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

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GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY**No. 1466****22 November 2002**

The South African Qualifications Authority in terms of the National Standard Body Regulations (Government Gazette No. 18787) published on 28 March 1998, hereby publishes the new appointments of the National Standard Bodies.

NSB 01 : AGRICULTURE AND CONSERVATION

Category	Nomination	Nominated by	Workplace
Business	Ms E Engelbrecht	Agri SA	Cape Women's Forum
Business	Mr G J Pienaar	Agri SA	Retired Farmer

NSB 02 : CULTURE AND ARTS

Category	Nomination	Nominated by	Workplace
Community/ Learners	Mr L Mathansi (replacing Mr B E Ntanzu)	Youth Commission	Department of Education KwaZulu Natal

Resignation:

Dr S Hauptfleisch

NSB 06 : MANUFACTURING, ENGINEERING AND TECHNOLOGY

Category	Nomination	Nominated by	Workplace
Business	Mr P le Roux (replacing Mr N Mqogi)	Business	Telkom

NSB 09 : HEALTH AND SOCIAL SERVICES

Category	Nomination	Nominated by	Workplace
STATE	Ms Y D Mbane (replacing Dr K P Govender)	Department of Social Development	Department of Social Development

Yours sincerely



SAMUEL B.A. ISAACS
EXECUTIVE OFFICER

No. 1467

22 November 2002

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 01, 02 & 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 **20 December 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

NSB 01 : AGRICULTURE & NATURE CONSERVATION

Category	Nomination	Nominated by	Workplace
State	Mr Mokutule Joseph Kgobokoe	Department of Agriculture	Department of Agriculture

NSB 02 : CULTURE AND ARTS

Category	Nomination	Nominated by	Workplace
State	Ms Simmi Pillay (replacing Ms Dawn Robertson)	Department of Arts and Culture	Department of Arts and Culture

Resignation:

Ms Dawn Robertson

NSB 09 : HEALTH SCIENCES AND SOCIAL SERVICES

Category	Nomination	Nominated by	Workplace
State	Ms R Lephondo	National Skills Authority	Health and Welfare Sector Education and Training SETA (HWSETA)

No. 1468

22 November 2002

PUBLIC NOTICE BY NSB 06, MANUFACTURING, ENGINEERING AND TECHNOLOGY, TO EXTEND THE BRIEF OF THE SGB FOR TELECOMMUNICATIONS QUALIFICATIONS AT LEVELS 4 AND 5

National Standards Body (NSB 06) hereby wishes to extend the brief of the existing SGB in the field of Telecommunications at NQF levels 4 and 5. It now proposes to:

- Extend the brief to develop a Certificate in Telecommunications at level 4
- Extend the brief to develop a Diploma in Telecommunications at level 5

BRIEF OF THE SGB

1. Develop learning pathways for potential qualifications and unit standards in the sub-field Manufacturing and Assembly from Level 1 through to Level 8 in the areas of:

- Subscriber Terminal Technology,
- Transmission Mediums
- Transmission Technology
- Switching Technology

[Regulation 24(1)(e)].

2. Generate the following qualifications in accordance with Authority requirements, for NQF levels 1 to 8:

[Regulation 24(1)(a)].

- Certificate in Basic Telecommunications (level 2)
- Certificate in Telecommunications (level 4)
- FET Certificate In Telecommunications Technology (level 4)
- Diploma in Telecommunications Technology; (level 5)
- Diploma in Telecommunications (level 5)
- First Degree in Telecommunications Management and Design (level 6)
- Masters Degree in Telecommunications Management and Design (level 7)
- Doctoral Degree in Telecommunications Management and Design (level 8)

3. Recommend the standards and qualifications generated under 2 to the National Standards Body *[Regulation 24(1)(c)].*

4. Recommend criteria for the registration of assessors and moderators or moderating bodies *[Regulation 24(1)(d)].*

5. Review these qualifications and unit standards and effect the necessary changes *[Regulation 24(1)(b)].*

6. Maintain liaison, during the process of developing standards and qualifications, with other related Standards Generating Bodies such as those for Engineering and Electronics, Information Systems etc, as and when directed by NSB06. *[Regulation 24(1)(e)].*

COMPOSITION OF THE SGB

Nominee	Workplace	Nominating Body	Experience/Qualifications
1. De Beer, du T.	Technikon Pretoria	Committee of Technikon Principles	10 years experience lecturing in Telecommunications.
2. De Lange, HW	SA Police Service	SA Police Service	National Technical Diploma plus 16 years experience in training radio technicians for the SAPS.
3. Jacobson, E	MTN	Business	Higher Education Diploma and National Diploma: Electrical Engineering with 21 years experience in the Telecommunications industry.
4. Le Roux, P	Telkom	Business/Provider	BSc (Hons); Production/Operations Management; 15 years experience in training in Telecommunications.
5. Neveling, NJ	Technisa	Technisa	D. Ed. 31 years experiences in Telecommunications including 14 in training and course development.
6. Pieterse, J	Telkom S.A. CFL	Business/Provider	NTD (Telecommunications) Industry and lecturing experience.
7. Ntsoane N	Vodacom	Business	Btech: HR Management, 4 years experience in Training and Call Centre environment.
8. Singh, AE	Siemens	Siemens	10 years experience in electronics including background in training.
9. Wilson, M	UNISA	Provider	Masters in International Communications plus 6 years experiences in Telecommunications.
10. Rabindhnath T P	Department Of Communication	Government	MSc (Electrical Engineering) with four years experience.
11. Hattingh W.	SENTECH	Business	Higher National Diploma in Electrical Engineering (L/C) with 10 years experience in Telecommunications.
12. Willemse P	Telkom S.A. CFL	Provider of Education & Training	National N Diploma with 11 years in Telecommunications (Cabling).
13. Burger D.	Communications Cabling Association of Southern Africa	Professional Body	T3 Telecommunications Certificate with 23 years experience in Telecommunications.
14. Prinsloo A.	Telkom S.A. CFL	Business/Provider	BA Psychology (1 year left), 6 years in Telecommunications Training & Development. Involved in NQF activities since 2000.

No. 1469

22 November 2002

**PUBLIC NOTICE BY NSB 04, COMMUNICATION STUDIES AND LANGUAGE TO
EXTEND THE BRIEF OF THE SGB FOR AUDIO VISUAL PRODUCTION**

National Standards Body (NSB 04) Communication Studies and Language hereby wishes to extend the brief of the existing SGB in the field of Film, Television, Radio, Video and New Media to include qualifications at levels 5 – 6. The original brief provided for the development of qualifications at level 2 - 4 in the field of Audio Visual Production.

BRIEF OF THE SGB

1. Develop learning pathways for potential qualifications and standards from NQF Level 4 to 6 [Regulation 24(1)(a)].
2. Generate qualifications and standards in accordance with SAQA requirements for NQF Levels 4 to 6 [Regulation 24(1)(a)].
 - National Certificate in Television Technical Operations (Level 4)
 - National Diploma in Television Technical Operations (Level 5)
 - National Certificate in Film Production (Level 4)
 - National Diploma in Film Production (Level 5)
 - National Diploma in Television Production (Level 5)
 - National Diploma in Radio Production (Level 5)
 - National Higher Diploma in Radio Production (Level 6)
 - National Diploma in Radio Station Management (Level 5)
 - National Higher Diploma in Station Management (Level 6)
 - National Certificate in Multi Media Production (Level 4)
 - National Diploma in Multi Media Production (Level 5)
 - National Diploma in Broadcast Engineering (Level 5)
3. Recommend criteria for the 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. Review these qualifications and standards and effect the necessary changes [Regulation 24(1)(b)].
6. Perform such other tasks as may from time to time be assigned by NSB 04 [Regulation 24(1)(e)].

COMPOSITION OF THE SGB

NOMINEE	WORKPLACE	NOMINATED BODY	EXPERIENCE AND QUALIFICATION IN THE FIELD
Adams, S	Media and Training Center for Health	Media and Training Center for Health	Diploma in Adult Education, Training and Development, extensive experience in radio journalism and production.
Beckman, U	Bedon TV	SASC	Extensive experience in Film and Television Productions.
Bonmariage, G	National Film and Video Association (NFVF)	National Film and Video Association (NFVF)	Extensive experience in Film production and management Internationally and locally and producer training.
Burnett, P	Durban Institute of Technology	Training Providers	Lecturer in Video Technology.
Clarke, A M	Head Of Lighting Design: MNET	MNET	Worked at SABC as lighting design specialist, Supervisor & Manager. Picture Quality Consultant & Studio consultant for 24 years.
Clay, P A	Johnic Publishing	Johnic Publishing	21 yrs in radio as reporter, producer, presenter, start-up manager, consultant, production manager.
Danhausser, P	WITS School of Arts	WITS School of Arts	Diploma in Journalism 18yrs in live and pre-packaged programs on film & video, and single camera.
Dickinson, C	Jacaranda FM	Jacaranda FM	Experience in Radio Production and Radio training.
Doherty, C	WITS School of Arts	WITS School of Arts	Is trained in TV production at SABC. Is Director of the new Media Lab at Rhodes and Head of Digital Multi Media at WITS University.
Ebrahim, H	MEDUNSA	Professional Photographers of South Africa	Worked extensively in professional medical photography.
Engelbrecht, A C	South African Broadcast Cooperation (SABC)	South African Broadcast Cooperation (SABC)	32 yrs experience in radio & television. SDF for the SABC. Trained extensively in television operations.

Games, M	Independent Film and Television Producer	Independent Producers Organisation	18 Years of producing Film Features and Television Series.
Human, F	Technikon Pretoria (Film School)	Technikon Pretoria	Holds a National Certificate in Film Production, a National Diploma in Film Production, a National Higher Diploma in Film.
Jamal, S	Bush Radio	National Community Radio Forum (NCRF)	Experience in Radio Productions and Radio Training.
La Trobe, V	Commercial Producers Association Of South Africa.	Cape Film Commission	Extensive experience in the field of Producing Commercials.
Merrit, A	Concept Interactive	DIMA	Experienced in marketing and course development within the new media, print and web.
Ntshangase, J.	Institute for the Advancement of Journalism	Institute for the Advancement of Journalism	BA, BA Hons in Cultural & Media Studies.
Pretorius, P	Randse Afrikaanse Universiteit (RAU)	Randse Afrikaanse Universiteit (RAU)	Lecture in Television production.
Putter, P	Independent Producers Organisation (IPO)	Independent Producers Organisation (IPO)	Film and Television producer.
Setzen, H	Managing Director For Hot Shots Crew	Hot Shots	BA in Fine Arts, Higher Diploma in Education, Licentiate in Drama Teaching.
Singh, S	NEMISA	NEMISA	Lecturer in Television and film production.
Thomas, H	Consultant at Busvannah Communications	African Positioning Systems	Holds a BA in Economics & Politics Has extensive hands on knowledge of production in film, broadcast, corporate, audio, animation, graphics & business practices.
Tilley, N	Independent Producers Organisation (IPO)	Independent Producers Organisation (IPO)	Extensive experience in Production and commercials.
Uys, P G	Lecture In Directing At Cinema & TV School At Technikon Pretoria	Technikon Pretoria	Holds a BA in Communications and NHD in Film Production.

No. 1470

22 November 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

Generic Management

Registered by NSB 03, Business, Commerce and Management Studies, publishes the following unit standards for public comment.

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

Comment on the unit standards should reach SAQA at the address *below and no later than 15 January 2003*. All correspondence should be marked **Standards Setting – SGB for Generic Management** and addressed to

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



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

National Certificate In Generic Management: NQF Level 3

1. **Field:** Business, Commerce and Management Studies
2. **Sub-Field:** Generic Management
3. **NQF Level:** 3
4. **Credits:** 120
5. **Rationale for the qualification**

Management is an essential, key function of a business. The National Certificate in Generic Management: Level 3 is designed to meet the needs of learners who require junior management skills in all sectors of the economy. It is intended for junior managers of business units in medium to large organisations. The term business unit in this qualification implies a cost centre, section or department. It is envisaged that learners who complete this qualification will be engaged in multiple work roles in a variety of organisations and will be able to play a part, at their level, in the implementing of the vision and contributing ultimately to the success of an organisation.

Junior management positions in organizations include, but are not limited to team leaders, supervisors, first line managers and section heads. The position or term, "junior manager" is used to describe the first level of management in an organisation at which an employee has other employees reporting to him/her.

The National Certificate in Generic Management: NQF Level 3 exposes learners to a broad set of core competencies covering a number of aspects of junior management. It is intended for learners who:

- Have attained a National Certificate: Level 2 and wish to continue on a path of life-long learning in the field of management.
- Were previously disadvantaged and were therefore denied access to Further Education and Training or management positions.
- Wish to extend their range of skills and knowledge of management so that they progress within their chosen career path.
- Are team leaders or supervisors and wish to improve their management skills.
- See themselves as future managers and need to start their training at the lower end of management.

The National Certificate in Generic Management: Level 3 allows the individual to work towards a nationally recognised qualification. It is flexible enough to accommodate both learners in formal education and learners already employed in business or industry. It aims to develop informed and skilled junior managers.

The qualification at this level is generic so as to allow maximum mobility between industries. Skills, knowledge, values and attitudes reflected in the qualification are building blocks that will be developed further at NQF level 4. The intention is:

- To promote the development of knowledge and management skills that are required in all sectors.
- To release the potential of people.
- To provide opportunities for people to move up the value chain.

Learners already employed in junior management in business and industry at this level do work that requires a well-developed range of skills. The National Certificate in Generic Management: NQF Level 3 should assist junior managers to contribute to improved productivity and efficiency within the business environment. It should provide the means for current junior managers to receive recognition of prior learning and to upgrade their skills. Qualifying learners should be competent, at a basic level, in competencies relating to:

- Managing systems and processes, including planning own and group and team members' activities
- Managing resources
- Managing teams and individuals, including leading teams and participation in meetings
- Managing self.

Junior managers are generally in positions that require knowledge and expertise in a specific work function. It is therefore envisaged that learners at this level may elect to do a relevant workplace qualification in their field and include the unit standards that are classified as core in the National Certificate in Generic Management: Level 3 as electives in another qualification. This would ensure that they have both industry and management expertise. On the other hand, the learner may choose to include industry specific unit standards related to his/her own field as electives in the National Certificate in Generic Management: Level 3. Both options support the notion that junior managers are firstly experts in their field and secondly managers.

This qualification could also be useful to managers of small businesses.

6. Purpose

The purpose of the qualification is to build the knowledge and skills required by employees in junior management who have had schooling below NQF level 3. It is intended to empower learners to acquire knowledge, skills, attitudes and values required to operate confidently as junior managers in the South African community and to respond to the challenges of the economic environment and changing world of work.

As a qualification that covers generic management, it provides a framework for learners to develop competencies that will enable them to become competent junior managers. It introduces some theoretical concepts, requires the application of a limited base of knowledge and requires a well-developed range

of skills that will enable learners to be informed workers in their chosen industry. It provides a balanced learning experience that allows flexible access to further education, life long learning, higher education and to productive employment in a range of occupational contexts. It provides an opportunity for learners to learn and apply academic skills in relation to management and will provide them with skills to adapt to changes in work procedures and processes in business and industry.

The National Certificate in Generic Management: Level 3 is intended for personnel already employed and other learners who intend to follow a career in management. The unit standards classified as core may be added to other industry qualifications to provide a management focus and align qualifications to the work done by learners. Practical competence is within a number of contexts some of which may be non-routine. The focus is on comparison, choice, interpretation and application of knowledge.

Qualifying learners are capable of:

- Carrying out simple research tasks.
- Interpreting current affairs related to a specific business sector.
- Recognising the effect of HIV/AIDS on the specific workplace, business sub-sector and own organisation.
- Applying knowledge of self and team to enhance team performance.
- Maintaining records.
- Managing time and the work process.
- Explaining the structure of an organisation.
- Conducting a formal meeting.
- Inducting a new member of a team.
- Motivating a team.
- Describing the management function of an organisation.

7. Level, credits and learning components assigned to the qualification

The certificate is made up of a planned combination of learning outcomes that have a defined purpose and will provide qualifying learners with applied competence and a basis for further training. It is a building block for the National Certificate in Generic Management: NQF Level 4.

In keeping with SAQA requirements, the qualification is made up of unit standards that are classified as *Fundamental*, *Core* and *Elective* for the purpose of this qualification. A minimum of 120 credits is required to complete the qualification. A minimum of 72 of the 120 credits must be at level 3 or above.

In this qualification the credits are allocated as follows

Fundamental	36 credits	30%
Core	61 credits	51%
Electives	23 credits	19%
TOTAL	120 credits	100%

Note that 51% of the credits, therefore, relate directly to basic management and the remainder may be selected from unit standards that are:

- Directly related to the work done by the learner in an organisation.
- Related to personal empowerment that enable the learner to function effectively in the South African society of 21st Century.

This is to ensure that while there is a strong management focus, there is scope for learners to select additional unit standards that are relevant to their own situations.

	Level 2	Level 3	Level 4	Total
FUNDAMENTAL		36		36
CORE	2	47	12	61
ELECTIVE	23	32	5	60 Min 23
TOTAL	25	115	17	157 Min120

Motivation for number of credits assigned to fundamental, core and elective

Fundamental credits

SAQA stipulates that at least 36 credits are allocated to Communication and Mathematical Literacy and will add value to learners both socially and economically in terms of their ability to operate as literate and numerate workers in a global economy.

