ChB (Pret); LKC (SA); M Med:Chir (Pret)
Price, M R	U Wits: General Practitioner	SAUVCA	MB ChB (Wits); DOH (Wits)
Reinach, HA	Private Practitioner:Orthodontist	Elected	B ChD (Pret); M ChD (Stell)
Seedat, Y K	UN: Nephrologist	Elected	MB ChB (N Ire); FCP (SA); MRCP (Lond); FRCP (Lond); FRCP (Ire)
Shreef, M I	General Practitioner: Private Practice	Elected	BDS (Bombay); M Sc Oral Surg (Lond)
Snyman, A J	SA Medical Association: General Practitioner	Elected	MB ChB (Stell); MFAP (SA); M Prax Med (Pret)
Stamper, S S	Dept of Health: Eastern Cape (General Practitioner)	Appointed	M D (Santiago de Cuba)
Stulting, A A	UOFS: Ophthalmologist	Elected	MB ChB (Pret); M Med: Ophth (Pret); FCS: Ophth (SA)
Swart, P D	General Practitioner: Private Practice	Elected	MB ChB (Wits)
Theledi, M	Road Accident Fund	Appointed	B Com; LLB; Dip in Diagnostic Radiology
Uys, P B	Private Practitioner: Maxillo- Facial and Oral Surgeon	Elected	BDS (Wits); DMFOS (Wits)
van Niekerk, J P de V	UCT: Diagnostic Radiologist	SAUVCA	DIH RCP (Lond); RCS (Eng); M Med: Rad D (Cape Town); FRCP (Lond)
Venter, A J	SAMHS: General Practitioner	Elected	MB ChB (Pret)

No. 1247

4 October 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

Civil Engineering and Construction

Registered by NSB 12, Physical Planning and Construction, publishes the following qualifications and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards 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 4 November 2002***. All correspondence should be marked **Standards Setting – SGB Civil Engineering and Construction** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D Mphuthing

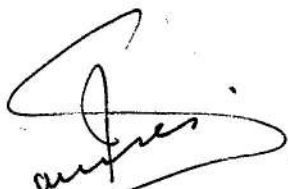
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Waterkloof

0145

or faxed to 012 – 482 0907



SAMUEL B.A. ISAACS
EXECUTIVE OFFICER

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

1. **National Certificate in Construction: Roadworks NQF Level 1**
2. **Credits:** 120
3. **Field:** 12 - Physical Planning and Construction
4. **Sub-Field:** Civil Engineering Construction
5. **Issue Date:**
6. **Review Date:**
7. **Rationale**

The introduction of a National Certificate in Construction based on unit standards will allow learners to develop skills required in the workplace in a particular stream of construction, i.e. roadworks, structures or drainage. The generic competence contained in the Fundamental and Core learning, enhances portability – enabling learners to transfer this competence to other streams of specialisation within the Construction Industry.

The majority of the candidates for this qualification are likely to be working in the construction sector. The qualification will give them the opportunity to balance their practical skills with the essential knowledge needed to earn a formal qualification in basic construction without formal education becoming an impassable barrier.

There is a critical need in the industry to identify people who are able to conduct the essential operations associated with efficient and safe construction work in at least one of roadworks, structures or drainage and services streams. This will lead to competence in the field of work and thereby add value to the industry and improve the economy of the country. It will also lead to a balanced society in that learners will understand how the work they do fits into the greater construction industry.

8. **Purpose of qualification**

This qualification is aimed at learners who work or intend to work within a construction context on a site, and who seek recognition for essential skills in basic construction operations.

Recipients of this qualification will have the knowledge and skills to conduct the essential operations associated with efficient and safe work in at least one of the streams of roadworks, structures or drainage and services.

The qualification is designed to be flexible and accessible so that learners are able to demonstrate the competencies required to work safely in construction generally and more specifically in one of the streams.

People credited with this qualification are able to:

- Communicate in a variety of ways
- Use mathematics in real life situations

- Conduct minor construction activities safely
- Develop an awareness of construction work
- Work effectively as part of a team
- Conduct minor stream specific construction activities
- Perform supplementary stream specific construction activities

9. Articulation

This qualification has been developed as an introduction to the Construction Industry and is intended to facilitate progression to other qualifications in construction, construction related sub-fields and construction supervision. This qualification leads directly to a National Certificate in Construction (level 2).

10. Learning assumed to be in place

This is an entry-level qualification and it is assumed that candidates embarking on learning towards this qualification are employed in the construction industry. These learners may have had little or no formal schooling and may not be literate.

11. Access to the qualification

This qualification is open to anyone with access to learning opportunities and work experience in the areas reflected in the exit level outcomes and unit standards. It is advisable that candidates should already be able to communicate verbally before embarking on learning towards this qualification, although the exact starting point depends on the available resources for learning.

12. Exit level outcomes and rules of combination

12.1 Exit level outcomes:

Fundamental exit level outcomes:

- Communicate in a variety of ways
- Use mathematics in real life situations

See Annexure A for the list of unit standards that relate to these exit level outcomes.

Core exit level outcomes:

- Develop an awareness of construction work
- Work effectively as part of a team
- Conduct minor construction activities safely

See Annexure B for the list of unit standards that relate to these exit level outcomes.

Stream core exit level outcomes:

- Conduct minor stream specific construction activities

See Annexure C for the list of unit standards that relate to these exit level outcomes.

Elective exit level outcomes:

There are no elective exit level outcomes and candidates can select unit standards according to the rules of combination specified in Annexure D.

12.2 Credits and rules of combination

Fundamental (See Annexure A for the detail):

- 20 Communications credits from the list specified
- 16 Mathematics credits from the list specified

Core (See Annexure B for the detail):

- All 51 credits from the list of standards generic to the workplace

Stream Core (See Annexure C for the detail):

- All 21 credits from the list of standards generic to the specified stream

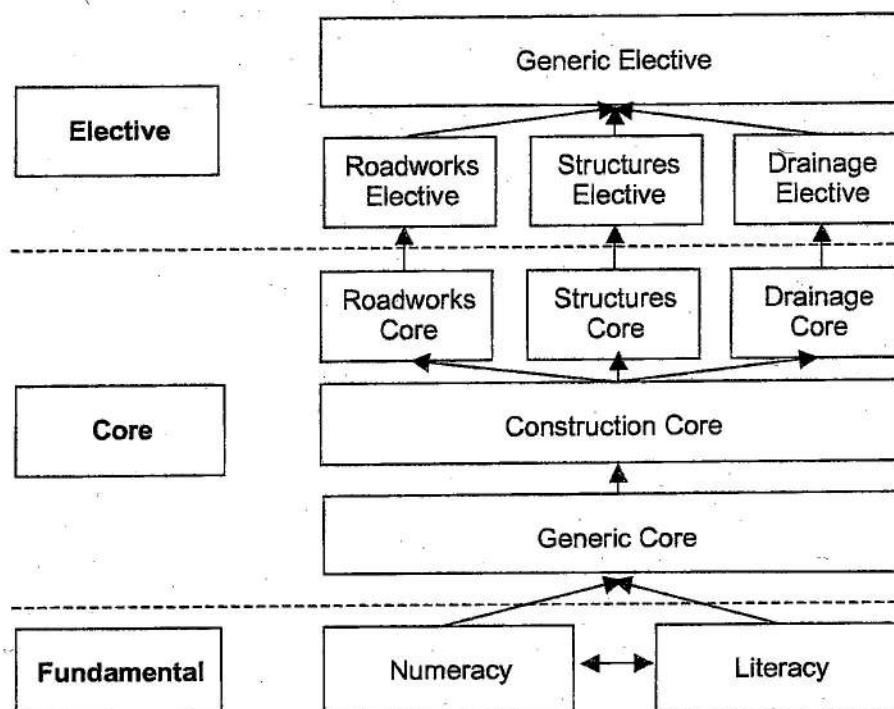
Elective (See Annexure D for the detail):

- A minimum of 8 credits of the candidate's choice from the list of standards related to the stream
- A minimum of 4 credits of the candidate's choice from the list of standards generic to construction

12.3 Summary of credit composition

	FUNDAMENTAL	CORE	ELECTIVE	TOTAL
LEVEL 1	36	64	X of 22	90+
LEVEL 2		18	X of 40	18+
LEVEL 3			X of 2	2
TOTAL	36	72	12	120

12.4 Graphical representation of the Construction Qualifications



13. Integrated Assessment

Integrated assessment provides a requirement for learners to display an ability to integrate practical performance, actions, concepts and theory across unit standards to achieve competence in relation to the purpose of this qualification. For award of the qualification, a candidate must achieve each unit standard as per item 13 above.

In addition, candidates must demonstrate the ability to engage in the outcomes selected in an integrative way, i.e. they must demonstrate the ability to perform all the outcomes

required in an Exit Level Outcome as a whole. This means that assessment should be designed in such a way as to gather evidence of the candidate's competence for more than one unit standard at a time through assessment activities that relate to these outcomes.

Evidence is further required that the candidate is able to achieve the purpose of the qualification as a whole at the time of the award of the qualification. Evidence of this may be gathered through various assessment activities.

14. Range statements

The unit standards provide the details of the ranges within which candidates are required to perform.

15. Critical cross-field outcomes

This qualification addresses the following critical cross-field outcomes. The way in which the critical cross-field outcomes are addressed is presented in detail in the unit standards outlined in the matrix.

- a) identifying and solving problems in which responses display that responsible decisions using critical and creative thinking have been made
- b) working effectively with others as a member of a team, group, organisation, or community
- c) organizing and managing oneself and one's activities responsibly and effectively
- d) collecting, analysing, organizing and critically evaluating information
- e) communicating effectively using visual, mathematical and/or language skills in the modes of oral and/or written persuasion
- f) using science and technology effectively and critically, showing responsibility towards the environment and health of others
- g) demonstrating an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation.

Learning programmes directed towards this qualification will also contribute to the full personal development of each learner and the social and economic development of the society at large, by making individuals aware of the importance of:

- i. reflecting on and exploring a variety of strategies to learn more effectively
- ii. participating as responsible citizens in the life of local, national and global communities
- iii. being culturally and aesthetically sensitive across a range of social contexts
- iv. exploring education and career opportunities; and developing entrepreneurial opportunities.

16. Recognition of prior learning

This qualification can be achieved wholly or in part through recognition of prior learning in terms of the criteria laid out in item 13 above.

Evidence can be presented in a variety of forms, including international or previous local qualifications, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

All such evidence should be judged according to the general principles of assessment described in the note to assessors in item 20 below.

17. International comparability

This qualification and the component unit standards have been compared with similar qualifications from the following countries:

- New Zealand
- Australia
- Scotland

The closest match to this qualification is found in New Zealand: a National certificate in construction works – level 1, consisting of a total of 49 credits, made up as follows:

- 6 Level 1 unit standards, totalling 14 credits
- 10 level 2 unit standards, totalling 40 credits
- 1 level 3 unit standard with 5 credits

In New Zealand qualifications were developed specifically for Civil Engineering, Civil Plant Operation & Management, Civil Works & Services, Engineering, Highway Construction & Maintenance, Pavement Surfacing. All these qualifications contain unit standards relevant to the South African Construction Industry.