Core

Sixty-one credits have been allocated to unit standards designated as core for the purpose of this qualification. This is to ensure that the qualification has a strong Generic Management focus. The Unit Standards classified as Core describe management knowledge and skills that are generic to management in all sectors. They provide an opportunity to develop knowledge of management through research and the application of study skills. The core unit standards provide the basic knowledge and skills that all workers need to know about junior management. A unit standard on HIV/AIDS has been included as education about HIV/AIDS is a social imperative and the pandemic is a major concern for industry that must be managed.

Electives

Learners are required to select electives that add up to at least 23 credits. Unit standards may be selected from the unit standards indicated in the elective component or from the learner's own field as at this level it is anticipated that learners are in positions where they are required to be expert in a specific type of

work. These learners are first and foremost expected to carry out the work of a team or business unit and then to manage others in the team to achieve team or business unit targets or goals.

There are unit standards for communication at levels 1 to 4. This qualification makes provision for communication in a South African language, other than the language of business/language of instruction of the qualification, to be offered as an elective at level 2 or above as part of the National Certificate in Generic Management: Level 3. The official languages are: English, Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, Afrikaans, isiNdebele, isiXhosa, isiZulu and sign language. The selection of an additional official language should be based on the language(s) of the people who are the target market of the industry in a selected area, provided that:

- The language has not been offered under fundamental.
- The learner has not already received credit for the language at the same level in another National Certificate at NQF Level 2.
- Only one language from the Nguni group may be included in the qualification.
- Only one language from the Sotho group may be included in the qualification.

This option reflects the multi-lingual nature of South African. Ability to communicate in more than one South African language is an advantage in many roles in the economy. The inclusion of an additional official South African language in generic management qualifications will lead to better inter-personal relations in the workplace and improved customer service. It acknowledges the status of all the official languages in South Africa. As two languages are required for all National Certificates at Level 4 from 2002, it is expedient to provide the opportunity in a qualification at a lower level for learners to build the knowledge and skill needed for an additional language at Level 4.

Unit standards from other sub-fields that may be included as electives in this qualification include, but are not limited to,

- Five end-user computing standards as many learners in junior management are required to use a computer as part of their work specification.
- Unit standards in Financial Literacy at level 2 and 3. These are intended to empower learners to manage their own finances and thereby help to overcome the debt spiral in which so many workers are trapped. Knowledge of own finances is also a building block towards the finance function of managers that will be developed in the National Certificate in Generic Management: NQF Level 4.
- Unit standards at Level 3 for Trustees of Retirement Funds and Medical Schemes as junior managers could be elected to such positions and need to know what these positions entail.

- Unit standards from life skills that empower learners to operate in their communities and to manage their own lives effectively.
- Unit Standards in Democracy, Human Rights and Peace Education may be included in this qualification once they are registered. This will contribute to the personal and social development of learners and enable them to function as informed members of a democratic society.
- Unit standards from Productivity, Human Resources, Project Management and Marketing from NSB 03 which have relevance to the work of a junior manager in a specific work situation.
- Unit Standards from any field or sub-field that relate to the learner's work environment and that will enhance his work performance.

**UNIT STANDARDS IN NATIONAL CERTIFICATE IN GENERIC MANAGEMENT:
LEVEL 3**

FUNDAMENTAL COMPONENT (All are compulsory)		
Communication		
Title	Level	Credits
Accommodate context needs in oral communication	3	5
Interpret and use information from texts	3	5
Write texts for a range of communicative contexts	3	5
Adapt speech to the needs of audience and context	3	5
TOTAL FOR COMMUNICATION		20
Mathematical Literacy		
Demonstrate understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations.	3	2
Use mathematics to investigate and monitor the financial aspects of personal and business issues.	3	5
Investigate life-related problems using data and probabilities.	3	5
Use structured models to describe, represent and analyse shape and motion in 2- and 3-dimensional space	3	4
TOTAL FOR MATHEMATICAL LITERACY		16
TOTAL CREDITS FOR FUNDAMENTAL		36
CORE COMPONENT (All are compulsory)		
Apply knowledge of self and team in order to develop a plan to enhance team performance	3	5
Identify and keep the records that a team manager is responsible for keeping.	3	4
Manage time and the work process in a business environment.	3	4
Investigate and explain the structure of a selected workplace or organisation	3	10
Indicate the role of the team leader in ensuring that a team meets an organization's standards	3	4
Conduct a formal meeting.	3	3
Induct a new member into a team	3	3
Motivate a team	4	6

Describe and apply the management functions of an organisation	4	6
Interpret current affairs related to a specific business sector.	3	10
Demonstrate knowledge and understanding of HIV/AIDS in a workplace and its effects on a business sub-sector, own organisation and a specific workplace	3	4
Examine the application of the Basic Conditions of Employment Act and its effects on earnings in current contract	2	2
TOTAL CREDITS FOR CORE		61
ELECTIVE COMPONENT(Choose unit standards to a minimum of 23 credits. Unit Standards that are relevant to the learner, but which are not listed here may also be chosen)		
Produce word processing documents for business	3	5
Produce and use spreadsheets for business	3	5
Produce presentation documents for business	3	5
Demonstrate ability to use the World Wide Web	2	3
Demonstrate the ability to use electronic mail software to send and receive messages	2	3
Demonstrate knowledge and understanding of the role, functions and duties of trustees of retirement funds.	3	4
Demonstrate knowledge and understanding of the role, functions and duties of trustees of medical schemes.	3	4
Demonstrate ability to use and interpret texts that apply to the role and responsibilities of trustees of retirement funds.	3	4
Demonstrate knowledge and understanding of the statutory cover afforded under the Compensation For Occupational Injuries And Diseases Act, 130 of 1993, as amended (COIDA)	4	3
Demonstrate knowledge and insight into the Compensation for Occupational Injury and Disease Act 130 of 1993 (COIDA).	4	2
Apply knowledge of self in order to make a life decision	2	2
Demonstrate knowledge and understanding of the rights and responsibilities of the individual under the South African Constitution	2	3
Demonstrate knowledge and understanding of the structures that reinforce and support human rights in South Africa	2	2
Unit standards as listed below in a second South African language i.e. a different language to the one taken in Fundamental		
• Accommodate context needs in oral communication.	2	5
• Interpret and use information from texts.	2	5
• Access information to respond to client enquiries in a financial services environment	3	2
• Communicate verbally with clients in a financial services environment	3	3
TOTAL FOR ELECTIVE		Min 23
TOTAL CREDITS FOR QUALIFICATION		120

8. Access to the qualification

There is open access to this qualification. Learners should be competent in Communication and Mathematical Literacy at NQF level 2.

9. Learning assumed to be in place

The unit standards that make up the certificate are the building blocks of knowledge and skill that are necessary for the National Certificate in Generic Management: Level 4.

10. Exit-level outcomes

Qualifying learners should be capable of:

- Co-ordinating with others.
- Making significant choices from a wide range of procedures.
- Operating in a number of contexts.
- Making comparisons.
- Performing junior management functions.
- Maintaining records.
- Carrying out simple research and tasks.
- Interpreting current affairs related to a specific business sector.
- Recognising the effect of HIV/AIDS on the specific workplace, business sub-sector and own organisation.
- Applying knowledge of self and team to enhance team performance.
- Managing time and the work process.
- Explaining the structure of an organisation.
- Conducting a formal meeting.
- Inducting a new member of a team.
- Motivating a team.
- Describing the management function of an organisation.

Learners may have significant responsibility for the quantity and quality of their own output under general supervision. They may be responsible for the output of others.

The learner can demonstrate ability to:

- Identify and solve problems related to his/her own life and the management of a team or group in which responses show that responsible decisions using critical and creative thinking have been made. The learner is required to apply knowledge of management to different situations.
- Work effectively with others as a member of a team, group or organisation as junior management implies the management of a group or team. Several assessment criteria require learners to demonstrate competence as a group/team leader or manager. As the qualification focuses on generic management it implies that the learner would not work alone.

- Organise and manage oneself and one's activities responsibly and effectively in that it is expected that the learner will be responsible for his/her own learning and for organising his/her own work and allocated tasks and those of a group or team responsibly in the work environment. The learner is required to complete research assignments on time and to apply knowledge of different aspects of management to manage a team or group.
- Collect, organise and critically evaluate information. These competencies are built into the assessment criteria in many of the unit standards and the learner is required to do research projects and compare information from the main and financial sections of a daily or weekly newspaper.
- Communicate effectively using visual, mathematics and language skills in the modes of oral and/or written presentations. These competencies are an integral part of all the unit standards and are built into the assessment criteria.
- Use science and technology effectively and critically showing responsibility towards the environment and the health of others in cases where computer end user standards are included as electives.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation in that references are made wherever applicable to the learners' part in the big picture and how his/her actions have implications up and down the line in an organisation.

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

- Reflecting on and exploring a variety of strategies to learn more effectively in order to become an informed worker in a business or industry.
- Participating as a responsible citizen in the life of local, national and global communities by accepting own responsibility for wellness and HIV/AIDS and being a responsible worker.
- Being culturally and aesthetically sensitive across a range of social contexts in dealing with diverse people in the workplace including customers, co-workers and people who are surveyed or interviewed. The inclusion of an additional official South African language further supports this outcome.
- Exploring education and career opportunities in investigating the structure of a workplace.

Assessment criteria for exit outcomes

- Work output is in line with an agreed mandate, relevant service agreements and an organisation's customer service standards applicable to a clearly defined work role.

- Methods, procedures and techniques of a clearly defined work role are applied consistently in terms of specific company policy, legislative requirements and standard industry practices.
- The consequences of non-compliance are clearly indicated for practices required in a specific work role.
- New developments and trends in the industry are interpreted from reports in the media.
- Current developments in industry are discussed with reference to the potential impact on a specific business sector.
- The structure of a specific organisation is analysed and a business unit is aligned to the business strategy.
- Information is gathered, analysed and presented according to the requirements of a specific work role.

Table showing the spread of Critical Cross-field Outcomes across the unit standards that are classified as core for the purpose of this qualification.

Unit Standard Title	Critical Cross-field outcomes supported by the Unit Standard							
Core	Solve problems/ Team work	Organisation	Information	Communicate	Technology	Related systems	Personal development	
Examine the application of the Basic Conditions of Employment Act and its effect on earnings in own contract.		•	•	•		•		
Apply knowledge of self and team in order to develop a plan to enhance team performance.	•	•	•	•				
Identify and keep records that are the responsibility of junior managers or team leaders.	•	•	•	•				
Manage time and the work process in a business environment.	•	•						
Investigate and explain the structure of a selected workplace or organisation.		•	•	•		•	•	
Discuss the role of a team leader in ensuring that a tem meets an organisation's standard.	•	•	•	•		•		
Conduct a formal meeting.	•	•	•	•				
Induct a new member into a team.	•	•	•			•		
Interpret current affairs related to a specific business sector.		•	•	•		•	•	

Demonstrate knowledge and understanding of HIV/AIDS in a workplace and its effects on a business sub-sector, own organisation and a specific workplace.	•	•	•	•	•		•	
Motivate a team.		•	•	•	•			
Describe the management functions of an organisation.	•		•	•	•			•

Criteria for registration of assessors in the sub-field

- This qualification will be assessed by a registered assessor and moderated by a moderator registered as an assessor by the Services ETQA or a relevant accredited ETQA that has a Memorandum of Understanding with the Services ETQA.
- Assessors must be registered with the Services Sector Quality Authority or a relevant accredited ETQA that has a Memorandum of Understanding with the Services Sector Quality Authority
- Institutions and providers offering learning that will lead to the achievement of the National Certificate in Generic Management: Level 3 must be accredited as providers with the Services ETQA or a relevant accredited ETQA that has a Memorandum of Understanding with the Services ETQA.
- The Services ETQA or a relevant accredited ETQA that has a Memorandum of Understanding with the Services ETQA will verify moderation of assessment.

Exit points for learners who do not complete a qualification

- Learners will be credited with unit standards in which they have proved competence.
- Learners who complete individual unit standards but do not complete this qualification retain their credits. However, should the substance of the unit standard change, the validity of the credit towards the qualification may be reviewed.
- Learners who change their provider or learning site before completing the qualification may transfer their credits to the new learning site.

11. International Comparability

The qualification was compared with similar qualifications in New Zealand and the United Kingdom. The Level 4 and 5 qualifications, which have been developed together with this qualification, were found to have direct equivalence with level 4 and 5 qualifications in New Zealand. The level 4 qualification was found to be equivalent to the New Zealand Qualification entitled, National Diploma in Business (level 4) and the level 5 qualification. No equivalent level 3 qualification exists in New Zealand. However, as this qualification is part of a learning pathway in which equivalence at levels 4 and 5 was found, it is felt that

this qualification would be comparable to a level 3 qualification in New Zealand were one to be developed in that country.

12. Integrated assessment

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

The focus of assessment must be on the assessment of the learning outcomes rather than learning outputs. The Specific Outcomes guide the learning and training process towards the outcomes on a continuous basis. The purpose is to determine whether the outcomes have been attained. Situations should present a wide range of options. Applications should require significant choices from a wide range of procedures and in a number of contexts.

Learning, teaching and assessment are inextricably linked. Where appropriate assessment of knowledge, skills, attitudes and values indicated in the various unit standards should be integrated. Assessment in communication, mathematical literacy and financial literacy should use authentic workplace contexts wherever practical.

Assessment has a formative monitoring function. Formative assessment should be used to assess gaps in the learners' skill and knowledge and to indicate where there is a need for expanded opportunities. The goal is to promote learning and to assess the efficacy of the teaching and learning process. Feedback from assessment informs teaching and learning and allows for the critique of outcomes, methodology and materials. Formative assessment is diagnostic and as such it should guide the learner and the trainer. It is continuous and is used to plan appropriate learning experiences to meet the learner's needs. It provides information about problems experienced at different stages in the learning process. As it is criterion referenced, if the learner has met the assessment criteria, s/he has achieved the outcomes.

Assessment should also have a summative component. Summative assessment may be used on completion of a unit standard, but should not be the only form of assessment.

A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working. Assessment should take place in an authentic context as far as is possible. Where it is not possible to assess competence in the workplace, simulations, case studies and other similar techniques should be used to provide a context appropriate to the assessment.

Integration implies that theoretical and practical components should where possible be assessed together.

Integrative techniques should be used to assess applied competence. Learners should be required to demonstrate that they can perform the outcomes with understanding and insight.

Assessment should ensure that all Specific Outcomes, embedded knowledge and Critical Cross Field Outcomes are evaluated. Assessment of the Critical Cross-Field Outcomes should be integrated with the assessment of the Specific Outcomes. The Critical Cross-Field Outcomes are implicit in some unit standards and programmes should be designed to extend and further reflect the integration.

Before the National Certificate in Generic Management: Level 3 is awarded learners are required to demonstrate competence in the required unit standards and complete a summative assessment based on the exit outcomes of the qualification.

13. Recognition of Prior Learning

- The National Certificate in Generic Management: Level 3 allows open access. Provision has been made for prior learning to be recognised if a learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this qualification. Application for Recognition of Prior Learning (RPL) should be made to a provider including a workplace provider. Recognition of Prior Learning (RPL) may allow for accelerated access to further learning.
- Credit towards a unit standard is subject to quality assurance by the Services ETQA or a relevant accredited ETQA that has a Memorandum of Understanding with the Services ETQA.
- This qualification can be obtained in part or in whole through Recognition of Prior Learning

14. Moderation

This qualification will be assessed by a registered assessor and moderated by a moderator registered as an assessor by the Services ETQA or a relevant accredited ETQA that has a Memorandum of Understanding with the Services ETQA.

- Assessors must be registered with the Services Sector Quality Authority or a relevant accredited ETQA that has a Memorandum of Understanding with the Services Sector Quality Authority.
- Moderators are registered as assessors by the Services ETQA or a relevant accredited ETQA that has a Memorandum of Understanding with the Services ETQA to ensure that the standard across assessors is consistent.
- Institutions and providers offering learning that will lead to the achievement of the National Certificate in Generic Management Administration: Level 3 must be accredited as providers with the

Services ETQA or a relevant accredited ETQA that has a Memorandum of Understanding with the Services ETQA.

UNIT STANDARDS AND SPECIFIC OUTCOMES IN THE NATIONAL CERTIFICATE IN GENERIC MANAGEMENT LEVEL 3

UNIT STANDARD TITLES AT NQF LEVEL 3

1. Title: Apply knowledge of self and team in order to develop a plan to enhance team performance
2. Title: Identify and keep the records that a team manager is responsible for keeping
3. Title: Manage time and the work process in a business environment
4. Title: Investigate and explain the structure of a selected workplace or organisation
5. Title: Indicate the role of the team leader in ensuring that a team meets an organisation's standards
6. Title: Conduct a formal meeting
7. Title: Induct a new member into a team
8. Title: Interpret current affairs related to a specific business sector
9. Title: Demonstrate knowledge and understanding of HIV/AIDS in a workplace and its effects on a business sub-sector, own organisation and a specific workplace

UNIT STANDARD TITLES AT NQF LEVEL 4

1. Title: Motivate a team
2. Title: Describe and apply the management functions of an organisation

UNIT STANDARDS AND SPECIFIC OUTCOMES AT NQF LEVEL 3

1. Title: Apply knowledge of self and team in order to develop a plan to enhance team performance

Specific Outcome 1: Demonstrate knowledge and understanding of self as a worker in a specific work position

Specific Outcome 2: Identify own role in an organisation

Specific Outcome 3: Use a variety of strategies to deal with conflict in a team or group.