The formatting of these qualifications differs from the South African Qualifications Criteria for qualification compilation. Small qualifications with a total of 50 credits are allowed. Fundamental unit standards are not specified, as is the case in South Africa.

The closest New Zealand qualifications can be compared to the contextual model, is that they refer to "strand" - which is similar in concept to our "stream concept". In one qualifications they specified the following "strand" options: Demolition strand, drainage strand and Earthworks strand. In this particular qualification, the core component was 182 credits - ranging from level 1 to 5 with the bulk at level 4. Depending on the "strand" selected - the total qualification credits came to a maximum of 223 credits for this level 4 qualification.

18. Registration of Assessors

To become registered as an assessor, the applicant needs:

- 18.1 A minimum of 2 (two) year's practical, relevant occupational experience
- 18.2 Detailed documentary proof of educational qualification, practical training undergone and experience gained by the applicant must be provided (Portfolio of Evidence)
- 18.3 A recognised assessor qualification

19. Accreditation and moderation

- 19.1 Providers offering learning towards achievement of any of the unit standards that make up this qualification must be accredited through the relevant ETQA by SAQA.
- 19.2 Internal moderation of assessment must take place at the point of assessment with external moderation provided by the relevant ETQA according to the moderation guidelines and the agreed ETQA procedures.
- 19.3 Assessors registered with the relevant ETQA must carry out the assessment of candidates for any of the unit standards that make up this qualification.
- 19.4 Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant ETQA.

- 19.5 Anyone wishing to be assessed against this Qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

20. Notes

Notes for assessors:

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

- Focus the initial assessment activities on gathering evidence in terms of the main outcomes expressed in the titles of the unit standards to ensure assessment is integrated rather than fragmented. The aim is to declare the person competent in terms of the qualification purpose. Where assessment across titles or at title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.
- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the candidate is able to perform in the real situation.
- All assessments should be conducted in line with the following well documented principles of assessment as defined below:

Principles of assessment:

- *Appropriate:* The method of assessment is suited to the performance being assessed.
- *Fair:* The method of assessment does not present any barriers to achievements, which are not related to the evidence. In particular, the method of assessment is sensitive to language diversity.
- *Manageable:* The methods used make for easily arranged, cost-effective assessments that do not unduly interfere with learning.
- *Integrated into work or learning:* Evidence collection is integrated into the work or learning process where this is appropriate and feasible.
- *Valid:* The assessment focuses on the requirements laid down in the Standard; i.e. the assessment is fit for purpose.
- *Direct:* The activities in the assessment mirror the conditions of actual performance as closely as possible.
- *Authentic:* The assessor is satisfied that the work being assessed is attributable to the person being assessed.
- *Sufficient:* The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.
- *Systematic:* Planning and recording is sufficiently rigorous to ensure that assessment is fair.
- *Open:* Learners can contribute to the planning and accumulation of evidence. Assessment candidates understand the assessment process and the criteria that apply.
- *Consistent:* The same assessor would make the same judgement again in similar circumstances. The judgement made is similar to the judgement that would be made by other assessors.

National Certificate in Construction: Roadworks NQF Level 1

Unit Standard Number	Unit standard Title	Level	Cr.
Fundamental Unit Standards <i>(The candidate must achieve all 36 of the following credits)</i>			
Communication			20
7524	Show a critical awareness of language usage	1	3
7526	Engage with aesthetic, affective, cultural and social values in texts	1	3
7528	Identify, access, analyse, use and present information	1	4
7530	Use appropriate communication skills, conventions and structures for specific purposes and situations	1	4
7534	Explore and use a variety of strategies to learn	1	3
7534	Engage with meaning, organisation and structure of text	1	3
Mathematics in real life situations			16
7542	Describe, represent and interpret mathematical methods in different contexts	1	6
7543	Use algebraic notation, conventions and terminology to solve problems	1	3
7461	Use maps to access and communicate information concerning routes, location and direction.	1	1
7463	Describe and represent objects and the environment in terms of shape, space time and motion	1	2
7464	Analyse cultural products and processes as representations of shape, space and time.	1	2
	Apply concepts of lines of sight, Views and Perspectives in drawings, pictures, photographs and the environment to make sense of and decisions relative to the world around us.	A3	1
	Describe routes and locations and draw simple maps	A3	1
Core Unit Standards			51
<i>(The candidate must achieve all 51 of the following credits)</i>			
	Demonstrate a critical understanding of the role and impact of technology in society	A4	3
	Understand and apply the technological process to solve problems	A4	1
Exit level outcome: Develop awareness of construction work			10
	Apply Safety and Health in construction activities	1	5
	Describe and interpret the composition, role players, processes and role of the construction industry	1	3
11787	Demonstrate an understanding of contracts and their sources	1	2
Exit level outcome: Work as part of a team			9
9995	Render basic First Aid	2	3
7495	Demonstrate that a person is a physical, mental, spriritual and social being	1	2
7502	Discuss and explain social diversity, human rights and alternative perspectives	1	2
7596	Practice effective self management skills	1	2
Exit level outcome: Conduct minor construction activities safely			28
	Understand and apply components of construction drawings and specifications	1	3
	Use and maintain small plant and equipment on a construction site.	2	8
	Use and Maintain Hand Tools on a Construction Site	1	4
	Use and Maintain Power Hand Tools on a Construction Site	1	5
	Perform a combination of general construction activities	1	8

Unit Standard Number	Unit standard Title	Level	Cr.
(The candidate must achieve all 21 of the following Roadworks credits)			21
Exit level outcome: Conduct minor roadworks construction activities			21
	Identify and describe different materials used in Construction	1	3
	Install and maintain road furniture	2	2
	Erect and maintain guardrails	2	5
	Maintain vegetation and minor structures in the road reserve	1	6
	Maintain and repair bituminous road surfaces	1	5
Elective Unit Standards (The candidate must select a minimum of 8 credits from the list of Roadworks related standards below)			8
	Install precast concrete pipes	2	5
	Install Gabion Baskets on a Construction Site	1	5
	Paint road symbols	2	1
	Install manholes and chambers on a construction site	2	5
	Protect banks	2	2
	Set out control points for centre line and edge line marking for road marking	2	5
	Install road studs	2	2
	Erect Fencing	3	2
	Erect Anti-Dazzle screen	2	1
	Operate Mechanical Core drill	2	1
	Mix and apply slurry (By mixer)	2	4
	Replace batter poles / boards, profile and layer work pegs from given survey data	2	2
The candidate must select a minimum of 4 credits from the list of generic standards below:			4
	Conduct routine repairs to concrete V drains, kerbs and channels	2	4
	Batch and mix concrete by volume	1	5
	Handle, transport, store, utilise flammable gases	2	4
	Control vegetation by use of Herbicides	2	2
10006	Discuss entrepreneurship and identify, assess and develop entrepreneurial qualities.	1	2
10007	Identify, analyse and select various business opportunities.	1	3
9357	Develop and use keyboard skills to enter data	1	3
10567	Transport personnel, material and equipment using Light Delivery vehicle	1	4

Unit Standards Titles, Levels and Credits**Unit Standards at NQF Level 01**

- Title 01:** Apply safety and health in construction activities
Title 02: Maintain vegetation and minor structures within the road reserve
Title 03: Understand and apply components of construction drawings and specifications
Title 04: Maintain and repair bituminous road surfaces
Title 05: Identify and describe different materials used in road construction
Title 06: Describe and interpret the composition, role-players, processes and role of the construction industry
Title 07: Install Gabion baskets on a construction site
Title 08: Perform a combination of general construction activities
Title 09: Use and maintain hand tools on a construction site
Title 10: Use and maintain power hand tools on a construction site

Unit Standards at NQF Level 02

- Title 01:** Erect and maintain guardrails on a construction site
Title 02: Install and maintain road furniture
Title 03: Organise and control the installation of pre-cast concrete pipes
Title 04: Use and maintain small plant and equipment on a construction site

Unit Standards and Specific Outcomes**Title 01: Apply safety and health in construction activities**

- Specific Outcome 1: Explain the legal responsibilities for health and safety on a construction site
 Specific Outcome 2: Determine methods of achieving health and safety on a construction site
 Specific Outcome 3: Undertake responsibility for safety of self and others
 Specific Outcome 4: Apply safety to construction activities
 Specific Outcome 5: Identify and apply procedures related to transmittable diseases
 Specific Outcome 6: Implement safe construction practices
-

Title 02: Maintain vegetation and minor structures within the road reserve

- Specific Outcome 1: Prepare resources and plan for maintenance activities
 Specific Outcome 2: Apply construction methods to maintain vegetation and repair minor structures
 Specific Outcome 3: Execute the maintenance works in a cost effective and safe manner
-

Title 03: Understand and apply components of construction drawings and specifications

- Specific Outcome 1: Identify elements of drawings used in construction
 Specific Outcome 2: Identify and apply information from drawings in construction activities
 Specific Outcome 3: Identify and apply information from specifications
-

Title 04: Maintain and repair bituminous road surfaces

- Specific Outcome 1: Prepare a road surface to receive a surfacing maintenance
 Specific Outcome 2: Apply road surfacing techniques
 Specific Outcome 3: Repair a surface layer
-

Title 05: Erect and maintain guardrails on a construction site

- Specific Outcome 1: Identify and procure equipment resources required for guardrail installation activities
 Specific Outcome 2: Calculate materials, quantities, procure materials and store
 Specific Outcome 3: Install and maintain guardrails in a cost effective and safe manner
-

Title 06: Identify and describe different materials used in road construction

- Specific Outcome 1: Identify and describe the use of natural building material
 Specific Outcome 2: Identify and describe the use of crushed aggregates
 Specific Outcome 3: Identify and describe the use of cement and lime
 Specific Outcome 4: Identify and describe the use of bituminous materials
 Specific Outcome 5: Identify and describe the use of clay and gravel materials
-

Title 07: Describe and interpret the composition, role-players, processes and role of the construction industry

- Specific Outcome 1: Identify the structures and role-players and describe their functions in construction industry
 Specific Outcome 2: Identify the business principles and processes within the construction environment
 Specific Outcome 3: Identify and practice the Educational and Life skill principles needed within the construction industry
-

Title 08: Install and maintain road furniture

- Specific Outcome1: Identify and procure equipment resources required for road furniture installation activities
Specific Outcome2: Calculate materials, quantities, procure materials and store
Specific Outcome3: Install and maintain road furniture in a cost effective and safe manner
-

Title 09: Install Gabion baskets on a construction site

- Specific Outcome1: Prepare bedding to receive gabions
Specific Outcome2: Assemble gabion baskets
Specific Outcome3: Complete gabion baskets
-

Title 10: Organise and control the installation of pre-cast concrete pipes

- Specific Outcome1: Prepare the working area before installing culvert
Specific Outcome2: Install precast concrete units
Specific Outcome3: Finishing the installation of concrete culverts
-