Specific Outcome 4: Demonstrate knowledge and understanding of the dynamic within a specific group.

Specific Outcome 5: Develop a plan of action to enhance the performance of a team.

2. Title: Identify and keep the records that a team manager is responsible for keeping

Specific Outcome 1: Explain why organisations record and keep information

Specific Outcome 2: Name and describe the type of records that are specific to the work of a team

Specific Outcome 3: Record team achievements against agreed targets

Specific Outcome 4: Record aspects of individual performance

3. Title: Manage time and the work process in a business environment

Specific Outcome 1: Create, use and maintain a task list

Specific Outcome 2: Use and maintain a diary

Specific Outcome 3: Prioritize tasks

Specific Outcome 4: Plan and follow a work schedule

4. Title: Investigate and explain the structure of a selected workplace or organisation

Specific Outcome 1: Identify and explain the core business activities of an organisation or workplace

Specific Outcome 2: Identify and explain the support functions within a selected organisation

Specific Outcome 3: Explain the role of a selected department or section in an organisation and its contribution to the effectiveness of the organisation.

Specific Outcome 4: Investigate and explain the role of a selected team and its contribution to the effectiveness of the organisation.

Specific Outcome 5: Investigate the different types of work done in the organisation

5. Title: Indicate the role of the team leader in ensuring that a team meets an organisation's standards

Specific Outcome 1: Demonstrate knowledge and understanding of the role of the team leader or group leader in a specific organisation

Specific Outcome 2: Demonstrate knowledge and understanding of the intended purpose of a specific team or group

Specific Outcome 3: Contract with group or team members to obtain buy in

Specific Outcome 4: Monitor the achievement of group objective or goals

6. Title: Conduct a formal meeting

Specific Outcome 1: Prepare for a meeting

Specific Outcome 2: Conduct a meeting

Specific Outcome 3: Demonstrate strategies to deal with conflict in a meeting

Specific Outcome 4: Follow up on a meeting

7. Title: Induct a new member into a team

- Specific Outcome 1: Prepare to receive a new member on a team
- Specific Outcome 2: Introduce a new member of a team
- Specific Outcome 3: Explain how the performance of a team is monitored
- Specific Outcome 4: Explain the opportunities available in the organisation for life long learning.

8. Title: Interpret current affairs related to a specific business sector

- Specific Outcome 1: Explain the concept of business environments
- Specific Outcome 2: Interpret information about events in the physical environment that could impact on a specific business sector.
- Specific Outcome 3: Identify events in the socio-political environment that could impact on a specific business sector
- Specific Outcome 4: Identify events in the economic environment that could impact on a specific business
- Specific outcome 5: Identify events in the technological and institutional environment that could impact on a specific business sector

9. Title: Demonstrate knowledge and understanding of HIV/AIDS in a workplace and its effects on a business sub-sector, own organisation and a specific workplace

- Specific Outcome 1: Know and understand HIV./AIDS and its effects on the human immune system
- Specific Outcome 2: Know and understand how HIV/AIDS is transmitted
- Specific Outcome 3: Know what behaviour is safe and what behaviour carries the risk of HIV transmission
- Specific Outcome 4: Know what guidelines and assistance are available to support workers with HIV/AIDS and recognize own role in creating a caring work environment
- Specific Outcome 5: Know and understand the implications of the HIV/AIDS pandemic for society, the economy, a business sub-sector, an organization and a specific workplace

UNIT STANDARDS AND SPECIFIC OUTCOMES AT NQF LEVEL 4**1. Title: Motivate a team**

- Specific Outcome 1: Demonstrate knowledge and understanding of why it is important to motivate a team
- Specific Outcome 2: Demonstrate knowledge and understanding of theories of motivation
- Specific Outcome 3: Describe techniques leaders can use to motivate a team
- Specific Outcome 4: Provide feedback to a team
- Specific Outcome 5: Recognize achievement
- Specific Outcome 6: Indicate how leaders can empower members of a team

2. Title: Describe and apply the management functions of an organisation

Specific Outcome 1: Describe the management activities involved in running a successful business

Specific Outcome 2: Explain the basic activities involved in the management process

Specific Outcome 3: Identify and explain the tasks required of managers

Specific Outcome 4: Explain the steps in the decision making process

Specific Outcome 5: Apply the management functions to a selected Organization

National Certificate in Generic Management: NQF Level 4

1. **Field:** Business, Commerce and Management Studies
2. **Sub-Field:** Generic Management
3. **NQF Level:** 4
4. **Credits:** 140
5. **Rationale for the qualification**

The National Certificate in Generic Management: Level 4 is designed to meet the needs of learners in junior management positions in a range of business sectors. It is a generic qualification with specialisation in management. It is the second step for learners who

- Have attained the National Certificate in Generic Management: Level 3 and wish to continue on a path of life-long learning specialising in management.
- Were previously disadvantaged or who were unable to complete their schooling and were therefore denied access to Further Education and Training.
- Have worked as first line or junior managers for many years, but have no formal qualifications in their area of specialisation.
- Are contracted in a learnership agreement in Generic Management.
- Have recently been appointed in a junior management position.
- Have not yet acquired the skills and competencies required for learning in management at NQF level 5.

The qualification is intended for managers of small businesses and junior managers of business units in medium and large organisations. The term business unit in this qualification implies a small business, cost centre, section or department.

Junior managers include, but are not limited to team leaders, supervisors, first line managers and section heads. The term in the context of this qualification is used to describe the second level of management in an organisation at which an employee

has other employees reporting to him/her. This manager could have a number of team leaders or first level managers reporting to him/her.

The National Certificate in Generic Management: Level 4 is a certificate that allows the individual to work towards a nationally recognised qualification. It is flexible enough to accommodate both learners in formal education and learners who are already employed. It aims to develop informed and skilled managers and is generic enough to allow maximum mobility within industries. Skills, knowledge, values and attitudes reflected in the qualification are building blocks that will be developed further in Level 5. The intention is

- To promote the development of knowledge and skills that are required in management.
- To release the potential of people.
- To provide opportunities for people to move up the value chain.
- To provide opportunities for life long learning for people who work in management where there was previously no specialised qualification at this level.

Learners already employed in junior managerial positions at this level may be described as first line, second line or junior managers depending on the structure of the organisation. In some organisations they may be supervisors responsible for team leaders. At this level they do work that requires fundamental knowledge of appropriate labour, safety and other legislation. They require a range of skills and the ability to apply essential methods and procedures within the limits of their authority.

The National Certificate in Generic Management: Level 4 should produce knowledgeable, multi-skilled managers who are able to contribute to improved productivity and efficiency within their chosen industry. It should provide the means for current workers to receive recognition of prior learning, to upgrade their skills and achieve a nationally recognised qualification. It is anticipated that this qualification will promote the notion of life long learning.

6. Purpose

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

As a qualification that covers management related learning, it provides a framework for learners to develop competencies that will give them insight into managing people. It introduces a fundamental understanding of the key terms, rules, concepts and principles of management that will enable learners to be informed managers in business and industry. It provides a balanced learning experience that allows flexible access to life long learning, higher education and to productive employment.

It provides an opportunity for learners to learn and apply academic skills in relation to the workplace and allows for multi-skilling.

The National Certificate in Generic Management: Level 4 is intended for personnel employed in junior management positions or who aspire to such positions. The focus is on basic information gathering, analysis, evaluation, presentation and the ability to apply knowledge of the sub-field to solve common problems within given a familiar context.

Qualifying learners are capable of:

- Carrying out basic research, information gathering and analysis.
- Analysing current affairs and their influence on a specific industry or sector.
- Managing risk in their business unit.
- Applying legislation that regulates labour and safety issues.
- Motivating a team.
- Negotiating in a work situation.
- Understanding the role of a business strategy in managing a business.
- Applying the budget function to a business unit.
- Understanding the management function of a business and the role and place of a junior manager in an organisation.
- Aligning a business unit performance to business goals.
- Applying ethical conduct in a business environment.
- Interpreting financial statements.
- Understanding the effect of HIV/AIDS on their own workplaces and the wider business context.

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

7. Level, credits and learning components assigned to the qualification

The certificate is made up of a planned combination of learning outcomes that have a defined purpose and will provide qualifying learners with applied competence and a basis for further training. It is a building block for a National Certificate at Level 5.

In keeping with SAQA requirements, the qualification is made up of unit standards that are classified as *Fundamental*, *Core* and *Elective* for the purpose of this qualification. A minimum of 140 credits are required to complete the qualification. A minimum of 72 of the 140 credits must be at level 4 or above.

In this qualification the credits are allocated as follows:

Fundamental	56 credits	40%
Core	66 credits	47%
Electives	18 credits	13%
Total	140 credits	100%

The majority of the credits relate directly to the management function. There are also options for electives that are aimed at personal empowerment. The qualification is made up of unit standards at levels 3 and 4. There are 98 credits in Fundamental and Core at level 4.

Table showing the allocation of credits at each level to the various components of the qualification

	Level 3	Level 4	Total
FUNDAMENTAL	20	36	66
CORE	4	62	66
ELECTIVE	60	29	89 Min 18
TOTAL	84	127	211 Min 140

Note that a maximum of 20 Generic Management credits obtained as part of the National Certificate in Generic Management: Level 3 may be credited towards the National Certificate in Generic Management: Level 4 as either Core or electives.

Motivation for number of credits assigned to fundamental, core and elective**Fundamental credits**

At Level 4 SAQA stipulates that at least 36 credits are allocated to Communication and Mathematical Literacy. From 2002 learners are required to be competent in a second South African official language at Level 3 or above, and so an additional 20 credits are assigned to Fundamental for the second language.

There are three unit standards for communication at level 4 that are common to all qualifications registered on the NQF at this level and these are compulsory for all learners. The learner may choose one additional unit standard from the three registered unit standards contextualised for a business environment or from the other registered communication standards to make up the 20 credits for communication in the first language.

The unit standards for communication in the second South African language are to be chosen from the following official languages: English, Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, Afrikaans, isiNdebele, isiXhosa, isiZulu

and sign language. The second language implies a language other than the language of instruction of, or the language taken as the first language for, this qualification. The selection of the second official language should be based on the language(s) of the people who are the target market of the industry in a selected area, provided that

- Only one language from the Nguni group may be offered as either elective or fundamental.
- Only one language from the Sotho group may be offered as either elective or fundamental.

Core

Sixty six credits have been allocated to unit standards designated as core for the purpose of this qualification. This is to ensure that the qualification has a definite management focus. The unit standards classified as Core provide an opportunity to develop knowledge of management through research and the application of study skills. The core unit standards provide the basic knowledge and skills that workers in generic management need to know. In addition they include an introduction to the concepts of risk as it applies in a business unit. They also include standards that introduce legislation that regulates labour practices such as the LRA, BCOE, EE, Skills legislation and the Occupational Health and Safety Act. They promote personal development that will enable learners to make informed decisions as junior managers.

In future, an FETC will require six credits in Life Skills. In anticipation of this, a unit standard on Financial Literacy at level 4 and one on HIV/AIDS at Level 3 have been included as Core.

Electives

Learners are required to select electives that add up to at least 18 credits.

A maximum of 20 Generic Management credits obtained as part of the National Certificate in Generic Management: Level 3 may be credited towards the National Certificate in Generic Management: Level 4 as either Core or Electives.

There are seven Generic Management unit standards at Level 3 that may be selected as electives in this qualification. This provides for maximum flexibility and allows learners to achieve a qualification that is relevant to the work that they do and to their chosen career paths.

Three end-user computing standards on the use of word processing, spreadsheets, and presentation documents may be included in this category, as many junior managers are required to use a computer.

The labour environment is highly regulated. It is therefore desirable that learners include unit standards that deal with the legislation that is appropriate to their specific work environment, where these are available.

There are also unit standards directed at employees who are members of medical schemes or retirement funds and who serve as elected Trustees. These have been included for personal empowerment in line with the call of the Department of Finance to educate members of funds and schemes and ensure that elected Trustees are able to perform their fiduciary duties.

Unit standards from productivity, sales, marketing, management, accounting, call centres, business ethics, change management, administration and other sub sectors related unit standards may be included as electives to ensure that the qualification is relevant to people in different sectors.

In addition, unit standards relating to the learner's work, that will lead to an improvement in work performance may be chosen as electives.

UNIT STANDARDS IN THE NATIONAL CERTIFICATE IN GENERIC MANAGEMENT: LEVEL 4

TITLE	LEVEL	CREDITS
FUNDAMENTAL COMPONENTS		
Communication in First Language (All are compulsory except where alternatives are given)		
Engage in sustained oral communication and evaluate spoken texts	4	5
Read, analyse and respond to a variety of texts	4	5
Write for a wide range of contexts	4	5
One unit standard from the following which are all at level 4, with 5 credits each: <ul style="list-style-type: none"> Evaluate literary texts. Make judgements on selected literary texts. Use language and communication in occupational learning programmes. Use the writing process to compose texts required in a business environment Apply comprehension skills to interrogate a verbal text in a business environment Apply comprehension skills to interrogate a written text in a business environment 	4	5
TOTAL CREDITS FOR COMMUNICATION IN FIRST LANGUAGE		20
Communication in Second Language (All are compulsory except where alternatives are given)		
Accommodate context needs in oral communication	3	5
Accommodate context needs in oral communication	3	5
Write texts for a range of communicative contexts	3	5
One unit standard from the following which are all at level 3 with 5 credits each: <ul style="list-style-type: none"> Analyse and respond to literary texts. Interpret a variety of literary texts. Use language and communication in occupational learning programmes. 	3	5

Mathematics Literacy		
Use mathematics to investigate and monitor the financial aspects of personal, business and national issues.	4	6
Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	4	3
Demonstrate understanding of real and complex number systems	4	3
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.	4	4
TOTAL CREDITS FOR MATHEMATICS LITERACY		16
TOTAL CREDITS FOR FUNDAMENTAL COMPONENT		46
CORE COMPONENT		
Demonstrate a basic understanding of the role of a business strategy in managing a small business or business unit	4	3
Apply the budget function in a business unit.	4	5
Interpret basic financial statements	4	3
Demonstrate basic understanding of the Primary labour legislation that impacts on a business unit	4	5
Negotiate an agreement or deal in an authentic work situation	4	3
Describe the relationship of junior management to the general management function	4	3
Analyse new developments reported in the media that could impact on a business sector or industry	4	10
Apply technical knowledge and skill to align business unit performance to business goals	4	5
Apply technical knowledge and skill in order to manage risk in emergency planning	4	3
Motivate a team	4	6
Describe the management functions of an organisation	4	6
Demonstrate knowledge and application of ethical conduct in a business environment	4	4
Manage risk in own work/business environment	4	2
Demonstrate knowledge and understanding of HIV/AIDS in a workplace and its effects on a business sub-sector, own organisation and a specific workplace	3	4
Describe and apply the management of stock and fixed assets in a business unit	4	2
Demonstrate knowledge and understanding of the Occupational Health and Safety Act 85 of 1991 (OHSA) (as amended) and the responsibilities of management under the Act.	4	4
TOTAL CREDITS FOR CORE		62

ELECTIVE COMPONENT (Choose unit standards to a minimum of 28 credits. Standards that are relevant to the learner, but which are not listed here may also be chosen)		
Apply knowledge of self and team in order to develop a plan to enhance team performance	3	5
Identify and keep the types of records that are the responsibility of a junior manager	3	4
Manage time and the work process in a business environment	3	4
Investigate and explain the structure of a selected workplace or organisation	3	10
Discuss the role of the team leader in ensuring that a team meets an organisation's standards	3	4
Conduct a formal meeting.	3	3
Induct a new member into a team.	3	3
Apply technical knowledge and skill in order to manage risk in occupational health and occupational hygiene	4	8
Apply technical knowledge and skill in order to manage risk in general and products liability	4	3
Demonstrate knowledge and understanding of the Financial Intelligence Centre Act, 38 of 2001	4	3
Apply the principles of situational leadership to a business unit	4	5
Demonstrate knowledge and understanding of the role, functions and duties of trustees of retirement funds	3	4
Demonstrate knowledge and understanding of the role, functions and duties of trustees of medical schemes	3	4
Demonstrate ability to use and interpret texts that apply to the role and responsibilities of trustees of retirement funds	3	4
Investigate the possibilities of establishing and running a small business enterprise (SMME)	4	3
Produce word processing documents for business	3	5
Produce and use spreadsheets for business	3	5
Produce presentation documents for business	3	5
Develop a business plan for a small business	4	5
Demonstrate knowledge and understanding of the statutory cover afforded under the compensation for Occupational Injuries and Diseases Act, Act 130 of 1993 as amended (COIDA)	4	3
Demonstrate knowledge and insight into the Compensation for Occupational Injury and Diseases Act, Act 130 of 1993, as amended (COIDA)	4	2
TOTAL CREDITS FOR ELECTIVE		89
		Min 18
TOTAL CREDITS FOR QUALIFICATION		140

8. Access to the qualification

There is open access to this qualification. Learners should be competent in Communication, Mathematical Literacy and Financial Literacy at NQF level 3.