Title 11: Perform a combination of general construction activities

- Specific Outcome1: Prepare work areas for general construction activities
Specific Outcome2: Apply methods related to the processing of in-situ natural materials
Specific Outcome3: Apply methods for building in components for construction activities
-

Title 12: Use and maintain hand tools on a construction site

- Specific Outcome1: Identify and select hand tools
Specific Outcome2: Utilise hand tools
Specific Outcome3: Maintain hand tools
-

Title 13: Use and maintain power hand tools on a construction site

- Specific Outcome1: Identify and select Power hand tools
Specific Outcome2: Utilize Power hand tools
Specific Outcome3: Maintain Power hand tools
-

Title 14: Use and maintain small plant and equipment on a construction site

- Specific Outcome1: Identify and select small plant and equipment:
Specific Outcome2: Prepare small plant and equipment for use.
Specific Outcome3: Utilize small plant and equipment.
Specific Outcome4: Maintain small plant and equipment
-

No. 1248

4 October 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

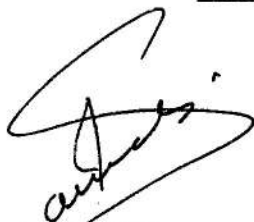
Water Sector

Registered by NSB 12, Physical Planning and Construction, publishes the following qualifications and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards 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 4 November 2002***. All correspondence should be marked **Standards Setting – SGB for Water Sector** 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**National Certificate in Water Reticulation Services: NQF Level 2**

NQF Field:	Physical Planning and Construction - NSB 12
Sub-field:	Civil Engineering Construction
Level:	2
Credit:	126
Issue date:	
Review date:	

Rationale of the qualification

As a result of past legacies many practitioners within the water sector were denied advancement and possible recognition as qualified tradesmen. Both employers and employees in the water sector have expressed the critical need for technical skills based qualifications for those working with the provision of potable water through water reticulation systems. The introduction of a National Certificate in Water Reticulation Services based on unit standards will allow learners the opportunity to reach their full potential of advancement without formal education becoming an impassable barrier and will also allow for the recognition of prior learning. This qualification reflects the need of employers and employees both now and for the future. This qualification also provides learners with access to the National Certificate in Water Purification and the National Certificate in Wastewater, as there is a degree of flexibility, in terms of unit standards that appear in all three qualifications. This will enable learners to pursue different careers within the water sector and enhance productivity and employability within the water sector and contribute towards the ecological sustainability and improvement of the water environment.

Purpose of the qualification

The qualification will provide the learner with the knowledge and skills to work in a water services department or utility as a team leader attending to the construction and operations of a water reticulation system. Qualifying learners are able to apply health and safety legislation in the workplace, plan work tasks, read and interpret maps and drawings, identify pipes, associated fittings, valves and meters in a water reticulation system and maintain, install and operate a water reticulation system. The scope of the qualification provides a range of opportunities from large-scale urban conditions to small rural community situations. This qualification forms the foundation for advancement to the National Certificate in Supervision of Water Reticulation Services on NQF level 4 and will also lay the foundation for future career advancement across similar trades and to supervisory and management qualifications within the sector. The individual will have the capacity to advance and gain skills and self-respect as the qualified learner will be able to competently fulfil water reticulation contracts safely in a professional manner, to ensure that industry standards are maintained. This qualification has been developed to assist with standardisation across the water industry.

Access to the Qualification

As this is a unit standard based qualification, any learner who is competent in the unit standards as required by the fundamental, core and elective components stipulated in the qualification, will have open access provided that the learner meets the requirements for the learning assumed to be in place for each unit standard. Learners entering the water reticulation field are advised, however, to complete the water reticulation skills programme as an introduction to the sector. The purpose of the skill programme is to enable learners to familiarise themselves with the water cycle, water and wastewater systems and processes as well as the purpose of a water reticulation and develop foundational skills at NQF Level 1. It is not compulsory that learners complete the skills programme before accessing the National Certificate in Water Reticulation Services (NQF level 2).

Learning assumed to be in place

A knowledge, comprehension and application of language and mathematics at NQF level 1.

Exit level Outcomes

On achieving this qualification the qualifying learner will be able to:

Exit level 1: Demonstrate an understanding of relevant legislation, policies and procedures.**Associated Assessment Criteria**

- Knowledge and comprehension regarding personal safety practices in a water reticulation environment as applied according to standard operating procedures and safety requirements.
- Knowledge and comprehension of relevant sections of the National Water Act.
- Knowledge of the purpose of municipal bye-laws.
- Knowledge of organisational policies and procedures.

Exit level 2: Plan and organise tasks and resources needed for tasks.**Associated Assessment Criteria**

- Plan and prioritise tasks.
- Prepare work schedules or job cards.
- Determine materials requirements needed for the completion of stated tasks.
- Determine labour and equipment requirements for the completion of stated tasks
- Arrange for the transportation of resources to working location.

Exit level 3: Lead and supervise a small team of workers.**Associated Assessment Criteria**

- Brief team on tasks to be completed.
- Ensure achievement of required tasks in accordance with work standards.
- Ensure safety requirements are met.
- Identify and solve problems.
- Apply learning skills and knowledge in their personal, workplace and educational lives.

Exit level 4: Operate and maintain a water reticulation system effectively.**Associated Assessment Criteria**

- Demonstrate knowledge of the materials used for construction and maintenance of water reticulation systems.
- Demonstrate correct methods of constructing and repairing pipeline systems.
- Demonstrate correct procedures when constructing or maintaining pipeline systems.
- Demonstrate maintenance procedures on pipeline systems.

Exit level 5: Demonstrate knowledge of occupational health & safety.**Associated Assessment Criteria**

- Demonstrate knowledge of occupational health & safety.
- Personal health, hygiene and presentation in the working environment are maintained according to the Occupational Health and Safety Act.
- Apply skills relevant to construction, maintenance and operation of water reticulation systems appropriately.

Exit level 6: Demonstrate interactive skills.**Associated Assessment Criteria**

- Interaction with work colleagues and management
- Use communication skills to interact in a meaningful way with colleagues
- Use the range of generic skills as a foundation for learning.
- Work with others in both learning and work-oriented situations.

International comparability

The qualification has been benchmarked against the German "Wassermann" qualification and the "Water Serviceman" qualification developed in the United States of America. Although no differences in technical standards are apparent, other than in terms of variations in the technologies employed, the South African qualification reflect similarities in terms of complexity, scope of learning, context, conditions and level and compares favourably with both of these qualifications. No comparison was possible on an individual unit standard basis. The fundamental components, reflecting foundational learning and generic skills and knowledge have been derived from registered, local adult education unit standards.

Integrated Assessment

Integrated assessment 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. Integrated assessment should show how already demonstrated competence in individual areas can be linked and applied for the achievement of a holistic outcome.

Integrated assessment must judge the quality of the observable performance, and also the quality of the thinking that lies behind it. Assessment tools must encourage learners to explain the thinking and decision-making that underpin their demonstrated performance. Some assessment practices will demand practical evidence while others may be more theoretical, depending on the type of outcomes to be assessed, and the nature and level of the qualification. The ratio between action and interpretation is not fixed, but varies according to the demands of the qualification.

While the generic component (literacy, communication and life skills) of this qualification at NQF Level 2 can be assessed through occupational contexts and activities relating to water reticulation, care must be taken in both the learning programme and the assessment to ensure that these foundational skills are truly portable. The primary aim of this qualification is to ensure that learners have a sound base of general education to prepare them for further learning, whatever career path they may choose. Learners must be able to transfer generic skills such as language, computation and learning skills etc across a number of different contexts, and apply them within a number of learning areas.

A broad range of task-orientated and theoretical assessment tools may be used, with the distinction between practical knowledge and disciplinary knowledge maintained so that each takes its rightful place. Unit standards in the qualification must be used to assess specific and critical cross-field outcomes. During integrated assessments the assessor should make use of formative

and summative assessment methods and should assess combinations of practical, applied, foundational and reflexive competencies.

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 work experience. Any learner wishing to be directly assessed may arrange to do so, without attending further training or education. The assessor and learner will decide together on the most appropriate assessment route to be taken.

Articulation possibilities

This qualification will allow a person to articulate vertically to the National Certificate in Supervision of Water Reticulation Services at NQF level 4. This qualification will also provide articulation with a range of qualifications in both technical and management areas in water and other related sectors.

Criteria for registration of assessors

For an applicant to register as an assessor, the applicant needs:

- A minimum of two years practical, relevant occupational experience.
- Competent in all the outcomes of the generic assessor standard.
- Detailed documentary proof of educational qualification, practical training undergone, and experience gained by the applicant must be provided (Portfolio of evidence).
- Able to demonstrate competence in relation to these specified standards and qualifications, at or above, the level of the qualifications in question.
- Meet any other additional requirements laid down by their constituent ETQA.

The subject matter experience of the assessor can be established by recognition of prior learning. The status of registered assessors can be checked on the appropriate ETQA database or website.

Moderation

1. Anyone assessing a learner against these standards must be registered as an assessor with the relevant ETQA.
2. Any institution offering learning that will enable achievement of these unit standards or will assess these unit standards must be accredited as a provider with the relevant ETQA.
3. Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines in the relevant qualification and the agreed ETQA procedures.

Therefore anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

National Certificate in Water Reticulation Services
NQF Level 2 (126 credits)

FUNDAMENTAL			CORE			ELECTIVE		
Compulsory 40 credits	L	C	Compulsory 74 credits	L	C	Select a minimum of 12 credits	L	C
Demonstrate understanding of rational and irrational numbers, and number systems, within the context of relevant calculations (8982)	2	3	Plan team work functions and complete reports	3	4	Construct Water Reticulation Concrete Work And Brick Masonry (12324)	2	5
Use mathematics to investigate and monitor the financial aspects of personal and community life (8983)	2	2	Read and interpret maps and engineering drawings of water reticulation systems.	2	4	Operate pumps (12133)	2	5
Apply basic knowledge of statistics in order to investigate life and work related problems. (9009)	2	3	Demonstrate knowledge of pipes, associated fittings, valves and meters used in water reticulation systems (12337)	2	10	Provide water services support for rural communities (12343)	3	10
Measure, estimate and calculate physical quantities and explore, describe and represent geometrical relationships in 2-dimensions in different life or workplace contexts. (9008)	2	3	Lay pipes for water reticulation system (12338)	3	12	Control canal water supply	3	15
Work with a range of patterns and functions to solve problems (9007)	2	5	Join pipes, fittings and other pipeline devices (12339)	3	7	Operate a personal computer system (7547)	2	6
Maintain and adapt oral communication (8962)	2	5	Operate and maintain water reticulation system (12340)	3	12	Render Basic First aid (9965)	2	3
Access and use information from texts (8963)	2	5	Operate mechanical, electrical, hydraulic and pneumatic tools & equipment	2	10			
Write for a defined context (8964)	2	5	Orientate self in the workplace (12036)	2	6			
Use Language and Communication in Occupational learning programmes (8967)	2	5	Demonstrate Knowledge of Water Cycle, Water and Waste Water Systems (12033)	2	5			
Demonstrate an understanding of HIV/AIDS and its implications (12044)	2	4	Apply personal safety practices in the water sector (12035)	2	4			
Total credits on level 2		40	Total credits on level 2		39			
Total credits		40	Total credits		35	Total credits		44