9. Learning assumed to be in place

The unit standards that make up the certificate are the building blocks of knowledge and skill that are necessary for a proposed level 5 certificate. Only communication and mathematical literacy at level 3 are assumed.

10. Exit-level outcomes

Qualifying learners should be capable of:

- Co-ordinating with others.
- Applying the essential methods, procedures and techniques used in management.
- Analysing new developments in the industry and researching aspects of management.
- Operating as informed junior managers in a business sub sector.
- Gathering, analysing and presenting information.
- Operating within clearly defined contexts within the legislation with limited scope for decision-making and responsibility.
- Understanding relevant legislation at a basic level of understanding.
- Managing risk in a business unit.
- Negotiating in a workplace situation.
- Applying ethical principles to a business context and making decisions based on a corporate code of ethics.
- Understanding the management function and the role of junior managers in an organisation.
- Aligning a business unit with a business strategy and budget.
- Identifying training needs in a business unit.
- Budgeting and monitoring the expenditure of a business unit.

Assessment Criteria for Exit Outcomes

- Work output is in line with an agreed mandate, relevant service agreements and an organisation's customer service standards applicable to a clearly defined work role.
- Methods, procedures and techniques of a clearly defined work role are applied consistently in terms of specific company policy, legislative requirements and standard industry practices.
- The consequences of non-compliance with an organisation's policy and/or legislative requirements are clearly indicated for practices required in a specific work role.
- New developments and trends in the industry are accessed, analysed and interpreted from reports in the media.
- Knowledge of current developments in industry are discussed with reference to the potential impact on a specific business sector.

- The structure of a specific organisation is analysed and a business unit is aligned to the business strategy.
- Information is gathered, analysed and presented according to the requirements of a specific work role.
- Legislated requirements are applied in a business unit.

The learner can demonstrate ability to:

- Identify and solve problems in familiar contexts in which responses show that responsible decisions have been made, adjust common solutions to meet changes in the problem and motivate the change within own limit of authority.
- Work effectively with others as a member of a team, group, organisation or community. As a junior manager it is unlikely that the learner would work alone.
- Organise and manage oneself and one's activities responsibly and effectively in that it is expected that the learner will be responsible for his/her own learning and for organising his/her own work allocated tasks and the tasks of others responsibly in the work environment. S/he is required to complete research assignments timeously and to apply knowledge of different aspects management. S/he should be able to apply the budget function in a business unit or small business.
- Collect, organise and critically evaluate information. These competencies are built into the assessment criteria in many of the unit standards and the learner is required to do research projects and analyse information from the media.
- Communicate effectively using visual, mathematics and language skills in the modes of oral and/or written presentations. These competencies are an integral part of all the unit standards and are built into the assessment criteria.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation in that references are made wherever applicable to the learner's part in the big picture and how his/her actions have implications up and down the line.

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

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

Table showing the spread of critical cross-field outcomes across the unit standards classified as core at level 3 and 4.

Unit Standard Title	Critical Cross-field outcomes supported by the Unit Standard							
	Solve problems/ make decisions	Team work	Organisation	Information	Communicate	Technology	Related systems	Personal development
Demonstrate a basic understanding of the role of a business strategy in managing a small business or business unit.	●			●	●		●	●
Apply the budget function in a business unit	●			●	●		●	
Demonstrate basic understanding of the Primary labour legislation that impacts on a business unit.	●	●	●	●	●		●	●
Demonstrate knowledge and understanding of the Occupational Health and Safety Act 85 of 1991 (as amended) and the responsibilities of management under the Act.	●			●	●		●	
Negotiate an agreement or deal in an authentic work situation.	●			●	●		●	
Describe the relationship of junior management to the general management function.	●		●	●	●		●	●
Analyse new developments reported in the media that could impact on a business sector or industry.	●		●	●	●	●	●	●
Apply technical knowledge and skill to align business unit performance to business goals	●			●	●		●	●
Apply technical knowledge and skill in order to manage risk in emergency planning	●			●	●		●	
Motivate a team	●	●	●	●	●			
Describe the management functions of an organisation	●		●	●	●		●	●
Demonstrate knowledge and application of ethical conduct in a business environment.	●	●		●	●		●	●
Interpret basic financial statements.	●		●	●	●		●	
Manage risk in own work/business environment	●		●	●	●		●	●
Demonstrate knowledge and understanding of HIV/AIDS in a workplace and its effects on a business sub-sector, own organisation and a specific workplace.	●	●	●	●	●		●	●

Criteria for registration of assessors in the sub-field

- This qualification will be assessed by a registered assessor and moderated by a moderator registered as an assessor by the Services

ETQA or a relevant accredited ETQA that has a Memorandum of Understanding with the Services ETQA.

- Assessors must be registered with the Services Sector Quality Authority or a relevant accredited ETQA that has a Memorandum of Understanding with the Services Sector Quality Authority
- Institutions and providers offering learning that will lead to the achievement of the National Certificate in Generic Management: Level 3 must be accredited as providers with the Services ETQA or a relevant accredited ETQA that has a Memorandum of Understanding with the Services ETQA.
- The Services ETQA or a relevant accredited ETQA that has a Memorandum of Understanding with the Services ETQA will verify moderation of assessment.

Exit points for learners who do not complete a qualification

- Learners will be credited with unit standards in which they have proved competence.
- Learners who complete individual unit standards but do not complete this qualification retain their credits. However, should the substance of the unit standard change, the validity of the credit towards the qualification may be reviewed.
- Learners who change their provider or learning site before completing the qualification may transfer their credits to the new learning site.

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- Learners who change their provider or learning site before completing the qualification may transfer their credits to the new learning site.

11. International Comparability

The qualification was compared with similar qualifications in New Zealand and the United Kingdom. This qualification was found to be equivalent to the New Zealand Qualification entitled, National Diploma in Business (level 4)

12. Integrated assessment

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

The focus of assessment must be on the assessment of the learning outcomes rather than learning outputs. The Specific Outcomes guide the learning and training process towards the outcomes on a continuous basis. The purpose is to determine whether the outcomes have been attained. Situations should present a wide range of options. Applications should require significant choices from a wide range of procedures and in a number of contexts.

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

Before the National Certificate in Generic Management: Level 4 is awarded learners are required to demonstrate competence in the required unit standards and complete a summative assessment based on the exit outcomes of the qualification.

13. Recognition of Prior Learning

- The National Certificate in Generic Management: Level 4 allows open access. Provision has been made for prior learning to be recognised if a learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this qualification. Application for Recognition of Prior Learning (RPL) should be made to a provider including a workplace provider. Recognition of Prior Learning (RPL) may allow for accelerated access to further learning.
- Credit towards a unit standard is subject to quality assurance by the Services ETQA or a relevant accredited ETQA that has a Memorandum of Understanding with the Services ETQA.
- This qualification can be obtained in part or in whole through Recognition of Prior Learning

14. Moderation

This qualification will be assessed by a registered assessor and moderated by a moderator registered as an assessor by the Services ETQA or a relevant accredited ETQA that has a Memorandum of Understanding with the Services ETQA.

- Assessors must be registered with the Services Sector Quality Authority or a relevant accredited ETQA that has a Memorandum of Understanding with the Services Sector Quality Authority.
- Moderators are registered as assessors by the Services ETQA or a relevant accredited ETQA that has a Memorandum of Understanding with the Services ETQA to ensure that the standard across assessors is consistent.
- Institutions and providers offering learning that will lead to the achievement of the National Certificate in Generic Management Administration: Level 3 must be accredited as providers with the Services ETQA or a relevant accredited ETQA that has a Memorandum of Understanding with the Services ETQA.

UNIT STANDARDS AND SPECIFIC OUTCOMES IN THE NATIONAL CERTIFICATE IN GENERIC MANAGEMENT LEVEL 4

UNIT STANDARD TITLES AT NQF LEVEL 4

1. Title: Demonstrate a basic understanding of the role of a business strategy in managing a small business or business unit
2. Title: Apply the budget function in a business unit.
3. Title: Interpret basic financial statements
4. Title: Demonstrate basic understanding of the Primary labour legislation that impacts on a business unit

5. Title: Negotiate an agreement or deal in an authentic work situation
6. Title: Describe the relationship of junior management to the general management function
7. Title: Analyse new developments reported in the media that could impact on a business sector or industry
8. Title: Apply technical knowledge and skill to align business unit performance to business goals
9. Title: Apply technical knowledge and skill in order to manage risk in emergency planning
10. Title: Motivate a team
11. Title: Describe the management functions of an organization
12. Title: Demonstrate knowledge and application of ethical conduct in a business environment
13. Title: Manage risk in own work/business environment
14. Title: Describe and apply the management of stock and fixed assets in a business unit
15. Title: Apply the principles of situational leadership to a business unit

UNIT STANDARD TITLES AT NQF LEVEL 4

UNIT STANDARDS AND SPECIFIC OUTCOMES AT NQF LEVEL 4

1. Title: **Demonstrate a basic understanding of the role of a business strategy in managing a small business or business unit**
 - Specific Outcome 1: Analyse the business strategy of an organisation.
 - Specific outcome 2: Communicate a business strategy to a unit or small business.
 - Specific outcome 3: Align a business unit or business with a business strategy.
 - Specific outcome 4: Identify the training needs of a business
2. Title: **Apply the budget function in a business unit.**
 - Specific Outcome 1: Explain the concept of budgeting in a business unit
 - Specific Outcome 2: Analyse the budget needs of a business unit
 - Specific Outcome 3: Present and justify a proposed budget for a business unit
 - Specific outcome 4: Monitor and control actual expenses and revenue against projected expenses and revenue

3. Title: Demonstrate basic understanding of the Primary labour legislation that impacts on a business unit

- Specific Outcome 1: Identify the legislation that regulates employment issues
- Specific Outcome 2: Demonstrate an understanding of the main aspects of the LRA that relate to the management of a business unit
- Specific Outcome 3: Explain the requirements of the LRA in respect of interviews
- Specific Outcome 4: Demonstrate understanding of aspects of the basic conditions of employment act that business unit managers might be responsible for implementing
- Specific Outcome 5: Demonstrate understanding of the Employment Equity Act as it applies to a business unit
- Specific Outcome 6: Demonstrate understanding of the Skills Development Act and the Skills Development Levies Act as they apply in a business unit

4. Title: Interpret basic financial statements

- Specific Outcome 1: Analyse the basic elements of an income and expenditure statement
- Specific Outcome 2: Analyse the basic elements of a balance sheet
- Specific Outcome 3: Compile a personal assets and liabilities statement
- Specific Outcome 4: Use the evidence in financial statements to make a financial decision

5. Title: Negotiate an agreement or deal in an authentic work situation

- Specific Outcome 1: Explain the need for negotiation skills in business
- Specific Outcome 2: Explain the steps in the negotiation process
- Specific Outcome 3: Apply the steps in the negotiation process to an authentic work situation
- Specific Outcome 4: Explain strategies that could be used in negotiation

6. Title: Describe the relationship of junior management to the general management function

- Specific Outcome 1: Explain the relationship between type, ownership and size of business on the management structure of a business
- Specific Outcome 2: Explain the relationship between the basic elements of the management function
- Specific Outcome 3: Explain the role of management
- Specific Outcome 4: Describe the functions of junior managers or line managers
- Specific Outcome 5: Explain the responsibility of junior managers in interpreting signs, trends and events that could impact negatively on the business

7. Title: Analyse new developments reported in the media that could impact on a business sector or industry.

Specific Outcome 1: Analyse articles and reports from current print and electronic material relating to a specific business sector or industry in South Africa

Specific Outcome 2: Demonstrate knowledge and understanding of the latest innovations and developments in technology that could impact on a specific business sector or industry

Specific Outcome 3: Analyse proposed business or industrial development that could impact on the physical environment

Specific Outcome 4: Analyse issues in the media relating to labour that could impact on a business sector or industry

8. Title: Apply technical Knowledge and skill to align business unit performance to business goals.

Specific Outcome 1: Develop a performance management programme for a business unit

Specific Outcome 2: Investigate different performance management systems

Specific Outcome 3: Identify events in the socio-political environment that could impact on a specific business sector

Specific Outcome 4: Monitor performance in terms of a performance agreement

Specific outcome 5: Investigate ways of addressing underperformance performance issues

9. Title: Apply technical knowledge and skill in order to manage risk in emergency planning

Specific Outcome 1: Identify potential emergency scenarios

Specific Outcome 2: Explain the principles of emergency management

Specific Outcome 3: Evaluate the resources required at a particular site

Specific Outcome 4: Develop an emergency plan for an organisation

10. Title: Motivate a team

Specific Outcome 1: Demonstrate knowledge and understanding of why it is important to motivate a team

Specific Outcome 2: Demonstrate knowledge and understanding of theories of motivation

Specific Outcome 3: Describe techniques leaders can use to motivate a team

Specific Outcome 4: Provide feedback to a team

Specific Outcome 5: Recognize achievement

Specific Outcome 6: Indicate how leaders can empower members of a team

11. Title: Describe and apply the management functions of an organisation

Specific Outcome 1: Describe the management activities involved in running a successful business

- Specific Outcome 2: Explain the basic activities involved in the management process
- Specific Outcome 3: Identify and explain the tasks required of managers
- Specific Outcome 4: Explain the steps in the decision making process
- Specific Outcome 5: Apply the management functions to a selected Organization

12.. Title: Demonstrate knowledge and application of ethical conduct in a business environment

- Specific Outcome 1: Explain the concept of ethics in relation to property and personal rights
- Specific Outcome 2: Describe the role of a code of conduct in a business environment
- Specific Outcome 3: Apply different ethical principles in a specific context
- Specific outcome 4: Make decisions based on a corporate code of ethics

13. Title: Manage risk in own work/business environment

- Specific Outcome 1: Identify own/a role and the risk associated with performance at work
- Specific Outcome 2: Demonstrate knowledge and understanding of work procedures in the workplace and the risk of non-compliance
- Specific Outcome 3: Suggest ways of managing risk in own work position
- Specific outcome 4: Describe the behaviours and attitudes that constitute positive and negative risk in the workplace

14. Title: Describe the management of stock and fixed assets in a business unit

- Specific Outcome 1: Differentiate between fixed assets and stock in a business unit
- Specific Outcome 2: Explain the influence that stock management can have on the profitability of a business
- Specific Outcome 3: Explain the management of fixed assets in a business unit
- Specific outcome 4: Apply the basic principles of stock and fixed asset management to a business unit

15. Title: Apply the principles of situational leadership to a business unit

- Specific Outcome 1: Explain the principles of situational leadership
- Specific Outcome 2: Explain the levels of development used in situational leadership
- Specific Outcome 3: Diagnose the leadership needs of people in a business unit.
- Specific outcome 4: Plan to introduce situational leadership in a business unit

No. 1471

22 November 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

Accounting and Financial Management

Registered by NSB 03, Business, Commerce and Management Studies, publishes the following unit standards for public comment.

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

Comment on the unit standards should reach SAQA at the address ***below and no later than 15 January 2003***. All correspondence should be marked **Standards Setting – SGB for Accounting and Financial Management** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D Mphuthing

Postnet Suite 248

Private Bag X06

Waterkloof

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pp

SAMUEL B.A. ISAACS
EXECUTIVE OFFICER

National Diploma In The Financial Markets NQF Level 6

FIELD:	Business, Commerce and Management Studies
SUB FIELD:	Finance, Economics and Accounting
LEVEL:	6
CREDITS:	240

RATIONALE FOR THE QUALIFICATION

The typical learner identified to benefit from this qualification will be an individual who is either currently working or aspires to working in the Financial Markets sector.

The qualifications currently available, which relate to the Financial Markets sector, belong to specific sub-sectors within the Financial Markets, such as the Johannesburg Securities Exchange, the SA Futures Exchange, the SA Institute of Financial Markets, or are overseas registered qualifications such as the CFA and ACI exams. They are very specific in their nature to the sub-sector that they serve. This qualification is intended to supply learners with the broad range of knowledge and skills that are applicable to all sectors in the Financial markets environment.

The Financial Markets field is a highly regulated one in which in the provisions of the Stock Exchange Control Act, the Financial Markets Control Act and Forex regulations have to be strictly adhered to. This qualification will equip learners with the specialised knowledge and skills required by practitioners in the field as well as with the ability to interpret and apply the necessary regulations pertaining to their sphere of operation.

A great deal of the current learning within this sector takes place through on-the-job coaching and mentoring and this qualification will provide a formal qualification to acknowledge the competencies that practitioners in the field need to acquire and master. The National Diploma at level 6 will cater for the majority of practitioners in the field, but a level 5 diploma will be developed for practitioners who wish to begin their specialised study in the field at a lower level and for those who are new entrants to the field of Financial Markets. A Level 7 qualification will also be designed to provide an avenue for specialised study in various sub-fields of Financial Markets.

The qualification is intended to provide formal recognition of the professionalism in the industry through a South African registered qualification which is applicable to the sector and that will be internationally acceptable. Such a qualification is currently not available. This qualification will equip the graduate to be a practitioner in the true sense, within this field.