National Certificate in Water Reticulation Services: NQF Level 2**UNIT STANDARDS ON NQF LEVEL 2**

- Title 1: Read and interpret maps and engineering drawings of water reticulation systems
- Title 2: Demonstrate knowledge of pipes, associated fittings, valves and meters used in water reticulation systems
- Title 3: Operate mechanical, electrical, hydraulic and pneumatic tools & equipment
- Title 4: Orientate self in the workplace (Registered)
- Title 5: Demonstrate Knowledge of Water Cycle, Water and Waste Water Systems (Registered)
- Title 6: Apply personal safety practices in the water sector (Registered)
- Title 7: Demonstrate an understanding of HIV/AIDS and its implications (Registered)
- Title 8: Construct water reticulation concrete work and brick masonry
- Title 9: Operate pumps
- Title 10: Operate a personal computer system (Registered)
- Title 11: Render basic first aid (Registered)
- Title 12: Demonstrate understanding of rational and irrational numbers, and number systems, within the context of relevant calculations. (Registered)
- Title 13: Use mathematics to investigate and monitor the financial aspects of personal and community life. (Registered)
- Title 14: Apply basic knowledge of statistics in order to investigate life and work related problems. (Registered)
- Title 15: Measure, estimate and calculate physical quantities and explore, describe and represent geometrical relationships in 2-dimensions in different life or workplace contexts. (Registered)
- Title 16: Work with a range of patterns and functions to solve problems (Registered)
- Title 17: Maintain and adapt oral communication (Registered)
- Title 18: Access and use information from texts (Registered)
- Title 19: Write for a defined context (Registered)
- Title 20: Use Language and Communication in Occupational learning programmes (Registered)

UNIT STANDARDS ON NQF LEVEL 3

- Title 1: Plan team work functions and complete reports
- Title 2: Operate and maintain water reticulation system
- Title 3: Lay pipes for water reticulation system
- Title 4: Join pipes, fittings and other pipeline devices
- Title 5: Provide water services support for rural communities
- Title 6: Control canal water supply

Unit Standards And Specific Outcomes For The National Certificate In Water Reticulation Services (NQF 2)**UNIT STANDARDS AT NQF LEVEL 2**

1. TITLE: READ AND INTERPRET MAPS AND ENGINEERING DRAWINGS OF WATER RETICULATION SYSTEMS

- Specific outcome 1.1: Identify, use and explain different maps
- Specific outcome 1.2: Locate work site from map
- Specific outcome 1.3: Interpret and explain engineering drawings and flow diagrams
- Specific outcome 1.4: Prepare materials list based on engineering drawing

2. TITLE: DEMONSTRATE KNOWLEDGE OF PIPES, ASSOCIATED FITTINGS, VALVES AND METERS USED IN WATER RETICULATION SYSTEMS

- Specific outcome 2.1: Identify and explain different pipe sizes, classes and types
- Specific outcome 2.2: Identify and explain the characteristics of associated fittings in water reticulation systems
- Specific outcome 2.3: Identify and explain the types and functions of valves used on reticulation systems.
- Specific outcome 2.4: Explain the maintenance procedures for valves
- Specific outcome 2.5: Identify and explain meters used in water reticulation systems
- Specific outcome 2.6: Explain and demonstrate storage and handling procedures for pipes, associated fittings, valves and meters

3. TITLE: OPERATE MECHANICAL, ELECTRICAL, HYDRAULIC AND PNEUMATIC TOOLS & EQUIPMENT

- Specific outcome 3.1: Use mechanical tools and equipment in accordance with work procedures

- Specific outcome 3.2: Demonstrate knowledge of safety when using electricity
- Specific outcome 3.3: Use electrical tools safely in accordance with work procedures
- Specific outcome 3.4: Use pneumatic tools safely in accordance with work procedures.
- Specific outcome 3.5: Use hydraulic equipment safely in accordance with work procedures.
- Specific outcome 3.6: Operate mechanical, electrical and pneumatic tools taking into consideration the safety needs of the team

4. TITLE: CONSTRUCT WATER RETICULATION CONCRETE WORK AND BRICK MASONRY

- Specific outcome 4.1: Mark out the foundation for simple concrete and brickwork in accordance with the engineering drawing.
- Specific outcome 4.2: Dig foundation in accordance with the specification.
- Specific outcome 4.3: Mix concrete in accordance with specification
- Specific outcome 4.4: Build simple brickwork in accordance with specification
- Specific outcome 4.5: Complete concrete structure or brickwork in accordance with specification
- Specific outcome 4.6: Construct alternative manhole using concrete rings as per specification
- Specific outcome 4.7: Tidy work site after completion of construction in accordance with work procedures

5. TITLE: OPERATE PUMPS

- Specific outcome 5.1: Explain working principles of pumps.
- Specific outcome 5.2: Operate pumping system in accordance with work policies and procedures
- Specific outcome 5.3: Provide basic maintenance for pumps in accordance with work policies and procedures
- Specific outcome 5.4: Service drive-units of pumps in accordance with work policies and procedures

UNIT STANDARDS AT NQF LEVEL 3

1. TITLE: PLAN TEAM WORK FUNCTIONS AND COMPLETE REPORTS

- Specific outcome 1.1: Plan work tasks in accordance with work policies and procedures.
- Specific outcome 1.2: Organise required resources in accordance with work plan
- Specific outcome 1.3: Assess risks and plan safety requirements in accordance with legislation and work procedures
- Specific outcome 1.4: Maintain, complete and submit daily records and reports in accordance with work policies and procedures

2. TITLE: OPERATE AND MAINTAIN WATER RETICULATION SYSTEM

- Specific outcome 2.1: Identify safety risks and implement safety procedures
- Specific outcome 2.2: Identify cause and scope of breakdown to water reticulation system
- Specific outcome 2.3: Respond to problems on the water reticulation system in accordance with code of practice
- Specific outcome 2.4: Conduct preventative maintenance procedures in accordance with work policies and procedures
- Specific outcome 2.5: Follow standard operating procedures for the measurement of water
- Specific outcome 2.6: Use and care for tools and equipment in accordance with work policies and procedures
- Specific outcome 2.7: Complete and submit records and reports

3. TITLE: LAY PIPES FOR WATER RETICULATION SYSTEM

- Specific outcome 3.1: Ensure resources are available on site in accordance with work plan
- Specific outcome 3.2: Excavate trenches in accordance with safety procedures
- Specific outcome 3.3: Lay pipeline in accordance with code of practice and engineering drawing
- Specific outcome 3.4: Pressure test the system in accordance with code of practice
- Specific outcome 3.5: Complete final backfill and construction work as per code of practice and engineering drawing
- Specific outcome 3.6: Shut down and charge system in accordance with code of practice and work procedures
- Specific outcome 3.7: Complete reports and records in accordance with work procedures.

4. TITLE: JOIN PIPES, FITTINGS AND OTHER PIPELINE DEVICES

- Specific outcome 4.1: Join similar pipes types in accordance with engineering drawings
- Specific outcome 4.2: Join different pipe types in accordance with engineering drawings
- Specific outcome 4.3: Join associated fittings and other pipeline devices as per code of practice
- Specific outcome 4.4: Identify safety risks and implement safety procedures in accordance with legislation and work procedures
- Specific outcome 4.5: Identify problems and implement corrective action

Specific outcome 4.6: Use and care for tools and equipment in accordance with work procedures

Specific outcome 4.7: Complete reports and records in accordance with work procedures

5. TITLE: PROVIDE SUPPORT SERVICES FOR RURAL COMMUNITIES

Specific outcome 5.1: Describe rural water sources.

Specific outcome 5.2: Explain different levels of service and advise community members on appropriate level of service

Specific outcome 5.3: Operate elementary water quality procedures in accordance with code of practice and work procedures

Specific outcome 5.4: Explain the principles and practices of operating and maintaining a community water distribution system

Specific outcome 5.5: Operate village water distribution system in accordance with code of practice and work procedures.

6. TITLE: CONTROL CANAL WATER SUPPLY

Specific outcome 6.1: Communicate effectively with role-players

Specific outcome 6.2: Check the canal is being operated safely in accordance with legislation and work procedures

Specific outcome 6.3: Supervise operation of canal system

Specific outcome 6.4: Monitor water supply to consumers

Specific outcome 6.5: Complete administration in accordance with work procedures.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY**National Certificate in Facilitation of Community Water, Sanitation and Health****Field:** Physical Planning and Construction - NSB 12**Sub-field:** Civil Engineering Construction**Level:** 4**Credit:** 151**Issue date:****Review date:****Rationale of the qualification**

This qualification reflects the workplace-based needs of facilitators of community water, health and sanitation working in the water sector that is expressed by employers and employees, both now and for the future. This qualification provides the learner with a career path and progression within the water sector as well as the flexibility to pursue different careers within the water sector. The level of flexibility within the range of electives will allow the individual to facilitate integrated water resource management or water, sanitation and health. The introduction of a National Certificate in Facilitation of Community Water, Health and Sanitation based on unit standards will allow learners the opportunity to reach their full potential of advancement without formal education becoming an impassable barrier and will also allow for the recognition of prior learning. This will enable learners to pursue different careers within the water sector and other related sectors and enhance productivity and employability within the water sector as well as contribute towards the ecological sustainability and improvement of the water environment.

Purpose of the qualification

A learner assessed as competent against this qualification will be able to facilitate responsible environmental activities amongst community members and effective communication between the community and relevant stakeholders. Qualifying learners are able to promote responsible environmental health and sanitation practices, conduct community committee meetings, collect and interpret data, facilitate community processes using participatory methodologies and tools, explain institutional frameworks for integrated water resource management and water services, promote gender and equity on water and sanitation projects, monitor budgets, work in a project team and care for customers in a community environment. This qualification will lay the foundation for future career advancement across other sectors and to supervisory or management qualifications within the sector. The individual will have the capacity to advance and gain skills and self-respect as the qualified learner will be able to competently facilitate and promote community water, health and sanitation in a professional manner, to ensure community needs are met and the environment is ecologically sustained. This qualification has been developed to enhance the sustainability of community water and sanitation supply systems, which will contribute towards improved health of community members.

Access to the Qualification

As this is a unit standard based qualification, any learner who is competent in the unit standards as required by the fundamental, core and elective components stipulated in the qualification, will have open access provided that the learner meets the requirements for the learning assumed to be in place for each unit standard. The achievement of the National Certificate For Promotion of Community Water, Health And Sanitation at NQF level 2, which includes some core unit standards from the level 4 qualification together with literacy at NQF level 2 and numeracy at NQF level 2, will assist with progression and access to the level 4 qualification. It is not considered essential to have achieved the level 2 certificate but the achievement of this qualification will provide a foundation for the learning required in the level 4 certificate.