This qualification will facilitate national recognition of the skills involved in the Financial Markets at a junior to middle level. It will add value to the sector by recognising the broad range of expertise required to be successful in this field, and should attract many new potential employees.

The qualification supports the objectives of the NQF in that it creates a means for formal recognition of learner achievement in the field. By gaining the qualification, learners will have greater access to employment opportunities and career progression, thus meeting the business sector's need for a greater skills pool. This in turn will facilitate a higher level of employment of South Africans, which will contribute in a small way to addressing unemployment.

PURPOSE OF THE QUALIFICATION

This qualification would be suited to learners who are practitioners in the fields of Financial Markets, Financial Services, Banking, Insurance or Accounting. Job positions likely to be most relevant for this qualification are Financial Administrators, Junior Portfolio Managers, Trainee Analysts, Junior Dealers, Junior Sales Traders, Junior Equity Salespeople, Junior Accounts Clerks, Settlements Clerks, and Compliance Administrators.

Traditionally the people working in this field are graduates who specialise in aspects of financial markets by studying various American and British post graduate qualifications. This National Diploma in Financial Markets is designed to provide practitioners in the field with a South African qualification that is NQF aligned and which has international credibility and recognition.

This qualification allows learners to develop a practical understanding of the Financial Markets within a broad context. It offers extensive insight into the Financial Markets, allows for specialization in different areas, and provides a basis for further specialization. In this regard. It is intended to create access to post-graduate learning in the workplace.

Practitioners who have earned this qualification will demonstrate competence in a wide range of aspects related to financial markets, which encompass the understanding and execution of Financial Markets practices.

The qualification will enable practitioners to establish themselves as credible participants in the Financial Markets industry through them being knowledgeable and competent practitioners in this specialised field. Successful learners will contribute to the effectiveness, productivity and ethical reputation of practitioners within the Financial Markets sector and provide an impetus for improved global competitiveness.

The qualification will open doors for the learner to advance to more senior positions within the Financial Markets industry.

LEVEL, CREDITS AND LEARNING COMPONENTS ASSIGNED TO THE QUALIFICATION

This Diploma in the Financial Markets at NQF level 6, consists of 240 credits, of which at least 72 are at level 6 or higher.

Fundamental Unit Standards - 53 credits

The fundamental unit standards included in this qualification are considered to be essential for the learner to competently fulfil the role of a practitioner in the field of Financial Markets.

As many of the functions carried out by financial markets practitioners are done electronically, it is envisaged that learners would be able to perform work-related tasks using a word processor and spreadsheet programmes by the time they have completed the qualification. For this reason unit standards in computer usage are included in the fundamental component.

It is essential that the aspirant financial markets practitioner be competent and familiar with mathematical and statistical calculations relevant to this field, and is able to select appropriate mathematical models and formulae to apply in specific situations of analysis and evaluation. A unit standard involving mathematical and statistical calculations specific to the financial markets is therefore included.

As practitioners in the Financial Markets field are called upon to give advice on investments, it is important that they be able to analyse and determine the financial viability and position of companies, as the present and future value of a company's shares are determined largely by its financial situation. Therefore a unit standard on evaluating companies based on their financial statements is included in the fundamental section.

Core Unit Standards – 151 credits

The core unit standards constitute 151 credits and are specifically designed to provide a broad, solid foundation for the learner to gain experience in a range of areas within the Financial Markets sector. From this base of knowledge and skills the learner will be in a position to specialize in any of a number of related areas.

The unit standards relate to the basic principles, knowledge, skills, insights and dynamics of the financial markets sector across both front and back office functions to be found in institutions operating in the sector.

The content of the unit standards in the core component is applicable to all practitioners in the Financial Markets field. However, in some instances the unit standards provide an introduction to learning material that may be expanded upon by a unit standard in the elective component.

A Unit standard at NQF Level 4 on the Financial Advisers and Intermediary Services Bill (FAIS) has been included in the Core component as this legislation, which regulates the industry for the first time, will be applicable, as from 22 November 2002, to all people working in the Financial Services sector, irrespective of the type of financial product they are marketing/selling or advice they are giving. It is required knowledge for all financial services qualifications at all levels.

Elective Unit Standards – a minimum of 36 credits

Unit standards totalling a minimum of 38 credits should be selected from the list of elective unit standards. These constitute choices that indicate the learner's preferred field of interest in the sector, and provide the basis for further specialization. Unit Standards specific to the Financial Markets field have been included as electives but the learner may also choose unit standards from the fields of Management Consulting, Accounting, Financial Services, Banking and Insurance.

The table below indicates the unit standards, their credit allocation and their level

Workers in the Financial Markets field require competencies that span all of the Critical Cross-field Outcomes. The ways in which the Critical Cross-field outcomes are developed in this qualification are outlined in each unit standard.

Credit Composition:

Component	Level 4	Level 5	Level 6	Level 7	TOTAL
Fundamental		15	38		53
Core	2	6	100	43	151
Elective			33	33	66 (Min 36)
TOTAL	2	21	171	76	270 (Min 240)

The following depicts the rules of combination for this qualification

Fundamental Unit Standards. All unit standards are compulsory

NQF NUMBER	TITLE	NQF LEVEL	CREDITS
13098	Use the computer as a business tool	6	8
12998	Produce spreadsheets using accounting related information	5	8
12881	Complete and submit reports within the financial markets sector as required by the legislation and by company policy	5	7
12882	Perform mathematical and statistical calculations relevant to the financial markets	6	15
12883	Evaluate companies based on their financial statements	6	15
	TOTAL		53

Core Unit standards. All unit standards are compulsory

NQF NUMBER	TITLE	NQF LEVEL	CREDITS
	Demonstrate knowledge and insight of the FAIS Legislation	4	2
12884	Establish, build and maintain client relationships within the financial markets sector	5	6
12885	Apply concepts and principles relevant to the practical aspects of corporate governance and accountability	6	10
12886	Operate within the ethical, professional and legal limits of the South African and International legislation and codes of practice regulating the financial markets	6	20
12887	Demonstrate an understanding of the functioning of the international financial markets within the South African context	6	18
12888	Offer investment advice to clients based on their needs	6	15
12889	Demonstrate an understanding of the settlements processes applicable to the financial markets	6	15
12890	Operate within the rules and directives of the financial markets exchanges	6	12
12891	Explain and apply concepts and principles of business ethics in the professional environment	6	10

12892	Demonstrate an understanding of the use of micro- and macro-economic indicators as forecasting and planning tools within the financial markets	7	18
12893	Identify and control risk within the financial markets	7	15
12898	Interpret the causes and effects of economic events and take economic issues into account when furnishing clients with financial information	7	10
TOTAL			151

Elective Unit Standards. The learner must select unit standards to a minimum value of 36 credits. Unit standards from other fields may be taken as electives if they suit the learner and the programme better than those listed below.

NQF NUMBER	TITLE	NQF LEVEL	CREDITS
12894	Recommend and manage non-discretionary investment portfolios based on the client's needs and requirements	6	18
12895	Offer equitable deals to clients based on up-to-date knowledge of the structure, functioning and status of the relevant financial market	6	15
12896	Analyse and evaluate the financial markets	7	15
12897	Implement and manage compliance with stock broking regulations and standards	7	18
TOTAL			66 (MIN 36)

ACCESS TO THE QUALIFICATION

Access to this qualification is open for all learners who possess an undergraduate degree awarded by the commerce faculty of a university or any other undergraduate degree with a commercial subject at second year level

LEARNING ASSUMED TO BE IN PLACE

Learners accessing this qualification are assumed to be competent in:

- Mathematics at NQF level 4
- Communication skills at NQF level 4
- Computer Literacy Skills at NQF Level 4.

EXIT-LEVEL OUTCOMES

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

1. Use the computer as a tool in a financial service and the financial markets environment.
2. Analyse and manipulate data relevant to the financial markets through performing appropriate and correct mathematical calculations.
3. Produce spreadsheet documents using information available in the accounting and/or financial service environment
4. Analyse companies based on their financial statements and use the conclusions to give advice to clients

5. Apply the concepts and principles relevant to the practical aspects of corporate governance and accountability in a financial markets environment
6. Operate within the ethical, professional and legal limits of South African and International legislation and codes of practice that regulate the financial markets
7. Demonstrate an understanding of the functioning of the international financial markets within the South African context
8. Offer investment advice to clients
9. Demonstrate an understanding of the settlements processes applicable to financial markets
10. Operate within the rules and directives of the financial markets exchanges
11. Explain and apply concepts and principles of business ethics in the professional environment
12. Demonstrate an understanding of the use of micro- and macro-economic indicators as forecasting and planning tools in the financial markets environment
13. Identify and control risk within the financial markets
14. Interpret the causes and effects of economic events and take economic issues into account when furnishing clients with financial information
15. Recommend and manage non-discretionary investment portfolios based on clients' needs and requirements
16. Offer equitable deals to clients based on up-to-date knowledge of the structure, functioning and status of the relevant financial markets
17. Analyse and evaluate the financial markets
18. Implement and comply with stock broking regulations and standards.

ASSOCIATED ASSESSMENT CRITERIA

1. Analyze and manipulate data relevant to the Financial Markets
 - Computer based word processing and spreadsheet applications are applied to financial markets situations
 - The use of mathematical skills is applied in the context of work relating to financial markets analysis and calculations
 - The investment potential and performance of public companies is evaluated and reported through critical analysis (including ratio analysis) of their financial statements
 - Analysis of macro and micro-economic indicators are applied to planning and forecasting within the financial markets
2. Apply an understanding of the financial markets in a South African context
 - Financial markets terminology is used in context with the work being performed
 - The structure and relevance of the international financial markets are related to the South African situation
 - The different financial markets and their performance history is explained in relation to investment recommendations
3. Operate within the professional and legal limits of the legislation and codes of practice governing the financial markets sector, including the rules and directives of the Exchanges
 - The relevant statutory information can be located at the workplace
 - Best practice guidelines as defined by company policy and procedures are implemented at all times
 - Behaviour is consistent with the professional and ethical standards and codes of conduct required of participants acting in the financial markets sector.
 - Reports are submitted in the format specified in statutory and company Documentation

4. Manage the implementation of job specific requirements within the financial Markets sector
 - The different job roles within the financial markets sector are described
 - Back and front office functions are differentiated and the role of positions within each area are explained in the broad context of the sector
 - The selected elective unit standards are applied within the relevant job role
5. Establish and build relationships for maximum mutual benefit
 - Client relationships are established, built and maintained within the sector
 - Business opportunities are identified, canvassed and concluded to the benefit of both client and the organisation
 - Performance is maximised through effective team behaviour, time management and communication in the work environment.

INTERNATIONAL COMPARABILITY

A number of international and local qualifications were analysed and evaluated during the research undertaken to develop this qualification. These are as follows:

- The Registered Person's Examination
- The ACI Dealer's Certificate/Settlements Certificate/Diploma
- The JSE Traders/Settlements/Compliance exams
- The JSE Institute of Stockbrokers Membership exam
- The CFA (Chartered Financial Analysts) programme (USA)
- The ACTSA Treasury qualification
- The Certificate in Compliance Management
- The GARP (Global Assessment of Risk Professionals) exam
- The SAFEX (SA Futures Exchange) Certificate

The above qualifications were analysed in terms of their component headings and content. Important individual and common areas between the qualifications were identified. These areas were then compared with the competencies contained in the unit standards constituting this qualification

This diploma in Financial Markets will be equivalent to the American CFA level 2 qualification which is currently taken by practitioners in the South African Financial Markets sector, who wish to have a formal qualification.

Learners who obtain the qualification are expected to obtain international recognition because of the nature and content of the diploma, contribute to the effectiveness, productivity and ethical reputation of practitioners within the Financial Markets sector and provide an impetus for improved global competitiveness.

INTEGRATED ASSESSMENT

Assessors should design assessment tools and conduct assessments against the unit standards specified in the qualification. These should take into account established assessment principles and make use of a range of formative and summative assessment methods.

The unit standards are strongly geared towards the worlds of work and of professional practice, and assessment should ideally take place in those environments, using naturally occurring evidence as far as possible. Where the learner is not currently employed, the assessor should simulate the work environment as realistically as possible.

1. Assessors should specifically check for the following:
 - Demonstration of competence of the specific outcomes in the context of the relevant financial markets environment.
 - The meeting of all of the assessment criteria associated with the outcomes.
 - The demonstration of an integrated understanding of the factors at play in the financial markets sectors. In doing so, it may be possible to assess a number of unit standards, outcomes or assessment criteria together.
 - The ability to analyse a given situation using selected financial, statistical and economic tools and methods in order to come to a conclusion and make recommendations appropriate to the findings.
 - The understanding and correct usage of financial markets terminology and language.
 - The relevant parts of the range statements. For example, where the range includes the Securities exchange, the Bond exchange and the Futures exchange, and the learner is only focusing on the Bond market, then only the Bond market should be assessed.
 - The ability to constructively engage with clients in order to build and maintain professional relationships to mutual long-term benefit.
 - Where the various Acts are concerned, it is of greater importance that the learner is able to locate the required information within a reasonable time frame than to know it all verbatim.
 - The integration of the critical cross-field outcomes
2. The following formative and summative assessment methods are recommended:
 - Log books
 - Written reports of portfolio management activities and results
 - Written reports of analyses and recommendations
 - Actual work done in relevant areas
 - Work related assignments
 - Verbal presentations
 - Portfolios
 - Projects
 - Practical exercises and demonstrations
 - Observation
 - Simulations
 - Role plays
 - Case studies
 - Oral questioning and/or interviewing
 - Peer assessment
 - Open book examination

RECOGNITION OF PRIOR LEARNING (RPL)

This qualification may be achieved in part or whole through the RPL process. The same assessment methods and tools that are used for summative and formative assessment of the unit standards and the exit level outcomes are applicable for RPL purposes. Other methods and tools, which might be more appropriate to RPL, such as portfolios and work actually being done, should also be used.

ARTICULATION POSSIBILITIES

The qualification may be articulated in the fields of the Financial Markets, Financial Services, Banking, Insurance and Accounting, but in particular with the following South African Qualifications:

- The JSE Traders/Settlements/Compliance exams
- The JSE Institute of Stockbrokers Membership exam
- The ACTSA Treasury qualification
- The Certificate in Compliance Management
- The SAFEX (SA Futures Exchange) Certificate

It is anticipated that a total of four qualifications at different levels (from level 4 up to and including level 7) will be registered within the field of Financial Markets, and it is likely that some unit standards will be included in more than one of the qualifications. This is to allow learners to obtain successive qualifications should they desire to do so, and exit at the point they wish. Where this is the case the learner who has achieved competence against such standards should receive due recognition for them should they decide to study further or in a different direction. Clearly the rules of combination applicable to all the qualifications will be met in the construction of these qualifications.

It will thus ultimately be possible for a learner to gain a series of qualifications in these fields, from entry at NQF Level 4 up to NQF Level 7, selecting their areas of specialization as they progress.

EXIT POINTS FOR LEARNERS WHO DO NOT COMPLETE THE QUALIFICATION

- Learners will be credited with unit standards in which they have proved competence.
- Learners who complete individual unit standards but do not complete this qualification retain their credits. However, should the substance of the unit standard change, the validity of the credit towards the qualification may be reviewed
- Learners who change their provider or learning site before completing the qualification may transfer their credits to the new learning site.

MODERATION OPTIONS AND CRITERIA FOR THE REGISTRATION OF ASSESSORS

- Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with the FASSET ETQA or an ETQA that has a Memorandum of Understanding with the FASSET EQTA.
- Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the FASSET ETQA.
- Assessment and moderation of assessment will be overseen by the FASSET ETQA or by an ETQA that has a Memorandum of Understanding with the FASSET EQTA, according to the ETQAs policies and guidelines for assessment and moderation; in terms of agreements reached around assessment and moderation between ETQAs (including professional bodies); and in terms of the moderation guideline detailed immediately below.
- Moderation must include both internal and external moderation of assessments at exit points of the qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual unit standards as well as the integrated competence described in the qualification.
- The relevant NSB and SGB may be notified of any feedback related to this unit standard.
- 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 FASSET ETQA or an ETQA that has a Memorandum of Understanding with the FASSET EQTA.

CRITICAL CROSS-FIELD OUTCOMES

The following table summarises the critical cross-field outcomes in terms of the unit standards that address them.

Critical Cross-field Outcome	Unit Standard
1. Identify and solve problems using critical and creative thinking processes.	<ul style="list-style-type: none"> ▪ Implement and manage compliance with stock broking regulations and standards ▪ Demonstrate an understanding of the use of micro- and macro-economic indicators as forecasting and planning tools within the Financial Markets ▪ Offer Equitable deals to clients within the Financial Markets Sector ▪ Offer investment advice to clients based on their needs ▪ Perform mathematical and statistical calculations relevant to the Financial Markets ▪ Establish, build and maintain client relationships within the Financial Markets sector
2. Work effectively with others as a member of a team, group, organization or community.	<ul style="list-style-type: none"> ▪ Implement and manage compliance with stock broking regulations and standards ▪ Identify and control risk within the Financial Markets ▪ Demonstrate an understanding of the Settlements processes applicable to the Financial markets
3. Organize and manage oneself and one's activities responsibly and effectively.	<ul style="list-style-type: none"> ▪ Implement and manage compliance with stock broking regulations and standards ▪ Operate within the rules and directives of the Financial Markets Exchanges ▪ Operate within the ethical, professional and legal limits of the South African and international legislation and codes of practice regulating the financial markets ▪ Establish, build and maintain client relationships within the Financial Markets sector ▪ Complete and submit reports within the financial markets sector as required by the legislation and company policy ▪ Identify and control risk within the Financial Markets ▪ Demonstrate an understanding of the Settlements processes applicable to the Financial markets
4. Collect, analyse, organise and critically evaluate information.	<ul style="list-style-type: none"> ▪ Analyse and evaluate the Financial Markets ▪ Implement and manage compliance with stock broking regulations and standards ▪ Demonstrate an understanding of the use of micro- and macro-economic indicators as forecasting and planning tools within the Financial Markets ▪ Offer Equitable deals to clients within the Financial Markets Sector ▪ Operate within the rules and directives of the Financial

Critical Cross-field Outcome	Unit Standard
	<p>Markets Exchanges</p> <ul style="list-style-type: none"> ▪ Evaluate companies based on their financial statements ▪ Demonstrate an understanding of the functioning of the international Financial Markets within the South African context ▪ Offer investment advice to clients based on their needs ▪ Recommend and Manage non-discretionary investment portfolios based on the client's needs and requirements ▪ Operate within the ethical, professional and legal limits of the South African and international legislation and codes of practice regulating the financial markets ▪ Perform mathematical and statistical calculations relevant to the Financial Markets ▪ Complete and submit reports within the financial markets sector as required by the legislation and company policy ▪ Identify and control risk within the Financial Markets ▪ Demonstrate an understanding of the Settlements processes applicable to the Financial markets
<p>5. Communicate effectively using visual, mathematical and / or language skills in the modes of oral and / or written persuasion.</p>	<ul style="list-style-type: none"> ▪ Analyse and evaluate the Financial Markets ▪ Implement and manage compliance with stock broking regulations and standards ▪ Demonstrate an understanding of the use of micro- and macro-economic indicators as forecasting and planning tools within the Financial Markets ▪ Offer Equitable deals to clients within the Financial Markets Sector ▪ Evaluate companies based on their financial statements ▪ Offer investment advice to clients based on their needs ▪ Recommend and Manage non-discretionary investment portfolios based on the client's needs and requirements ▪ Perform mathematical and statistical calculations relevant to the Financial Markets ▪ Establish, build and maintain client relationships within the Financial Markets sector ▪ Identify and control risk within the Financial Markets ▪ Demonstrate an understanding of the Settlements processes applicable to the Financial markets
<p>6. Use science and technology effectively and critically, showing responsibility towards the environment and health of others.</p>	<ul style="list-style-type: none"> ▪ Analyse and evaluate the Financial Markets ▪ Demonstrate an understanding of the use of micro- and macro-economic indicators as forecasting and planning tools within the Financial Markets ▪ Offer Equitable deals to clients within the Financial Markets Sector ▪ Evaluate companies based on their financial statements

Critical Cross-field Outcome	Unit Standard
	<ul style="list-style-type: none"> ▪ Demonstrate an understanding of the functioning of the international Financial Markets within the South African context ▪ Offer investment advice to clients based on their needs ▪ Recommend and Manage non-discretionary investment portfolios based on the client's needs and requirements ▪ Perform mathematical and statistical calculations relevant to the Financial Markets ▪ Identify and control risk within the Financial Markets ▪ Demonstrate an understanding of the Settlements processes applicable to the Financial markets
7. Demonstrate an understanding of the world as a set of interrelated systems by recognizing that problem-solving contexts do not exist in isolation.	<ul style="list-style-type: none"> ▪ Implement and manage compliance with stock broking regulations and standards ▪ Demonstrate an understanding of the use of micro- and macro-economic indicators as forecasting and planning tools within the Financial Markets ▪ Evaluate companies based on their financial statements
<ul style="list-style-type: none"> • Contribute to the full personal development of each learner and the social and economic development of the society at large. 	<ul style="list-style-type: none"> ▪ Implement and manage compliance with stock broking regulations and standards ▪ Offer investment advice to clients based on their needs ▪ Recommend and Manage non-discretionary investment portfolios based on the client's needs and requirements

UNIT STANDARDS IN NATIONAL DIPLOMA IN THE FINANCIAL MARKETS NQF LEVEL 6

UNIT STANDARDS ON NQF LEVEL 4, 5, 6 and 7

- Indicates a unit standard that has been registered by another SGB

Level 4 Unit Standards

- ◆ Title: Demonstrate knowledge and insight of the FAIS Legislation (This standard has been developed by the SGB for Financial Services, but has still to be registered)

Level 5 Unit Standards

- Title: Produce spreadsheets using accounting related information
- 1 Title: Complete and submit reports within the financial markets sector as required by legislation and by company policy
- 2. Title: Establish, build and maintain client relationships within the financial markets sector

Level 6 Unit Standards

- **Title:** Use the computer as a business tool
- **Title:** Apply concepts and principles of business ethics in the professional Environment
- **Title:** Apply concepts and principles relevant to the practical aspects of corporate governance and accountability
- 1. **Title:** Operate within the ethical, professional and legal limits of the South African and International legislation and codes of practice regulating the financial markets
- 2. **Title:** Demonstrate an understanding of the functioning of the international financial markets within the South African context
- 3. **Title:** Evaluate companies based on their financial statements
- 4. **Title:** Perform mathematical and statistical calculations relevant to the financial markets
- 5. **Title:** Operate within the rules and directives of the financial markets exchanges
- 6. **Title:** Offer investment advice to clients based on their needs
- 7. **Title:** Recommend and manage non-discretionary investment portfolios based on the client's needs and requirements
- 8. **Title:** Demonstrate an understanding of the settlements processes applicable to the financial markets
- 9. **Title:** Offer equitable deals to clients based on up-to-date knowledge of the structure, functioning and status of the relevant financial market

Level 7 Unit Standards

- **Title:** Interpret causes and effects of economic events and take economic issues into account when furnishing clients with financial information.
- 1. **Title:** Demonstrate an understanding of the use of micro- and macro-economic indicators as forecasting and planning tools within the financial markets
- 2. **Title:** Identify and control risk within the financial markets
- 3. **Title:** Analyse and evaluate the financial markets
- 4. **Title:** Implement and manage compliance with stock broking regulations and standards

**UNIT STANDARDS AND SPECIFIC OUTCOMES IN NATIONAL DIPLOMA IN THE
FINANCIAL MARKETS NQF LEVEL 6**

Level 5 Unit Standards

1. **TITLE:** Complete and submit reports within the financial market sector as required by legislation and company policy.

Specific Outcome 1: Identify the records required by financial markets legislation

- and the Exchange rules and directives.
- Specific Outcome 2: Identify the reports that must be submitted in order to comply with the legislation.
- Specific Outcome 3: Complete and submit reports required in own job function.

2. TITLE: Establish, build and maintain client relationships within the Financial Market sector.

- Specific Outcome 1: Demonstrate an in-depth working knowledge of individual consumer behaviour.
- Specific Outcome 2: Demonstrate an in-depth working knowledge of organizational buying behaviour.
- Specific Outcome 3: Initiate and respond to interpersonal communication with clients.
- Specific Outcome 4: Assess and respond to client needs.
- Specific Outcome 5: Maintain and improve client relationships.

Level 6 Unit Standards

1. TITLE: Operate within the ethical, professional and legal limits of the South African and international legislation and codes of practice regulating the financial markets.

- Specific Outcome 1: Demonstrate an understanding of the regulations and legalities of the South African financial system.
- Specific Outcome 2: Locate information within the legislation regulating the Financial Markets.
- Specific Outcome 3: Comply with the legislation regulating the Financial Markets.
- Specific Outcome 4: Demonstrate ethical and professional behaviour.

2. TITLE: Demonstrate an understanding of the functioning of the International Financial Markets within the South African context.

- Specific Outcome 1: Explain the structure and functioning of the Financial Markets sector.
- Specific Outcome 2: Demonstrate an understanding of the international equity instruments and markets.
- Specific Outcome 3: Demonstrate an understanding of the international fixed interest and bond instruments and markets.
- Specific Outcome 4: Demonstrate an understanding of the derivative instruments and markets.
- Specific Outcome 5: Demonstrate an understanding of the currency instruments and markets.
- Specific Outcome 6: Demonstrate an understanding of the money market instruments.

3. TITLE: Evaluate companies based on their financial statements.

- Specific Outcome 1: Construct the four basic financial statements.
- Specific Outcome 2: Identify factors affecting the sustainability of economic entities.
- Specific Outcome 3: Analyse the firm to establish its financial viability.
- Specific Outcome 4: Report on the financial viability of the firm.

4. TITLE: Perform mathematical and statistical calculations relevant to the Financial Markets.

- Specific Outcome 1: Perform basic interest rate calculations.
- Specific Outcome 2: Perform calculations based on the time value of money.
- Specific Outcome 3: Calculate yields on financial markets instruments.
- Specific Outcome 4: Apply basic statistical models to decision making in the financial markets.

5. TITLE: Operate within the rules and directives of the Financial Markets Exchanges.

- Specific Outcome 1: Describe the structure, function and operation of an Exchange.
- Specific Outcome 2: Locate and interpret information within the Exchange's Rule Book.
- Specific Outcome 3: Comply with the rules and directives of the Exchange.

6. TITLE: Offer investment advice to clients based on their needs.

- Specific Outcome 1: Identify the needs and requirements of the clients.
- Specific Outcome 2: Evaluate the options for protection against death.
- Specific Outcome 3: Evaluate the alternatives for protection against ill-health.
- Specific Outcome 4: Evaluate the client's retirement needs.
- Specific Outcome 5: Assess the client's mortgage requirements.
- Specific Outcome 6: Investigate the options of setting up a Trust.
- Specific Outcome 7: Present investment recommendations to the client.

7. TITLE: Recommend and Manage non-discretionary investment portfolios based on the client's needs and requirements.

- Specific Outcome 1: Demonstrate an understanding of the theory of investments.
- Specific Outcome 2: Identify the needs and requirements of the investor/potential investor.
- Specific Outcome 3: Construct and revise the portfolio in consultation with the client.
- Specific Outcome 4: Measure and manage the performance of the portfolio.

8. TITLE: Demonstrate an understanding of the Settlements processes applicable to the Financial Markets.

- Specific Outcome 1: Locate and apply the Exchanges rules and directives that apply to the Settlements function.
- Specific Outcome 2: Identify and describe the processes applying to Settlements transactions.
- Specific Outcome 3: Demonstrate an understanding of electronic settlement systems in common use in South Africa.

9. TITLE: Offer Equitable deals to clients within the Financial Market Sector

- Specific Outcome 1: Identify the client's investment needs.
- Specific Outcome 2: Examine and analyse the relevant financial market.
- Specific Outcome 3: Identify investment options.
- Specific Outcome 4: Identify trading strategies.
- Specific Outcome 5: Implement the investment deal.

Level 7 Unit Standards

1. **TITLE:** **Demonstrate an understanding of the use of micro- and macro-economic indicators as forecasting and planning tools within the Financial Markets.**

Specific Outcome 1: Demonstrate an understanding of the relationship of economics to the Financial Markets.
Specific Outcome 2: Apply macro-economic principles to the Financial Market sector.
Specific Outcome 3: Apply micro-economic principles to the Financial Market sector.
Specific Outcome 4: Compare the performance of specified Financial Markets instruments to forecasts made using economic analysis.
Specific Outcome 5: Describe the value of using economic indicators as a planning tool in the Financial Markets sector.
Specific Outcome 6: Draw up an economic forecast using spreadsheet-modeling techniques.

2. **TITLE:** **Identify and control risk within the Financial Markets**

Specific Outcome 1: Identify the areas of risk associated with exchanges transactions.
Specific Outcome 2: Measure the impact of risk associated with exchanges.
Specific Outcome 3: Control risk associated with exchanges transactions.
Specific Outcome 4: Discuss the roles of other players in the control of risk in the financial market sector.

3. **TITLE:** **Analyse and evaluate the Financial Markets**

Specific Outcome 1: Discuss the history and alternative approaches to analysis.
Specific Outcome 2: Perform technical analysis as input.
Specific Outcome 3: Perform fundamental analysis as input into the trading strategy.
Specific Outcome 4: Apply the principles of scenario planning to fundamental analysis.

4. **TITLE:** **Implement and manage compliance with stock broking regulations and standards.**

Specific Outcome 1: Acquire and maintain knowledge of the legislation and codes of practice governing the financial markets sector.
Specific Outcome 2: Develop two compliance strategies and/or procedures.
Specific Outcome 3: Implement compliance strategies and procedures.
Specific Outcome 4: Monitor and supervise adherence to the compliance strategies and procedures.

No. 1472

22 November 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

Sport

Registered by NSB 02, Culture and Arts, 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.saqo.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, 659 Pienaar street, Brooklyn, Pretoria.

Comment on the unit standards should reach SAQA at the address *below and no later than 15 January 2003*. All correspondence should be marked **Standards Setting – SGB for Sport** 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

mmphuthing@saqa.co.za



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

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

Qualification Title:	Honours Degree In Sport And Exercise Science
Qualification Code:	
Qualification Type:	Honours Degree
NQF Field:	Culture and Arts
Sub-Field:	Sport
NQF level:	Level 7
Credits	Minimum of 120
Rules of combination for credit:	Fundamental: minimum of 20 credits in statistics, research, or communications related subjects Core: a minimum of 40 credits focusing on competencies relating to the scientific knowledge base of sport and exercise Elective 1: a minimum of 40 credits in an area relating to a chosen specialisation listed in Appendix A. Elective 2: a minimum of 20 credits at the discretion of the provider institution and/or the learner

Rationale for the Qualification

There has been a rapid expansion in the scientific knowledge base that supports professional practices in the areas of sport and exercise science. Career paths in sport and fitness are increasingly open, as are opportunities for professional involvement in high performance training programmes. There is an increased need for applied research and strategies for translating theory into practice in sport and exercise settings. The need to focus on academic and professional advances in sport and exercise science supports the presentation of education at NQF Level 8 degree.

Access to the qualification

This qualification is open to candidates who possess a B, BA, BSc or B Com degree in Sport and Exercise Science, or the equivalent.

Purpose of the qualification

A learner who has achieved this qualification will have specialised in an area of sports science and be competent to work in a range of jobs aimed at enhancing individual and team sporting performance.

Candidates who complete this qualification will have acquired the qualities of self-confidence, good communication skills, critical thinking and problem-solving skills. They will be prepared to provide leadership and conduct research in their area of sport and exercise science, as well as be positioned to further their learning toward additional qualifications in sport and exercise science.

Possession of this degree will place the qualifying learner to assume a wide range of job responsibilities sports related industries.

Practitioners with these qualifications will be able to translate ever-expanding bodies of theory into practice that enhances sports performance in South Africa.

LEARNING ASSUMED TO BE IN PLACE

An undergraduate degree specialising in areas of sport, recreation, fitness or exercise science.

NOTE TO LEARNERS:

It should be noted that most universities offering degrees will have a set of institution-specific minimum access requirements over and above the minimum competence listed here.

EXIT LEVEL OUTCOMES

On achieving this qualification the learner will be able to:

1. Demonstrate competence in reading, writing and speaking in ways that facilitate their own academic learning and ability to translate theory into practice.
2. Demonstrate competence in interpreting and using numerical and elementary statistical knowledge to facilitate their own academic learning, to conduct research and to translate theory into practice.
3. Demonstrate knowledge and understanding of the disciplinary content of sport studies that provides the theoretical knowledge needed to conduct research in community sport and recreation, mass sport participation, community sport and fitness management and/or sport studies research.
4. Apply knowledge about the role of assessment and monitoring of performance in school and community recreation, mass sport participation, community sport and fitness management and sport studies research.
5. Implement strategies to apply his/her expertise in the area of specialisation
6. Demonstrate the ability to reflect on appropriate practices and act accordingly through the use of problem-solving strategies, analysis and evaluation, with specific considerations for issues pertaining to ethical conduct.
7. Demonstrate academic sophistication in their area of specialisation in sport studies.

INTEGRATED ASSESSMENT

□ Introduction

Anyone assessing a learner or moderating the assessment of a learner against this qualification must be recognised as an assessor by the HEQC. Such recognition assumes that the assessor has both ETDP competence to a sufficient level, as well as substantial disciplinary competence in the relevant area of practice.

This point leads to the assumption that any assessor assessing this qualification is not relying simply on their knowledge of the descriptive details of the qualification to guide their

practise. Rather the assessor will be (1) drawing on a wealth of experiential knowledge for which this qualification provides a quality benchmark, and (2) sourcing in other practitioners with relevant functional competence for which this qualification will also serve as a quality benchmark.

Integration

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 the various bodies of knowledge and practice to achieve competence that is grounded and coherent in relation to the purpose of the qualification.

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 will vary according to factors such as the learners involved, the resources available and policies and practices of the provider.

A broad range of functionally 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.