Learning assumed to be in place

A knowledge, comprehension and application of two languages at NQF level 2 and mathematics at NQF level 2. The knowledge and understanding on:

- Collection and recording of data
- An ability to work with the local community
- Knowledge of roles and responsibilities of a community committee
- Knowledge of water cycle, water and waste water systems

Exit level Outcomes

On achieving this qualification the qualifying learner will be able to:

Exit level 1: Demonstrate an understanding of community water, health and sanitation.

Associated Assessment Criteria

- Demonstrate knowledge and comprehension regarding community water, health and sanitation through application in the community.
- Demonstrate knowledge and comprehension of relevant legislation and policies in the water sector.

Exit level 2: Promote an understanding of community water, health and sanitation management to promote behavioural change through facilitating community participation at community and forum level.

Associated Assessment Criteria

- Explain and promote an awareness of water, health and sanitation issues to community members.
- Encourage community members to participate at community level.
- Encourage community members to participate in community forums.
- Facilitate teams of people using participatory methodologies.
- Explain the reasons for behavioural change to community members.
- Apply learning skills and knowledge in their personal, workplace and educational lives.
- Apply skills relevant to community water, health and sanitation context appropriately.

Exit level 3: Demonstrate communication and negotiation skills.

Associated Assessment Criteria

- Use communication skills to interact in a meaningful way with work colleagues and community members
- Use the range of generic skills as a foundation for learning.

- Work with others in both learning and work-oriented situations.
- Demonstrate negotiation skills with community and forum members.

Exit level 4: Monitor and evaluate interventions, water quality and water quantity.

Associated Assessment Criteria

- Monitor the effectiveness of community water, health and sanitation interventions.
- Assess the effectiveness of behavioural change in relation to community water, health and sanitation.
- Evaluate interventions within the community and determine their effectiveness
- Monitor the impact of interventions on the environment.
- Monitor water quality and water quantity.

Exit level 5: Demonstrate administrative and budgetary skills.

Associated Assessment Criteria

- Demonstrate administrative skills.
- Collect and collate data relevant to community water, health and sanitation and process the data in a meaningful manner.
- Demonstrate knowledge of budgetary and bookkeeping skills.
- Apply knowledge of budgets in an appropriate manner in a community context.
- Apply learning skills and knowledge in their personal, workplace and educational lives.

Exit level 6: Demonstrate an understanding of community culture, gender and equity issues.

Associated Assessment Criteria

- Demonstrate an understanding of community culture when interacting with community and forum members.
- Demonstrate gender sensitive behaviour when interacting with community and forum members.
- Demonstrate an understanding of equity issues when interacting with community and forum members.
- Use participatory methodologies and tools to promote gender and equity within communities

International comparability

The core and elective components have been developed taking into account South Africa's unique context. The working group has been unable to find any international community related unit standards against which to benchmark the unit standards. The fundamental components, reflecting foundational learning and generic skills and knowledge have been derived from registered, local adult education unit standards.

Integrated Assessment

Integrated assessment 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. Integrated assessment should show how already demonstrated competence in individual areas can be linked and applied for the achievement of a holistic outcome.

Integrated assessment must judge the quality of the observable performance, and also the quality of the thinking that lies behind it. Assessment tools must encourage learners to give an account of

the thinking and decision-making that underpin their demonstrated performance. Some assessment practices will demand practical evidence while others may be more theoretical, depending on the type of outcomes to be assessed, and the nature and level of the qualification. The ratio between action and interpretation is not fixed, but varies according to the demands of the qualification.

While the generic component (literacy, communication and life skills) of this qualification at NQF Level 3 and 4 can be assessed through occupational contexts and activities relating to community water, health and sanitation, care must be taken in both the learning programme and the assessment to ensure that these foundational skills are truly portable. The primary aim of this qualification is to ensure that learners have a sound base of general education to prepare them for further learning, whatever career path they may choose. Learners must be able to transfer generic skills such as language, computation and learning skills etc across a number of different contexts, and apply them within a number of learning areas.

A broad range of task-orientated and theoretical assessment tools may be used, with the distinction between practical knowledge and disciplinary knowledge maintained so that each takes its rightful place. Unit standards in the qualification must be used to assess specific and critical cross-field outcomes. During integrated assessments the assessor should make use of formative and summative assessment methods and should assess combinations of practical, applied, foundational and reflexive competencies.

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 work experience. Any learner wishing to be directly assessed may arrange to do so, without attending further training or education. The assessor and learner will decide together on the most appropriate assessment route to be taken.

Articulation possibilities

This qualification allows for vertical articulation to a tertiary qualification such as a diploma or a BSc degree in Integrated Water Resource Management. This qualification will also provide articulation with a range of qualifications in both technical and management areas in water and other related sectors.

Criteria for registration of assessors

For an applicant to register as an assessor, the applicant needs:

- A minimum of two years practical, relevant occupational experience.
- Competency in all the outcomes of the of the generic assessor standard.
- Detailed documentary proof of educational qualification, practical training undergone, and experience gained by the applicant must be provided (Portfolio of evidence).
- Able to demonstrate competence in relation to these specified standards and qualifications, at or above, the level of the qualifications in question.
- Meet any other additional requirements laid down by their constituent ETQA.

The subject matter experience of the assessor can be established by recognition of prior learning. The status of registered assessors can be checked on the appropriate ETQA database or website.

Moderation

Anyone assessing a learner against these standards must be registered as an assessor with the relevant ETQA.

Any institution offering learning that will enable achievement of these unit standards or will assess these unit standards must be accredited as a provider with the relevant ETQA.

Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines in the relevant qualification and the agreed ETQA procedures.

Therefore anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

NATIONAL CERTIFICATE IN FACILITATION OF WATER, HEALTH AND SANITATION NQF level 4 (151 credits)

FUNDAMENTAL			CORE			ELECTIVE		
Compulsory 70 credits	L	C	Compulsory 69 credits	L	C	Select a minimum of 12 credits	L	C
Use mathematics to investigate and monitor the financial aspects of personal, business, and national issues (7468)	4	6	Demonstrate Knowledge of Community Sanitation	3	7	Demonstrate Chemical & Bacteriological Sampling Techniques & Field Tests (12042)	2	4
Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems (9015)	4	6	Facilitate Community Participation Processes (12353)	4	12	Produce Word Processing Documents for Business (7570)	3	5
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 (9016)	4	4	Care For Customers In A Community Environment	3	5	Demonstrate Knowledge of and Produce Computer Spreadsheets Using Basic Functions (7568)	2	3
Engage in sustained oral communication and evaluate spoken texts (8974)	4	5	Plan and Conduct Community Meetings	4	4	Demonstrate Knowledge of Water Users and Water Users' Needs (12348)	3	3
Use language and communication in occupational learning programmes (8967)	4	5	Promote Environmental Health to Community Members	4	5	Monitor Community Water Systems (12349)	4	8
Read analyse and respond to a variety of texts (8975)	4	5	Monitor Budgets Related to Community Activities	5	8	Demonstrate Knowledge of An Integrated Approach To Water and Sanitation Related Processes (12346)	4	6
Write for a wide range of contexts (8976)	4	5	Collect and Interpret Data	4	4	Promote Water Quality To Community Members (12347)	4	6

Operate a Personal Computer System (7547)	2	6	Demonstrate Knowledge Of Gender And Equity In Sustainability Of Water And Sanitation Related Projects (12344)	4	4	SMME unit standard		
Negotiation skills – still in draft with Services SETA			Work as a project team member (10135)	4	6			
Read and interpret basic engineering drawings (9882)	2	8	Demonstrate An Understanding of HIV/ Aids and Its Implications (12043)	2	4			
Accommodate audience and context needs in oral communication (8415)	3	5	Demonstrate Knowledge of Institutional Frameworks for Integrated Water Resource Management and Water Services	5	10			
Interpret and use information from texts (8969)	3	5						
Write texts for a range of communicative contexts (8970)	3	5						
Use language and communication in occupational learning programmes (8973)	3	5						
Total credits on level 4		36	Credits on level 4 or above		47			
Total credits		62	Total credits		69	Total credits		35

National Certificate In Facilitation Of Community Water, Health And Sanitation NQF Level 4
UNIT STANDARDS ON NQF LEVEL 2

- Title 1: Demonstrate Knowledge of Water Cycle, Water and Waste Water Systems.
(Registered)
- Title 2: Demonstrate An Understanding of HIV/ Aids and Its Implications (Registered)
- Title 3: Operate a Personal Computer System (Registered)
- Title 4: Demonstrate Chemical & Bacteriological Sampling Techniques & Field Tests
(Registered)
- Title 5: Demonstrate Knowledge of and Produce Computer Spreadsheets Using Basic
Functions (Registered)

UNIT STANDARDS ON NQF LEVEL 3

- Title 1: Second Language
- Title 2: Produce Word Processing Documents for Business (Registered)
- Title 3: Demonstrate Knowledge of Community Sanitation
- Title 4: Care For Customers In A Community Environment
- Title 5: Working In A Project Team Co-Operatively In Accordance With Guidelines And
Procedures (Registered)
- Title 6: Demonstrate Knowledge of Water Users and Water Users' Needs

UNIT STANDARDS ON NQF LEVEL 4

- Title 1: Mathematics (Registered)
- Title 2: First Language (Registered)
- Title 3: Facilitate Community Participation Processes
- Title 4: Plan and Conduct Community Meetings
- Title 5: Promote Environmental Health To Community Members
- Title 6: Collect and Interpret Data
- Title 7: Demonstrate Knowledge of An Integrated Approach To Water and Sanitation
Related Processes
- Title 8: Demonstrate Knowledge Of Gender And Equity In Sustainability Of Water And
Sanitation Related Projects
- Title 9: Promote Water Quality To Community Members
- Title 10: Monitor Community Water Systems
- Title 11: Negotiation skills (draft with Services SETA)

UNIT STANDARDS ON NQF LEVEL 5

- Title 1: Monitor Budgets Related To Community Activities
- Title 2: Demonstrate Knowledge of Institutional Frameworks For Integrated Water
Resource Management

Unit Standards And Specific Outcomes For The National Certificate In Facilitation Of Community Water, Health And Sanitation NQF Level 4**UNIT STANDARDS AT NQF LEVEL 3**

1. TITLE: DEMONSTRATE KNOWLEDGE OF WATER USERS AND WATER USERS' NEEDS

Specific outcome 1.1: Identify water uses in terms of the National Water Act

Specific outcome 1.2: Identify water users in own area

Specific outcome 1.3: Identify available water resources in own area.