- A learner may not be signed off as competent against this qualification until they have participated in a project or programme with a sport, recreation or fitness structure that demonstrates an integration of the concepts and skills of this qualification. In addition, the learner will have submitted a report on the project or programme, including a self-evaluation, and documented feedback from the structure on their own participation.

By checking for 1, 2 and 3 below, the assessor must design a holistic assessment focused at the competence described in the purpose statement of this qualification.

1. The qualifying learner must demonstrate the achievement of competence as described in exit level outcomes and critical cross-field outcomes supported by this qualification.
2. The qualifying learner must demonstrate achievement in the following areas of applied competence:
 - **The learner must demonstrate an ability to consider a range of options and make decisions about adapting their own professional practice in interaction with:**
 - Cultural circumstances and context
 - Individual differences of people with whom they interact (including people with special needs)
 - Available resources

- **The learner must demonstrate an understanding of:**

Demonstration of competence in this qualification requires not only observable performance, but also an articulation of the thinking that lies behind it. An Assessor must

encourage learners to give an account of the thinking and decision-making that underpin their demonstrated performance.

This principle cuts across each part of this qualification and assessors are thus under obligation to extract bodies of relevant knowledge that underpin the purpose, exit level outcomes and critical cross-field outcomes, and to design assessment tools and processes to evaluate a learner's acquisition of this knowledge.

▪ **The learner must demonstrate an ability to learn from her/his actions and to adapt to changes by:**

- Reflecting on own practice, with particular reference to ethical issues, and adapting and modifying practice accordingly.
- Adapting in situations where there are few resources.
- Adapting professional practice to individuals with special needs
- Reflecting on own patterns of learning and creating opportunities for future learning.

3. In addition to the above criteria, the qualifying learner should demonstrate:

The learner must demonstrate:

1. Basic understanding of selected content is shown in the chosen disciplines
2. Academic work is produced to a standard acceptable to the provider institution.
3. The learner is able to engage in conversations and debate concerning the areas of learning covered by the programme.
4. Learners create learning opportunities for themselves and select appropriate study methods.
5. Interpret numerical information in the academic knowledge base of sport studies.
6. Apply their understanding of numerical and statistical information to current issues in sport performance enhancement, talent identification and development, sport technology, fitness enhancement and/or research in sport and exercise science.
7. Use information and communication technology to further their own learning, to support their efforts to conduct research and to facilitate the delivery of professional services to others.
8. Demonstrated competence in the following areas:
 - Research methodologies and techniques commensurate with Honours degree level
 - Statistics or numeracy as required by the content of the degree
 - Issues and techniques for working with diversity in the workplace
 - Team leadership techniques
 - Ethical issues in this area of practice
 - Sensitivity to issues of cultural norms, values and standards
 - Self-organisation in the workplace
 - Issues effecting people with special needs

9. The learner is able to discuss the results of current research and their strategic applications drawn from the following sub-disciplines: Functional anatomy and sport biomechanics, Sport and exercise physiology, Sport and exercise psychology, Perceptual-motor learning and control, Growth and development, Mechanisms of injury, safety and risk management, and Nutrition and ergogenic aids.
10. Valid and reliable evaluation strategies are administered that include:
 - Kinanthropometry (assessment and interpretation of results).
 - Assessment and interpretation of the results of fitness assessments.
 - Assessment and interpretation of perceptual and motor skills assessments.
 - Assessment and interpretation of mental skills assessments.
11. Safe environments are created and maintained for clients who participate in the activities under their supervision.
12. Data-based decision-making is employed in the determination of objectives and intervention strategies in either enhancement programmes or research projects.
13. Flexibility is demonstrated in the adjustment of programmes and/or research procedures to meet the needs of clients from diverse backgrounds.
14. The purpose and benefits of participation in performance enhancement programmes and/or sport and exercise research projects is explained to clients and other concerned persons.
15. Administrative duties required for the effective management of programmes and services in their area of specialisation are performed.
16. The concepts of entrepreneurship and small business management are applied to the development of a business plan for a private consultancy/practice as a sport, recreation and/or fitness practitioner.
17. Written and graphic materials relating to their area of specialisation are read and interpreted for clients.
18. An understanding of numeracy and statistics is applied to record, interpret and report on the progress and achievement of participants in their area of specialisation and/or during research projects.
19. Professional practices in their specialisation are conducted within an environment of due care for clients, with special reference to the principles of equity and respect for diversity.
20. Professional practices and programmes in their area of specialisation are reconceived based on the outcomes of formative and summative evaluation.
21. An independent research project in their area of specialisation is completed that meets the standards maintained in current journals for scholarly publication in sport studies.

22. A plan of action is designed and proposed to structure a sport performance enhancement, talent identification and development, sport technology, fitness enhancement or a research programme.
23. A presentation is made to practitioners and/or clients that explains the relationship between theory and practice in their area of specialisation.

ASSESSMENT NOTE

- A. As each situation is different, it will be necessary to develop assessment activities and tools that are appropriate to the contexts in which practitioners are working. These activities and tools may include self-assessment, peer assessment, formative and summative assessment.
- B. Assessment should include practical demonstration of competence, either in the workplace or through work-realistic, out-of-classroom simulation.
- C. A summative integrated assessment framework should be designed to include the following:
 1. The candidate must utilise current technologies to provide information and guidance to clients regarding strategies for improving sport performance and/or fitness.
 2. The candidate must translate knowledge about sport and exercise science into understandable and usable formats for athletes, coaches, sport administrators and fitness practitioners.
 3. The candidate must demonstrate an ability to consider a range of options and make decisions about the design and implementation of activities/projects in his/her area of specialisation according to sound principles of academic and professional practice in sport and exercise science.
 4. The candidate must demonstrate an ability to consider a range of options and make decisions about strategies to apply his/her expertise in the elective area of specialisation to contribute to sport performance enhancement, talent identification and development, sport technology, fitness enhancement and/or conducting research.
 5. The candidate must demonstrate an ability to gather information and evaluate feedback on the success of his/her project or programme in meeting stated objectives, and use that feedback to modify his/her actions.

INTERNATIONAL COMPARABILITY

This qualification has been benchmarked against international standards and qualifications, specifically those of Australia, New Zealand and the United States of America. The following references were central to this process:

Australian Coaching Council (2001). *Sport education*. www.ausport.gov.au/acc/gradip.num.

Centre for Sport and Exercise Science (2000). *Curriculum document*. Waikato, NZ: The Waikato Polytechnic.

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Davis, D., Kimmet, T. & Auty, M. (1986) *Physical education: Theory and practice*. Melbourne, AUS: Macmillan Education Australia Pty Ltd.

National Association for Sport and Physical Education (1995). *National standards for athletic coaches*. Reston, VA (USA): National Association for Sport and Physical Education.

National Consortium for Physical Education and Recreation for Individuals with Disabilities. (1995). *Adapted physical education national standards*. Champaign, IL (USA): Human Kinetics.

North American Society of Sport Management (1993). *Sport management program standards and review protocol*. Reston, VA (USA): National Association for Sport and Physical Education.

Sports Coach UK (2001). *Education and training programmes*. www.sportscoachuk.org.

RECOGNITION OF PRIOR LEARNING

University degrees are designed to be holistic in the way that they structure knowledge and practice. For this reason mechanistic rules or prescriptions for RPL are not possible.

Where a learner shows evidence of the satisfactory achievement of competence against any portion of this qualification, they should receive recognition and exemption for this achievement.

Providers should make clear their RPL and/or credit exemption policies and procedures in documentation available to learners.

MODERATION

- Anyone assessing a learner or moderating the assessment of a learner against this qualification must be recognised by the HEQC as an assessor.
 - Such recognition assumes that the assessor has both ETDP competence to a required level, as well as substantial, relevant disciplinary competence.
 - This point leads to the assumption that any assessor assessing a learner against this qualification is not relying simply on the description of the qualification to guide their practise. Rather the assessor is drawing on a wealth of experiential knowledge for which the qualification provides a quality benchmark.
- Any institution offering a learning programme leading to the achievement of this qualification must be accredited as a provider with the HEQC.
 - Such accreditation assumes that the institution has access to relevant resources and staff with substantial disciplinary competence in the relevant field.
 - This point leads to the assumption that any institution providing education programmes leading to this qualification is not relying merely on the description of the qualification to guide its practise. Rather the provider is drawing on a wealth of

experiential knowledge for which the qualification description provides only a quality benchmark.

- Assessment and moderation of assessment will be overseen by the HEQC, according to:
 - The HEQC's policies and guidelines
 - Agreements reached concerning assessment and moderation between the HEQC and other ETQAs.
 - Moderation guideline detailed immediately below.
- Moderation must include both internal and external moderation of assessments at exit points of the qualification.

ARTICULATION

Horizontal

Learners may move to other coherent programmes in a discipline offered by the provider e.g. Social Sciences, Commerce and Health Sciences.

Vertical & Diagonal

Learners may progress into an appropriate masters degree at the discretion of a University Senate.

CRITICAL CROSS-FIELD OUTCOMES

Competence described in the NQF critical cross-field outcomes will be achieved by the learner receiving education that combines critical learning skills with generic and specialised sport science competence, whilst at the same time allowing for the pursuit of a further discipline.

The provision of education designed to achieve these critical outcomes should reflect depth and level of complexity commensurate with the NQF level descriptors for level 8. Providers should map the critical outcomes across their learning programmes to ensure that all are covered by the time that the learner graduates with this qualification.

Assessors should, similarly, draw up a strategy for ensuring that they can sign-off learners as competent against all of the outcomes commensurate with the level of complexity required for NQF level 8.

APPENDIX A

ELECTIVE SPECIALISATIONS

The content of the elective component of the relevant specialisations is as follows:

High Performance Sport

A study of the theoretical and practical knowledge base that support professional practices focused on:

- Advanced-level competence in the facilitation of sport-specific programmes of prevention, care and management of sport injuries.
- Advanced-level competence in the assessment of sports performance, including fitness, motor skills, mental skills and tactical understanding.
- Implementation of data-based decisions about periodisation of training years and the design of comprehensive performance enhancement programmes.
- Analysis of sport performance and the application of critical thinking and problems solving skills to the diagnosis of training problems and design of practice sessions and training programmes to address those problems.
- The identification of the safety, legal and ethical issues surrounding participation in high performance sport.
- Completion of an independent research project in high performance sport.
- Completion of a practical experience in sport performance enhancement.

Talent Identification and Development

A study of the theoretical and practical knowledge base that support professional practices focused on:

- Knowledge of the underlying abilities and components of sport achievement in a variety of sport types.
- Advanced-level competence in the procedures of mass screening and the identification of sporting talent across a variety of sport types.
- Advanced-level competence in the design and implementation of a specific sport development plan to raise the standard of performance in a selected sport.
- Employment of appropriate statistics and the management of data-bases to track the progress of sport participants in a talent development programme.
- The identification of the safety, legal and ethical issues surrounding talent identification and development programmes.
- Completion of an independent research project in talent identification.
- Completion of a sustained practical experience in providing support for the talent identification and/or development programme of a selected sport code.

Sport Technology

A study of the theoretical and practical knowledge base that support professional practices focused on:

- Advanced-level competence in the use of current technologies to support research in sport and exercise science.
- Advanced-level competence in the use of current technologies to support the delivery of sport and exercise science services.
- Advanced-level competence in using the statistical procedures needed for the analysis of data generated through the application of technology to sport and exercise science.
- Advanced-level competence in the translation of the results of the application of technology to generate information about sport and exercise, to clients and other consumers of that information.
- The identification of the safety, legal and ethical issues relevant to the application of technology to sport.
- Completion of an independent research project in sport technology.
- Completion of a sustained practical experience in the application of sport technology to support sport performance in a selected sport code.

Fitness Enhancement

A study of the theoretical and practical knowledge base that support professional practices focused on:

- Understanding of fitness enhancement as a developmental concept, ranging from children to adolescents to adults to seniors.
- Understanding of fitness enhancement as a situation-specific concept, ranging from independent living to health-related fitness to fitness for specific jobs/careers to fitness for sport performance.
- Advanced-level competence in the design, implementation and management of a physical activity programme for apparently healthy individuals or groups,
- Advanced-level competence in the methods for screening, assessing, monitoring and managing fitness.
- Advanced-level competence in supporting clients in their decision-making about participation in programmes designed to promote fitness and/or lifestyle changes.
- The identification of the safety, legal and ethical issues relevant to fitness enhancement.
- Completion of an independent research project in fitness enhancement.
- Completion of a sustained practical experience in fitness enhancement or fitness promotion with a selected group of clients.

Sport and Exercise Science Research

A study of the theoretical and practical knowledge base that support professional practices focused on:

- Practical experience in using qualitative and quantitative methods of inquiry to gather data about sport.
- Advanced computer literacy with specific reference to the management of data-bases, the use of advanced statistical procedures, and the management and presentation of information.
- The identification of the safety, legal and ethical issues relevant to research in sport, recreation and fitness.
- The development of specific expertise in one of the sub-disciplines of sport and exercise science.
- Completion of an independent research project in the chosen sub-discipline of expertise.
- Completion of written articles/reports suitable for submission for publication in subsidised journals in sport and exercise science.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

Qualification Title:	Honours Degree In Sport and Exercise Studies
Qualification Type:	Honours Degree
Field:	Culture and Arts
Sub-Field:	Sport
Level:	7
Credits	Minimum of 120
Rules of combination for credit:	Fundamental: minimum of 20 credits in statistics, research, or communications related subjects Core: a minimum of 40 credits focusing on competencies relating to the scientific knowledge base of sport and exercise Elective 1: a minimum of 40 credits in an area relating to a chosen specialisation listed in Appendix A. Elective 2: a minimum of 20 credits at the discretion of the provider institution and/or the learner

Rationale for the Qualification

There has been a rapid expansion in the scientific knowledge base that supports professional practices in the areas of sport and exercise science. Career paths in sport and fitness are increasingly open, as are opportunities for professional involvement in mass participation and community development programmes. There is an increased need for applied research and strategies for translating theory into practice in sport and exercise settings. The need to focus on academic and professional advances in sport and exercise science supports the presentation of education on the NQF Level 7 degree.

Access to the qualification

This qualification is open to candidates who possess a National First Degree or BA, BSc or B Com degree in Sport and Exercise Science.

Purpose of the qualification

A learner who has achieved this qualification will be able to implement specialist programmes in sport, recreation and fitness aimed at improving the wellness of individuals, communities or groups.

Candidates who complete this qualification will have acquired the qualities of self-confidence, good communication skills, critical thinking and problem-solving skills. They will be prepared to provide leadership and conduct research in their area of sport and exercise science, as well as be positioned to further their learning toward additional qualifications in sport and exercise science. Possession of this degree will position the qualifying learner to assume a wide range of job responsibilities in the growing sport, recreation and fitness industries.

Practitioners with these qualifications will be able to translate ever-expanding bodies of theory into practice that benefits people interested in physical wellness.

LEARNING ASSUMED TO BE IN PLACE

An undergraduate degree specialising in areas of sport, recreation, fitness or exercise science.

NOTE TO LEARNERS:

It should be noted that most universities offering degrees will have a set of institution-specific minimum access requirements over and above the minimum competences listed here.

EXIT LEVEL OUTCOMES

On achieving this qualification the learner will be able to:

1. Demonstrate competence in reading, writing and speaking in ways that facilitate their own academic learning and ability to translate theory into practice.
2. Demonstrate competence in interpreting and using numerical and elementary statistical knowledge to facilitate their own academic learning, to conduct research and to translate theory into practice.
3. Demonstrate knowledge and understanding of the disciplinary content of sport and exercise science that provides the theoretical knowledge needed to conduct research in sport performance enhancement, talent identification and development, sport technology and/or fitness enhancement.
4. Apply knowledge about the role of assessment and monitoring of performance in sport performance enhancement, talent identification and development, sport technology, fitness enhancement and conducting research.
5. Implement strategies to apply his/her expertise in the area of specialisation.
6. Demonstrate the ability to reflect on appropriate practices and act accordingly through the use of problem-solving strategies, analysis and evaluation, with specific considerations for issues pertaining to ethical conduct.
7. Demonstrate academic sophistication in their area of specialisation in sport and exercise science.

INTEGRATED ASSESSMENT

□ Introduction

Anyone assessing a learner or moderating the assessment of a learner against this qualification must be recognised as an assessor by the HEQC. Such recognition assumes that the assessor has both ETDP competence to a sufficient level, as well as substantial disciplinary competence in the relevant area of practice.

This point leads to the assumption that any assessor assessing this qualification is not relying simply on their knowledge of the descriptive details of the qualification to guide their practise. Rather the assessor will be (1) drawing on a wealth of experiential knowledge for which this qualification provides a quality benchmark, and (2) sourcing in other practitioners with relevant functional competence for which this qualification will also serve as a quality benchmark.

Integration

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 the various bodies of knowledge and practice to achieve competence that is grounded and coherent in relation to the purpose of the qualification.

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 will vary according to factors such as the learners involved, the resources available and policies and practices of the provider.

A broad range of functionally 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.

- A learner may not be signed off as competent against this qualification until they have participated in a project or programme with a sport, recreation or fitness structure that demonstrates an integration of the concepts and skills of this qualification. In addition, the learner will have submitted a report on the project or programme, including a self-evaluation, and documented feedback from the structure on their own participation.