Specific outcome 1.4: Identify and solve water related conflict

UNIT STANDARDS AT NQF LEVEL 4

1. TITLE: COLLECT AND INTERPRET DATA

Specific outcome 1.1: Explain data collection

Specific outcome 1.2: Plan data collection

Specific outcome 1.3: Collect and record data

Specific outcome 1.4: Collate and interpret data

Specific outcome 1.5: Submit report to relevant stakeholders

Specific outcome 1.6: Complete administration

2. TITLE: DEMONSTRATE KNOWLEDGE OF GENDER AND EQUITY IN SUSTAINABILITY OF WATER AND SANITATION RELATED PROJECTS

Specific outcome 2.1: Explain the concept of gender and equity and gender and equity approaches

Specific outcome 2.2: Explain the advantages of gender and equity in development projects

Specific outcome 2.3: Demonstrate gender and equity mainstreaming skills in all the stages of a development project using gender and equity participatory tools

Specific outcome 2.4: Explain the resistance to change in relation to gender and the lack of sustainability in development projects

3. TITLE: MONITOR COMMUNITY WATER SYSTEMS

Specific outcome 3.1: Describe rural water sources

Specific outcome 3.2: Monitor water distribution systems

Specific outcome 3.3: Describe and explain different levels of service

Specific outcome 3.4: Explain tariff setting principles

Specific outcome 3.5: Explain the principles and practices of operating and maintaining a community water distribution system

4. TITLE: DEMONSTRATE KNOWLEDGE OF AN INTEGRATED APPROACH TO WATER AND SANITATION RELATED PROCESSES

Specific outcome 4.1: Explain cross-sector linkages

Specific outcome 4.2: Explain the relationship between causes and impacts on water resources and health

Specific outcome 4.3: Explain an integrated approach to water and sanitation in own community

Specific outcome 4.4: Explain an Integrated Development Plan

5. TITLE: PROMOTE WATER QUALITY TO COMMUNITY MEMBERS

Specific outcome 5.1: Explain factors that impact on water quality

Specific outcome 5.2: Explain community water quality control systems

Specific outcome 5.3: Monitor community behaviour that impacts on water quality

Specific outcome 5.4: Review community behaviour related to water quality

Specific outcome 5.5: Promote an awareness of water quality amongst community members of water quality

Specific outcome 5.6: Implement the action plan

Specific outcome 5.6: Monitor the implementation of the action plan

UNIT STANDARDS ON NQF LEVEL 5

1. TITLE: MONITOR BUDGETS RELATED TO COMMUNITY PROJECTS

Specific outcome 1.1: Explain budgets of community projects

Specific outcome 1.2: Explain basic bookkeeping

Specific outcome 1.3: Assist in preparing a budget for a funding proposal

Specific outcome 1.4: Monitor the budget

Specific outcome 1.5: Monitor monthly reports

2. TITLE: DEMONSTRATE KNOWLEDGE OF INSTITUTIONAL FRAMEWORKS FOR INTEGRATED WATER RESOURCE MANAGEMENT AND WATER SERVICES

Specific outcome 2.1: Explain the institutional framework for integrated water resource management

Specific outcome 2.2: Explain the institutional framework for water services

- Specific outcome 2.3: Explain the relationship between institutions related to integrated water resource management and water services
- Specific outcome 2.4: Demonstrate interaction and communication skills with water related institutions
- Specific outcome 2.5: Explain the process to set up a catchment management agency
- Specific outcome 2.6: Explain the process to set up participatory bodies

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

Title: National Certificate In Promotion of Community Water, Health And Sanitation NQF 02

NQF Field: Physical Planning and Construction - NSB 12

Sub-field: Civil Engineering Construction

Level: 2

Credit: 125 credits

Issue date:

Review date:

Rationale of the qualification:

This qualification reflects the workplace-based needs of promoters of community water, health and sanitation working in the water sector that is expressed by employers and employees, both now and for the future. The introduction of a National Certificate in Promotion of Community Water, Health and Sanitation based on unit standards will allow learners the opportunity to reach their full potential of advancement without formal education becoming an impassable barrier and will also allow for the recognition of prior learning. This qualification provides the learner with a career path and entry into the water sector. The qualification also provides the flexibility to pursue different careers within the water sector. The level of flexibility will allow the individual to progress to the National Certificate in Facilitation of Community Water, Health and Sanitation on NQF level 4, integrated water resource management or other water, sanitation and health qualifications. This will enable learners to pursue different careers within the water sector and other related sectors and enhance productivity and employability within the water sector as well as contribute towards the ecological sustainability and improvement of the water environment.

Purpose of the qualification

A learner assessed as competent against this qualification will be able to promote responsible environmental activities amongst community members and effective communication between the community and relevant stakeholders. Qualifying learners are able to explain and promote environmental health and sanitation, work effectively with local communities, explain the roles and responsibilities of a community committee, collect and record data, facilitate community processes using participatory methodologies and care for customers in a community environment. This qualification forms the foundation for advancement to the National Certificate in Facilitation of Community, Water, Health and Sanitation on NQF level 4 and will also lay the foundation for future career advancement across other sectors and to supervisory, facilitator or management qualifications within the sector. The individual will have the capacity to advance and gain skills and self-respect as the qualified learner will be able to competently promote community water, health and sanitation in a professional manner, to ensure community needs are met and the environment

is ecologically sustained. This qualification has been developed to enhance the sustainability of community water and sanitation supply systems, which will contribute towards improved health of community members.

Access to the Qualification

As this is a unit standard based qualification, any learner who is competent in the unit standards as required by the fundamental, core and elective components stipulated in the qualification, will have open access provided that the learner meets the requirements for the learning assumed to be in place for each unit standard. Learners entering the community water, sanitation and health field are advised to complete the skills programme for promotion of community water, health and sanitation, which includes unit standards from the level 2 qualification together with literacy at NQF level 1 and numeracy at NQF level 1. Completion of the skills programme will develop foundational skills and assist with progression and access to the level 2 qualification. The completion of the skills programme is not compulsory before attempting the national certificate at NQF level 2.

Learning assumed to be in place

Literacy, communication and numeracy at NQF level 1

Exit level Outcomes

On achieving this qualification the qualifying learner will be able to:

Exit level 1: Demonstrate an understanding of relevant legislation.

Associated Assessment Criteria

- Knowledge and comprehension of the National Water Act and other water related legislation is demonstrated.

Exit level 2: Demonstrate interactive and communication skills.

Associated Assessment Criteria

- Communication skills are used in a meaningful way when interacting with work colleagues and community members
- A range of generic skills is used as a foundation for learning.
- Work with others in both learning and work-oriented situations.

Exit level 3: Demonstrate an understanding of community water, hygiene and sanitation.

Associated Assessment Criteria

- Knowledge and comprehension is demonstrated regarding water, hygiene and sanitation through application in the community.
- Demonstrate knowledge and comprehension of relevant legislation and policies in the water sector.
- Demonstrate knowledge of water related diseases.

Exit level 4: Demonstrate a basic understanding of environmental issues.

Associated Assessment Criteria

- Explain and promote an awareness of water, health and sanitation issues to community members.
- Community members are encouraged to participate at community level.
- Environmental issues are promoted using participatory methodologies.
- Learning skills and knowledge are applied in their personal, workplace and educational lives.

- Apply skills relevant to community water, health and sanitation context appropriately.

Exit level 5: Demonstrate facilitation skills using participatory methodologies**Associated Assessment Criteria**

- Identify relevant situations or context for the use of participatory tools.
- Use participatory tools appropriately.
- Facilitate groups of people using participatory methodologies.
- Facilitate consensus on community issues using participatory tools.

Exit level 6: Demonstrate an understanding of the community culture, dynamics and development**Associated Assessment Criteria**

- Demonstrate an understanding of community culture when interacting with community members.
- Demonstrate gender sensitive behaviour when interacting with community members.
- Demonstrate an understanding of equity issues when interacting with community members.

Exit level 7: Demonstrate an understanding of aids**Associated Assessment Criteria:**

- Demonstrate an understanding of HIV/AIDS and the implications on the community
- Describe transmission routes
- Describe and explain practices which reduce and prevent risk of infection

International comparability

The core and elective components have been developed taking into account South Africa's unique context. The working group has been unable to find any international community related unit standards against which to benchmark the unit standards. The fundamental components, reflecting foundational learning and generic skills and knowledge have been derived from registered, local adult education unit standards.

Integrated Assessment

Integrated assessment 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 skills programme.

Integrated assessment must judge the quality of the observable performance, but also the quality of the thinking that lies behind it. Assessment tools must encourage learners to give an account of the thinking and decision-making that underpin their demonstrated performance. Some assessment practices will be of a more practical nature while others will be of a more theoretical nature. The ratio between action and interpretation is not fixed, but varies according to the type and level of the skills programme.

A broad range of task-orientated and theoretical assessment tools may be used, with the distinction between practical knowledge and disciplinary knowledge maintained so that each takes its rightful place.

While the generic component (literacy, communication and life skills) of this qualification at NQF Level 2 can be assessed through occupational contexts and activities relating to community water, health and sanitation, care must be taken in both the learning programme and the assessment to

ensure that these foundational skills are truly portable. The primary aim of this qualification is to ensure that learners have a sound base of general education to prepare them for further learning, whatever career path they may choose. Learners must be able to transfer generic skills such as language, computation and learning skills etc across a number of different contexts, and apply them within a number of learning areas.

A broad range of task-orientated and theoretical assessment tools may be used, with the distinction between practical knowledge and disciplinary knowledge maintained so that each takes its rightful place. Unit standards in the qualification must be used to assess specific and critical cross-field outcomes. During integrated assessments the assessor should make use of formative and summative assessment methods and should assess combinations of practical, applied, foundational and reflexive competencies.

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 work experience. Any learner wishing to be directly assessed may arrange to do so, without attending further training or education. The assessor and learner will decide together on the most appropriate assessment route to be taken.

Articulation possibilities

This qualification allows for vertical articulation to the National Certificate for Facilitation of Community Water, Sanitation and Health at NQF Level 4. Several of the unit standards appear in both the level 2 and the level 4 qualification which will facilitate access from the level 2 to the level 4 qualification in community water, sanitation and health. This qualification will also provide articulation with a range of qualifications in both technical and management areas in water and other related sectors.

Criteria for registration of assessors

For an applicant to register as an assessor, the applicant needs:

- A minimum of two years practical, relevant occupational experience.
- Declared competent in all the outcomes of the generic assessor standard.
- Detailed documentary proof of educational qualification, practical training undergone, and experience gained by the applicant must be provided (Portfolio of evidence).
- Able to demonstrate competence in relation to these specified standards and qualifications, at or above, the level of the qualifications in question.
- Meet any other additional requirements laid down by their constituent ETQA.

The subject matter experience of the assessor can be established by recognition of prior learning. The status of registered assessors can be checked on the appropriate ETQA database or website.

Moderation

Anyone assessing a learner against these standards must be registered as an assessor with the relevant ETQA.

Any institution offering learning that will enable achievement of these unit standards or will assess these unit standards must be accredited as a provider with the relevant ETQA.

Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines in the relevant qualification and the agreed ETQA procedures.

Therefore anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

NATIONAL CERTIFICATE FOR PROMOTION OF COMMUNITY WATER, HEALTH AND SANITATION NQF LEVEL 2 (125 credits)

FUNDAMENTAL			CORE			ELECTIVE		
Compulsory 56 credits	L	C	Compulsory 53 credits	L	C	Select a minimum of 16 credits	L	C
Maintain and adapt oral communication (8962)	2	5	Demonstrate Knowledge of Water Cycle, Water and Waste Water Systems (12033)	2	5	Plan and Conduct Community Meetings	4	4
Access and use information from texts (8963)	2	5	Demonstrate Knowledge of Community Sanitation	3	7	Promote Environmental Health to Community Members	4	5
Write for a defined context (8964)	2	5	Demonstrate Knowledge of Environmental Health and Community Hygiene practices	2	6	Operate a Personal Computer System (7547)	2	6
Use Language and Communication in Occupational learning programmes (8967)	2	5	Demonstrate An Ability to Work with Local Communities	2	7	Read and interpret basic engineering drawings (9882)	2	8
Use mathematics to investigate and monitor the financial aspects of personal and community life (8983)	2	2	Demonstrate Knowledge of Roles and Responsibilities of A Community Committee	2	4	Render basic first aid (9965)	2	3
Measure, estimate and calculate physical quantities and explore, describe and represent geometrical relationships in 2-dimensions in different life or workplace contexts (9008)	2	3	Collect and Record Data	2	3	Working in a project team co-operatively in accordance with guidelines and procedures (10135)	3	6
Apply basic knowledge of statistics in order to investigate life and work related problems (9009)	2	3	Facilitate Community Participation Processes	4	12			
Demonstrate understanding of rational and irrational numbers, and number systems, within the context of relevant calculations (8982)	2	3	Care for Customers in a Community Environment	3	5			
Work with a range of patterns and functions to solve problems (9007)	2	5	Demonstrate An Understanding of HIV/ Aids and Its Implications (12044)	2	4			

Maintain and adapt oral communication (8962)	2	5					
Access and use information from texts (8963)	2	5					
Write for a defined context (8964)	2	5					
Use Language and Communication in Occupational learning programmes (8967)	2	5					
Total credits on level 2		56	Total credits on level 2	29			
Total credits		56	Total credits	53	Total credits		32

It is critical to indicate that 51 credits should be achieved in fundamental. In essence, the learner must achieve all of the fundamental unit standards. A further 53 credits should be achieved in core. A minimum of 16 credits should be achieved by selecting the unit standards provided as electives.

Unit Standards And Specific Outcomes**UNIT STANDARDS AT NQF LEVEL 2****1. TITLE: DEMONSTRATE KNOWLEDGE OF ENVIRONMENTAL HEALTH AND COMMUNITY HYGIENE PRACTICES**

- Specific outcome 1.1: Explain environmental health.
Specific outcome 1.2: Explain hygiene and community hygiene practices.
Specific outcome 1.3: Explain and demonstrate appropriate action when community members have contracted water related diseases.
Specific outcome 1.4: Explain ways to prevent the transmission of water and sanitation related diseases.
Specific outcome 1.5: Explain the impact of inadequate good quality water and poor sanitation on vulnerable people.
Specific outcome 1.6: Demonstrate alternative ways of treating contaminated water.

2. TITLE: DEMONSTRATE AN ABILITY TO WORK WITH LOCAL COMMUNITIES

- Specific outcome 2.1: Explain the characteristics of a community.
Specific outcome 2.2: Explain the protocol and factors that should be considered when working with communities on water, health and sanitation issues.
Specific outcome 2.3: Demonstrate interaction and communication skills with community members.
Specific outcome 2.4: Identify possible areas of conflict in the community and report to the relevant person.
Specific outcome 2.5: Explain the impact of gender and equity dynamics on community water, health and sanitation activities.

3. TITLE: DEMONSTRATE KNOWLEDGE OF THE ROLES AND RESPONSIBILITIES OF A COMMUNITY COMMITTEE

- Specific outcome 3.1: Explain the purpose and roles of a community committee.
Specific outcome 3.2: Explain the election process for a community committee.
Specific outcome 3.3: Explain the protocol that should be followed by community committee members.
Specific outcome 3.4: Explain the role of the committee members with respect to the community role players.
Specific outcome 3.5: Attend community committee meetings.
Specific outcome 3.6: Identify existing community committees.
Specific outcome 3.7: Explain the requirements for establishing the legal status of a committee.

4. TITLE: COLLECT AND RECORD DATA

- Specific outcome 4.1: Explain data collection.
- Specific outcome 4.2: Plan data collection.
- Specific outcome 4.3: Collect and record data.
- Specific outcome 4.4: Submit data to relevant person.

UNIT STANDARDS AT NQF LEVEL 3**1. TITLE: DEMONSTRATE KNOWLEDGE OF COMMUNITY SANITATION**

- Specific outcome 1.1: Explain the principles and practices of sanitation.
- Specific outcome 1.2: Explain different sanitation technology options.
- Specific outcome 1.3: Explain the roles and responsibilities of stakeholders in community sanitation.
- Specific outcome 1.4: Explain the costs of all sanitation technology options.
- Specific outcome 1.5: Explain household motivational factors for sanitation.

2. TITLE: CARE FOR CUSTOMERS IN A COMMUNITY ENVIRONMENT

- Specific outcome 2.1: Identify customer needs and expectations in a community environment.
- Specific outcome 2.2: Communicate appropriately with customers from the community.
- Specific outcome 2.3: Recognise customer dissatisfaction and take appropriate action.
- Specific outcome 2.4: Keep accurate records.
- Specific outcome 2.5: Explain ways to improve customer service to community members.

UNIT STANDARDS AT NQF LEVEL 4**1. TITLE: FACILITATE PARTICIPATORY COMMUNITY DEVELOPMENT PROCESSES**

- Specific outcome 1.1: Explain the principles and practices of community participation.
- Specific outcome 1.2: Use participatory tools to achieve outcomes.
- Specific outcome 1.3: Facilitate community processes taking into consideration adult learning principles.
- Specific outcome 1.4: Facilitate decision making processes.
- Specific outcome 1.5: Explain the implementation of the intervention plan.
- Specific outcome 1.6: Monitor the implementation of the intervention plan.

2. TITLE: PLAN AND CONDUCT COMMUNITY MEETINGS

- Specific outcome 2.1: Explain the need for a community meeting.
- Specific outcome 2.2: Plan the community meeting.
- Specific outcome 2.3: Conduct the meeting.
- Specific outcome 2.4: Record the minutes of the community meeting and communicate decisions taken.

3. TITLE: PROMOTE ENVIRONMENTAL HEALTH TO COMMUNITY MEMBERS

- Specific outcome 3.1: Explain factors that impact on environmental health.
- Specific outcome 3.2: Explain environmental health control systems relating to own community.
- Specific outcome 3.3: Explain problems related to environmental health in own community.
- Specific outcome 3.4: Promote environmental health amongst community members using participatory methodologies.
- Specific outcome 3.5: Implement the action plan.
- Specific outcome 3.6: Monitor the implementation of the action plan.

National Certificate In Promotion Of Community Water, Health And Sanitation NQF Level 2**UNIT STANDARDS ON NQF LEVEL 2**

- Title 1: Demonstrate Knowledge of Water Cycle, Water and Waste Water Systems (Registered)
- Title 2: Demonstrate An Understanding of HIV/ Aids and Its Implications (Registered)
- Title 3: Operate a Personal Computer System (Registered)
- Title 4: Use mathematics to investigate and monitor the financial aspects of personal and community life (Registered)
- Title 5: Demonstrate Knowledge of Environmental Health and Community Hygiene Practices
- Title 6: Demonstrate An Ability to Work with Local Communities
- Title 7: Demonstrate Knowledge of Roles and Responsibilities of A Community Committee
- Title 8: Collect and Record Data
- Title 9: Read and interpret basic engineering drawings (Registered)
- Title 10: Second Language
- Title 11: Mathematics (Registered)
- Title 12: First Language (Registered)
- Title 13: Render Basic First Aid (Registered)

UNIT STANDARDS ON NQF LEVEL 3

- Title 1: Demonstrate Knowledge of Community Sanitation
- Title 2: Care For Customers In A Community Environment
- Title 3: Working in a project team co-operatively in accordance with guidelines and procedures (Registered)

UNIT STANDARDS ON NQF LEVEL 4

- Title 1: Facilitate Community Participation Processes
- Title 2: Plan and Conduct Community Meetings
- Title 3: Promote Environmental Health To Community Members

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

Title: National Certificate in Supervision of Water Reticulation Operations

Field: Physical Planning and Construction - NSB 12

Sub-field: Civil Engineering Construction

Level: 4

Credit: 138 credits

Issue date:

Review date:

Rationale of the qualification:

This qualification reflects the workplace-based needs of charge hands, assistant foremen or senior artisans working in the water sector that is expressed by employers and employees, both now and for the future. The introduction of a National Certificate in Water Reticulation on NQF Level 4 provides the learner with a career path and progression in water reticulation from the National Certificate in Water Reticulation on NQF Level 2 (water service hand) to the provision of supervision on a water reticulation project, operating under a foreman or engineer. This qualification will enable learners to reach their full potential of advancement without formal education becoming an impassable barrier and in addition will allow for the recognition of prior learning. The qualification also provides the learners with access to a foreman level qualification on NQF level 5.

Purpose of the qualification

A learner assessed as competent against this qualification will be able to operate water reticulation systems and projects and to supervise work groups involved in their construction and maintenance. The qualified learner will be able to competently fulfill water reticulation projects safely and in a professional manner to ensure that industry standards are maintained. The qualifying learner will be able to plan water reticulation tasks, implement and control construction, operation and maintenance tasks on a water reticulation system, explain the characteristics of water flow, apply water loss control principles, supervise personal safety practices and staff members and perform administrative tasks. This qualification has also been developed to assist with standardisation across the water reticulation industry. This will allow learners to lay a foundation for future career advancement across similar trades and supervisory management qualifications within the sector. This qualification has been developed to enhance the sustainability of water reticulation projects, which will contribute towards the supply of potable water. This competence will contribute to assisting the individual with the capacity to advance and gain skills, which are portable, and in so doing gain self-respect.

Access to the Qualification

As this is a unit standard based qualification, any learner that is competent in the unit standards as required by the fundamental, core and elective components stipulated in the qualification, will have open access to this qualification provided that the learner can meet the requirements for the learning assumed to be in place for each unit standard. The achievement of the National Certificate For Water Reticulation at NQF level 2, which includes some core unit standards from

the National Certificate For Water Reticulation at NQF Level 4 qualification together with literacy, communication and numeracy at NQF level 2, will assist with progression and access to the qualification. It is not considered essential to have achieved the National Certificate For Water Reticulation at level 2 but the achievement of this qualification will provide a foundation for the learning required in the National Certificate For Water Reticulation at level 4.

A. Learning assumed to be in place

Literacy, communication and numeracy at NQF level 2 plus the knowledge and understanding on:

- Reading and interpretation of maps and engineering drawings
- Knowledge of water cycle, water and waste water systems
- Demonstrate knowledge of pipes, associated fittings, valves and meters used in water reticulation systems
- Joining pipes, fittings and other pipeline devices
- Operating and maintaining water reticulation system
- Operating mechanical, electrical, hydraulic and pneumatic tools and equipments
- Operating pumps

Exit level Outcomes

On achieving this qualification the qualifying learner will be able to:

Exit level 1: Demonstrate an understanding of relevant legislation.

Associated Assessment Criteria:

- Knowledge and comprehension of relevant sections of the National Water Act and other water and safety related legislation.
- Assess risks and hazardous situations in the workplace and determine safe work practices or emergency procedures
- Ensure work colleagues comply with safety requirements in accordance with relevant safety legislation

Exit level 2: Demonstrate interactive and communication skills.

Associated Assessment Criteria:

- Interaction with management
- Use communication skills to interact in a meaningful way with work colleagues and relevant stakeholders
- Use the range of generic skills as a foundation for learning.
- Work with others in both learning and work-oriented situations.

Exit level 3: Plan and organise water reticulation tasks and perform administrative tasks.

Associated Assessment Criteria:

- Develop action plans for water reticulation tasks
- Develop year plans for maintenance of water reticulation tasks
- Review plans based on emergency requests and explain alternative actions
- Demonstrate administrative skills
- Demonstrate an ability to prioritise administrative tasks to facilitate an efficient flow of documentation.
- Complete reports.

Exit level 4: Supervise manpower and other resources.

Associated Assessment Criteria:

- Supervision of staff within own scope of responsibility on a daily basis.
- Supervision of staff to achieve work objectives.
- Ability to handle conflict within own scope of responsibility.

- Use technology appropriately to achieve objectives.
- Supervision of other resources
- Apply learning skills and knowledge in their personal, workplace and educational lives.

Exit level 5: Supervise construction, operation and maintenance tasks to industry standards on water reticulation systems

Associated Assessment Criteria

- Apply skills relevant to a water reticulation context appropriately.
- Use technology, manpower and resources appropriately to achieve objectives.
- Identify, evaluate and rectify problems on a water reticulation system using available resources.
- Supervise staff to achieve work objectives.

Exit level 6: Supervise water loss control procedures.

Associated Assessment Criteria

- Collect and analyse meter readings and flow data.
- Detect leaks in a water reticulation system
- Balance water supply volumes.
- Determine existence of illegal connections.
- Identify and solve problems related to water loss control

International comparability

These unit standards compare favourably with the supervisory and technical components of the Water Serviceman qualification in the United States of America and the Wasserman qualification in Germany at level 4. There is similarity in complexity, degree of difficulty, conditions, context and the scope of the unit standards covered in these qualifications. The core and elective components have been developed taking into account South Africa's unique context. The fundamental components, reflecting foundational learning and generic skills and knowledge have been derived from registered, local adult education unit standards.

Integrated Assessment

Integrated assessment 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 skills programme.

Integrated assessment must judge the quality of the observable performance, but also the quality of the thinking that lies behind it. Assessment tools must encourage learners to give an account of the thinking and decision-making that underpin their demonstrated performance. Some assessment practices will be of a more practical nature while others will be of a more theoretical nature. The ratio between action and interpretation is not fixed, but varies according to the type and level of the skills programme.

A broad range of task-orientated and theoretical assessment tools may be used, with the distinction between practical knowledge and disciplinary knowledge maintained so that each takes its rightful place.

While the generic component (literacy, communication and life skills) of this qualification at NQF Level 3 and 4 can be assessed through occupational contexts and activities relating to water reticulation, care must be taken in both the learning programme and the assessment to ensure that these foundational skills are truly portable. The primary aim of this qualification is to ensure

that learners have a sound base of general education to prepare them for further learning, whatever career path they may choose. Learners must be able to transfer generic skills such as language, computation and learning skills etc across a number of different contexts, and apply them within a number of learning areas.

A broad range of task-orientated and theoretical assessment tools may be used, with the distinction between practical knowledge and disciplinary knowledge maintained so that each takes its rightful place. Unit standards in the qualification must be used to assess specific and critical cross-field outcomes. During integrated assessments the assessor should make use of formative and summative assessment methods and should assess combinations of practical, applied, foundational and reflexive competencies.

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 work experience. Any learner wishing to be directly assessed may arrange to do so, without attending further training or education. The assessor and learner will decide together on the most appropriate assessment route to be taken.

Articulation possibilities

This qualification has been developed for mobility across similar trades within the industry and is intended to allow for further learning towards management certificates or diplomas within this sector or other sectors on NQF level 5 or 6. This qualification will provide articulation with a range of qualifications in both technical and management areas.

Criteria for registration of assessors

For an applicant to register as an assessor, the applicant needs:

- A minimum of two years practical, relevant occupational experience.
- Competency in all the outcomes of the of the generic assessor standard.
- Detailed documentary proof of educational qualification, practical training undergone, and experience gained by the applicant must be provided (Portfolio of evidence).
- Able to demonstrate competence in relation to these specified standards and qualifications, at or above, the level of the qualifications in question.
- Meet any other additional requirements laid down by their constituent ETQA.

The subject matter experience of the assessor can be established by recognition of prior learning. The status of registered assessors can be checked on the appropriate ETQA database or website.

Moderation

Anyone assessing a learner against these standards must be registered as an assessor with the relevant ETQA.

Any institution offering learning that will enable achievement of these unit standards or will assess these unit standards must be accredited as a provider with the relevant ETQA.

Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines in the relevant qualification and the agreed ETQA procedures.

Therefore anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

**NATIONAL CERTIFICATE IN SUPERVISION OF WATER RETICULATION OPERATIONS
(NQF LEVEL 4 (138 credits))**

B. FUNDAMENTAL			CORE			ELECTIVE		
Compulsory 62 credits	L	C.	Compulsory 62 credits	L	C	Select a minimum of 12 credits	L	C
Use mathematics to investigate and monitor the financial aspects of personal, business, and national issues (7468)	4	6	Plan And Organise Construction, Operation And Maintenance Of A Water Reticulation System.	4	8	Provide Water Services Support For Rural Communities (12342)	3	10
Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems (9015)	3	6	Implement And Control Construction, Operation And Maintenance Tasks On A Water Reticulation System.	4	20	Operate Canal System (12343)	3	15
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 (9016)	4	4	Demonstrate Knowledge Of The Characteristics Of Water Flow.	4	10	Demonstrate Knowledge of and Produce Computer Spreadsheets using Basic Functions (7568)	2	3
Engage in sustained oral communication and evaluate spoken texts (8974)	4	5	Apply Water Loss Control Principles	4	4	Demonstrate elementary knowledge of corrosion control (12341)	3	5
Use language and communication in occupational learning programmes (8967)	4	5	Supervise Personal Safety Practices In The Water Sector (12061)	4	4	Render Basic First aid (9965)	2	3
Read analyse and respond to a variety of texts (8975)	4	5	Executing General Office Administration (8015)	2	4	Demonstrate a knowledge of and produce word processing documents using basic functions: (12542)	3	5
Write for a wide range of contexts (8976)	4	5	Supervise Work Unit To Achieve Work Unit Objectives (individuals and teams) (10981)	4	12			
Operate a Computer (7786)	3	8						

Accommodate audience and context needs in oral communication (8415)	3	5					
Interpret and use information from texts (8969)	3	5					
Write texts for a range of communicative contexts (8970)	3	5					
Use language and communication in occupational learning programmes (8973)	3	5					
Total credits on level 4	4	36	Total credits on level 4	4	58		
Total credits		64	Total credits		62	Total credits	41

**National Certificate in Supervision of Water Reticulation Operations
NQF Level 02**

UNIT STANDARDS ON NQF LEVEL 2

- Title 1: Operate a personal computer system (Registered)
- Title 2: Render basic first aid (Registered)
- Title 3: Executing General Office Administration (Registered)
- Title 4: Demonstrate Knowledge of and Produce Computer Spreadsheets using Basic Functions (Registered)

UNIT STANDARDS ON NQF LEVEL 3

- Title 1: Second language (Registered)
- Title 2: Provide water services support for rural communities (Previously submitted)
- Title 3: Control canal water supply (previously submitted)
- Title 4: Intermediate word processing (Registered)

UNIT STANDARDS ON NQF LEVEL 4

- Title 1: First language (Registered)
- Title 2: Mathematics (Registered)
- Title 3: Plan And Organise Construction, Operation And Maintenance Of A Water Reticulation System
- Title 4: Implement And Control Construction, Operation And Maintenance Tasks On A Water Reticulation System
- Title 5: Demonstrate Knowledge Of The Characteristics Of Water Flow
- Title 6: Apply Water Loss Control Principles
- Title 7: Supervise Personal Safety Practices In The Water Sector (Registered)
- Title 8: Supervise Work Unit To Achieve Work Unit Objectives (individuals and teams) (Registered)

Unit Standards and Specific Outcomes**UNIT STANDARDS AT NQF LEVEL 3**

1. TITLE: DEMONSTRATE ELEMENTARY KNOWLEDGE OF CORROSION CONTROL

Specific outcome 1.1: Explain the main causes of corrosion.

Specific outcome 1.2: Explain the most common methods of preventing corrosion.

Specific outcome 1.3: Explain the principles of cathodic protection

Specific outcome 1.4: Identify corrosion on pipes and fittings.

UNIT STANDARDS AT NQF LEVEL 4

1. TITLE: PLAN AND ORGANISE CONSTRUCTION, OPERATION AND MAINTENANCE OF A WATER RETICULATION SYSTEM

Specific outcome 1.1: Prepare and review action plans.

Specific outcome 1.2: Prepare and review year plan.

Specific outcome 1.3: Communicate with relevant persons.

Specific outcome 1.4: Brief work teams on daily tasks.

2. TITLE: IMPLEMENT AND CONTROL CONSTRUCTION, OPERATION AND MAINTENANCE TASKS ON A WATER RETICULATION SYSTEM

Specific outcome 2.1: Check that required resources have been processed in accordance with the action plan

Specific outcome 2.2: Supervise and control construction tasks in accordance with legislation and work policies and procedures

Specific outcome 2.3: Supervise and control operation and maintenance tasks.

Specific outcome 2.4: Develop staff in accordance with work policies and procedures

Specific outcome 2.5: Complete records and reports in accordance with works policies and procedures

3. TITLE: DEMONSTRATE KNOWLEDGE OF THE CHARACTERISTICS OF WATER FLOW

Specific outcome 3.1: Explain the characteristics of water flow

Specific outcome 3.2: Describe negative influences affecting water flow in pipelines

Specific outcome 3.3: Explain flow characteristics in the design of a water reticulation system

Specific outcome 3.4: Explain flow and pressure measuring devices and calculate water flows

4. TITLE: APPLY WATER LOSS CONTROL PRINCIPLES

Specific outcome 4.1: Explain the principles of water demand management

Specific outcome 4.2: Collect and record meter readings and flow data in accordance with work policies and procedures

Specific outcome 4.3: Detect leaks in a discrete water reticulation area

Specific outcome 4.4: Determine existence of illegal connections

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

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

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

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

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

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

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

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