By checking for 1, 2 and 3 below, the assessor must design a holistic assessment focused at the competence described in the purpose statement of this qualification.

1. The qualifying learner must demonstrate the achievement of competence as described in exit level outcomes and critical cross-field outcomes supported by this qualification.
2. The qualifying learner must demonstrate achievement in the following areas of applied competence:
 - **The learner must demonstrate an ability to consider a range of options and make decisions about adapting their own professional practice in interaction with:**
 - Cultural circumstances and context
 - Individual differences of people with whom they interact (including people with special needs)
 - Available resources

- **The learner must demonstrate an understanding of:**

Demonstration of competence in this qualification requires not only observable performance, but also an articulation of the thinking that lies behind it. An Assessor must encourage learners to give an account of the thinking and decision-making that underpin their demonstrated performance.

This principle cuts across each part of this qualification and assessors are thus under obligation to extract bodies of relevant knowledge that underpin the purpose, exit level

outcomes and critical cross-field outcomes, and to design assessment tools and processes to evaluate a learner's acquisition of this knowledge.

- **The learner must demonstrate an ability to learn from her/his actions and to adapt to changes by:**
 - Reflecting on own practice, with particular reference to ethical issues, and adapting and modifying practice accordingly.
 - Adapting in situations where there are few resources.
 - Adapting professional practice to individuals with special needs
 - Reflecting on own patterns of learning and creating opportunities for future learning.

3. In addition to the above criteria, the qualifying learner should demonstrate:

The learner must demonstrate:

1. Basic understanding of selected content is shown in the chosen disciplines
2. Academic work is produced to a standard acceptable to the provider institution.
3. The learner is able to engage in conversations and debate concerning the areas of learning covered by the programme.
4. Learners create learning opportunities for themselves and select appropriate study methods.
5. Interpret numerical information in the academic knowledge base of sport studies.
6. Apply their understanding of numerical and statistical information to current issues in school and community recreation, mass sport participation, community sport and fitness management, and sport studies research.
7. Use information and communication technology to further their own learning, to support their efforts to conduct research and to facilitate the delivery of professional services to others.
8. Demonstrated competence in the following areas:
 - Research methodologies and techniques commensurate with Honours degree level
 - Statistics or numeracy as required by the content of the degree
 - Issues and techniques for working with diversity in the workplace
 - Team leadership techniques
 - Ethical issues in this area of practice
 - Sensitivity to issues of cultural norms, values and standards
 - Self-organisation in the workplace
 - Issues effecting people with special needs
9. The learner is able to discuss the results of current research and their strategic applications drawn from the following sub-disciplines: Sport sociology, Sport history, Sport philosophy, Sport anthropology, Comparative sport/international sport, Sport policy and law, and Sport and recreation management.
10. Recognised evaluation strategies are administered that include:
 - Programme evaluation within cultural contexts.
 - Assessment of the social impact of programme participation.
 - Assessment of personal and cultural meaning of participation.
 - Assessment of individual and community needs for sport, recreation and fitness programmes.
11. Socially relevant objectives are identified for a school or community recreation programme, a mass sport participation programme, or a community sport and fitness programme.
12. Safe environments are created and maintained for clients who participate in the activities under their supervision.

13. Data-based decision-making is employed in the determination of objectives and intervention strategies in school or community programmes and/or research projects.
14. Flexibility is demonstrated in the adjustment of programmes and/or research procedures to meet the needs of clients from diverse backgrounds.
15. The purpose and benefits of participation in sport, recreation and fitness activities for individuals, communities and society as a whole is explained to clients and other concerned persons.
16. Administrative duties required for the effective management of programmes and services in their area of specialisation are performed.
17. The concepts of entrepreneurship and small business management are applied to the development of a business plan for a private consultancy/practice as a sport, recreation and/or fitness practitioner.
18. Written and graphic materials relating to their area of specialisation are read and interpreted for clients.
19. An understanding of numeracy and statistics is applied to record, interpret and report on the progress and achievement of participants in their area of specialisation and/or during research projects.
20. Professional practices in their specialisation are conducted within an environment of due care for clients, with special reference to the principles of equity and respect for diversity.
21. Professional practices and programmes in their area of specialisation are reconceived based on the outcomes of formative and summative evaluation.
22. An independent research project in their area of specialisation is completed that meets the standards maintained in current journals for scholarly publication in sport studies.
23. A plan of action is designed and proposed to structure a school and community recreation programme, a mass participation programme, community sport and fitness programme, and/or a sport studies research programme.
24. A presentation is made to practitioners and/or clients that explains the relationship between theory and practice in their area of specialisation, with special emphasis on the role of participation in sport, recreation and fitness activities as a cultural phenomenon.

ASSESSMENT NOTE

- A. As each situation is different, it will be necessary to develop assessment activities and tools that are appropriate to the contexts in which practitioners are working. These activities and tools may include self-assessment, peer assessment, formative and summative assessment.
- B. Assessment should include practical demonstration of competence, either in the workplace or through work-realistic, out-of-classroom simulation.
- C. A summative integrated assessment framework should be designed to include the following:
 1. The candidate must utilise current technologies to provide information and guidance to clients and communities regarding strategies for involvement in recreation, fitness and mass sport participation programmes.
 2. The candidate must translate knowledge about sport studies into understandable and usable formats for parents, school and community leaders, members of the general public, and leaders responsible for policies regarding sport, fitness and recreation programmes.

3. The candidate must demonstrate an ability to consider a range of options and make decisions about the design and implementation of activities/projects in his/her area of specialisation according to sound principles of academic and professional practice in sport studies.
4. The candidate must demonstrate an ability to consider a range of options and make decisions about strategies to apply his/her expertise in the elective area of specialisation to contribute to the development of individuals within school and community structures.
5. The candidate must demonstrate an ability to gather information and evaluate feedback on the success of his/her project or programme in meeting stated objectives, and use that feedback to modify his/her actions.

INTERNATIONAL COMPARABILITY

This qualification has been benchmarked against international standards and qualifications, specifically those of Australia, New Zealand and the United States of America. The following references were central to this process:

- Australian Coaching Council (2001). *Sport education*. www.ausport.gov.au/acc/gradip.num.
- Centre for Sport and Exercise Science (2000). *Curriculum document*. Waikato, NZ: The Waikato Polytechnic.
- Coaching Association of Canada (2001). *National coaching certification program: Participant development model*. www.coach.ca.cbet.pdmeng.htm.
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- National Consortium for Physical Education and Recreation for Individuals with Disabilities. (1995). *Adapted physical education national standards*. Champaign, IL (USA): Human Kinetics.
- North American Society of Sport Management (1993). *Sport management program standards and review protocol*. Reston, VA (USA): National Association for Sport and Physical Education.
- Sports Coach UK (2001). *Education and training programmes*. www.sportscoachuk.org.

RECOGNITION OF PRIOR LEARNING

University degrees are designed to be holistic in the way that they structure knowledge and practice. For this reason mechanistic rules or prescriptions for RPL are not possible.

Where a learner shows evidence of the satisfactory achievement of competence against any portion of this qualification, they should receive recognition and exemption for this achievement.

Providers should make clear their RPL and/or credit exemption policies and procedures in documentation available to learners.

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- Any institution offering a learning programme leading to the achievement of this qualification must be accredited as a provider with the HEQC.
 - Such accreditation assumes that the institution has access to relevant resources and staff with substantial disciplinary competence in the relevant field.
 - This point leads to the assumption that any institution providing education programmes leading to this qualification is not relying merely on the description of the qualification to guide its practise. Rather the provider is drawing on a wealth of experiential knowledge for which the qualification description provides only a quality benchmark.
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 - The HEQC's policies and guidelines
 - Agreements reached concerning assessment and moderation between the HEQC and other ETQAs.
 - Moderation guideline detailed immediately below.
- Moderation must include both internal and external moderation of assessments at exit points of the qualification.

ARTICULATION

Horizontal

Learners may move to other coherent programmes in a discipline offered by the provider e.g. Social Sciences, Commerce and Health Sciences.

Vertical & Diagonal

Learners may progress into an appropriate masters degree at the discretion of a University Senate.

CRITICAL CROSS-FIELD OUTCOMES

Competence described in the NQF critical cross-field outcomes will be achieved by the learner receiving education that combines critical learning skills with generic and specialised sport science competence, whilst at the same time allowing for the pursuit of a further discipline.

The provision of education designed to achieve these critical outcomes should reflect depth and level of complexity commensurate with the NQF level descriptors for level 8. Providers should map the critical outcomes across their learning programmes to ensure that all are covered by the time that the learner graduates with this qualification.

Assessors should, similarly, draw up a strategy for ensuring that they can sign-off learners as competent against all of the outcomes commensurate with the level of complexity required for NQF level 8.

APPENDIX A

ELECTIVE SPECIALISATIONS

The content of the elective component of the relevant specialisations is as follows:

School and Community Recreation Programmes

A study of the theoretical and practical knowledge base that support professional practices focused on:

- Advanced-level competence in the facilitation of sport-specific programmes of prevention, care and management of sport injuries.
- Advanced-level competence in the assessment of sports performance, including fitness, motor skills, mental skills and tactical understanding.
- Implementation of data-based decisions about periodisation of training years and the design of comprehensive performance enhancement programmes.
- Analysis of sport performance and the application of critical thinking and problems solving skills to the diagnosis of training problems and design of practice sessions and training programmes to address those problems.
- The identification of the safety, legal and ethical issues surrounding participation in high performance sport.
- Completion of an independent research project in high performance sport.
- Completion of a practical experience in sport performance enhancement.

Mass Sport Participation Programmes

A study of the theoretical and practical knowledge base that support professional practices focused on:

- Knowledge of the underlying abilities and components of sport achievement in a variety of sport types.
- Advanced-level competence in the procedures of mass screening and the identification of sporting talent across a variety of sport types.
- Advanced-level competence in the design and implementation of a specific sport development plan to raise the standard of performance in a selected sport.
- Employment of appropriate statistics and the management of data-bases to track the progress of sport participants in a talent development programme.
- The identification of the safety, legal and ethical issues surrounding talent identification and development programmes.
- Completion of an independent research project in talent identification.
- Completion of a sustained practical experience in providing support for the talent identification and/or development programme of a selected sport code.

Community Sport and Fitness Management

A study of the theoretical and practical knowledge base that support professional practices focused on:

- Advanced-level competence in the use of current technologies to support research in sport and exercise science.
- Advanced-level competence in the use of current technologies to support the delivery of sport and exercise science services.
- Advanced-level competence in using the statistical procedures needed for the analysis of data generated through the application of technology to sport and exercise science.
- Advanced-level competence in the translation of the results of the application of technology to generate information about sport and exercise, to clients and other consumers of that information.
- The identification of the safety, legal and ethical issues relevant to the application of technology to sport.
- Completion of an independent research project in sport technology.
- Completion of a sustained practical experience in the application of sport technology to support sport performance in a selected sport code.

Research in Sport Studies

A study of the theoretical and practical knowledge base that support professional practices focused on:

- Understanding of fitness enhancement as a developmental concept, ranging from children to adolescents to adults to seniors.
- Understanding of fitness enhancement as a situation-specific concept, ranging from independent living to health-related fitness to fitness for specific jobs/careers to fitness for sport performance.
- Advanced-level competence in the design, implementation and management of a physical activity programme for apparently healthy individuals or groups,
- Advanced-level competence in the methods for screening, assessing, monitoring and managing fitness.
- Advanced-level competence in supporting clients in their decision-making about participation in programmes designed to promote fitness and/or lifestyle changes.
- The identification of the safety, legal and ethical issues relevant to fitness enhancement.
- Completion of an independent research project in fitness enhancement.
- Completion of a sustained practical experience in fitness enhancement or fitness promotion with a selected group of clients.

No. 1473

22 November 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

Hospitality, Travel, Tourism, Guiding and Leisure

Registered by NSB 11, Services, 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 15 January 2003***. All correspondence should be marked **Standards Setting – SGB for Hospitality, Travel, Tourism, Guiding and Leisure**, and addressed to

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



PP SAMUEL B.A. ISAACS
EXECUTIVE OFFICER

SOUTH AFRICAN QUALIFICATIONS AUTHORITY**Diploma In Hospitality Operations at NQF level 5****Field** : Services**Sub-field** : Hospitality, Tourism, Travel, Leisure and Gaming**NQF level** : 5**Credits** : 240**Rationale for the qualification:**

This qualification has been compiled in order to ensure that learners being developed as managers in the hospitality industry have a combination of both supervisory and management skills required in this sub-field. It facilitates progression of learning, allowing learners to enter a new field of management or education, training and development. It builds on day-to-day requirements as well as generic management competencies. There is a clear need for a well-constructed qualification of this nature, which could form the nucleus of a Learnership in its own right.

It is targeted at learners who are currently in or wishing to enter the Hospitality Industry who wish to advance into management positions. On completion of this qualification the learner will be able to enter management positions in the Hospitality sub-field.

Purpose:

This qualification has been developed for persons aspiring to become managers in the Hospitality Industry. It brings together elements of housekeeping, front office, food preparation, food and drink service and management principles. This qualification will professionalise the industry and is applicable to all sectors, from bed and breakfasts to large-scale hotels. The qualification builds on all other hospitality certificates and diplomas and provides articulation with Gaming, Travel and other Tourism industries.

Exit Level Outcomes

On completion of this qualification, the learner will be able to:

- Determine how business functions on a day-to-day basis and also be able to describe the layout services and facilities of the organisation.
- Determine the role he or she plays within the organisation on a macro and micro level.
- Communicate with customers and colleagues in a way that is supportive and takes diversity and culture into account.
- Use a computer for the collection, analysis and presentation of data.
- Maintain and improve on security and safety in the workplace.
- Develop within the job and career of his / her choice.
- Coach or train others in day to day requirements of their jobs.
- Plan for the achievement of training requirements of the department.
- Ensure customer satisfaction is maintained and develop opportunities to improve customer services.
- Maintain supply levels and manage an ordering and distribution system.
- Lead and manage teams of people ensuring work is planned and organised.
- Monitor staff and assess them against prescribed standards where necessary.
- Solve problems that occur in the workplace daily.
- Maintain services in the Housekeeping, Front Office, Food and Drink and Food Preparation areas.

Associated assessment Criteria:

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.

In particular assessors should check for:

The learner must demonstrate an ability to consider a range of options and make decisions about:

1. Leadership methods and techniques to apply in any given situation or range of situations.

The learner must demonstrate an understanding of:

1. The nature, purpose and expectations of the context
2. The nature and purpose of leadership and supervision
3. Basic principles, methods and techniques of leadership
4. Methods of integrating operational and leadership requirements and solutions
5. Customer service requirements
6. ETDP competencies

The learner must demonstrate the ability to:

1. Critically evaluate the use of, and explore alternatives to leadership methods and techniques in any given situation or range of situations.
2. Justify decisions on any aspect of leadership.

3. Reflect on the appropriateness of decisions made in any leadership situation and on adjustments that might have been made from time to time.
4. Critically reflect on any feedback given during or after leadership situations.

Credit composition:

	Level 4	Level 5	Level 6	Total
Core	29	102	34	165
Fundamental	37	4	0	41
Elective	23	35	28	86

Core: All unit standards in the core section are compulsory. **A total of 165 credits.**

Fundamental : Certain unit standards with a combined weighting of **41 credits have been specified as compulsory.** (Even though SAQA does not specify a required amount of fundamental units for level 5 qualifications)

Elective : Unit standards with a total weighting of 86 credits have been developed here. The learner is required to select unit standards from each level as outlined in the rules of combination (further down). **A minimum of 34 credits** must be selected from the electives available.

Access to the Qualification:

Open access.

Learning assumed to be in place:

It is assumed that a FET certificate or equivalent has been obtained by the learner at level 4, this includes basic calculations and verbal communications. (The existing matric certificate meets these requirements)

It is also assumed that the learner has the competencies required for the following unit standards:

XX04 - Operate a computer

XX08 - Process incoming and outgoing telephone calls

XX16 - Maintain health, hygiene and a professional appearance

AS05, AS06 & AS15 - Core housekeeping services

FH05, FH07, FH08 & FH11 - Core reception services

FP15 - Handle and maintain knives

FP40 - Handle and store food

FP41 - Clean food production areas, equipment and utensils

FS14 - Serve bottled wines

FS18 - Provide a drink service for licensed premises

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 must judge the quality of the observable performance, but also the quality of the thinking that lies behind such performance. Assessment tools must encourage learners to give an account of the thinking and decision-making that underpins 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 unit standard.

Criteria for the registration of assessors:

1. Assessors shall have the technical competence to achieve the qualification themselves.
2. A minimum of 2 (two) years practical, relevant experience.
3. Shall have been declared competent in all the outcomes of the National Assessor unit standards or equivalent as stipulated by SAQA.
4. Meet any other stipulated requirements by the relevant ETQA.

Moderation Options:

1. Anyone assessing a learner against any of the unit standards in this qualification must be registered as an assessor with the relevant ETQA.
2. Any institution offering learning that will enable achievement of the unit standards in this qualification or will assess the unit standards in this qualification 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.

Articulation possibilities:

This qualification articulates with the following registered qualifications in the sub-field:

- Diploma in Service Management (NQF5)
- Diploma in Professional Cookery (NQF5)
- Diploma in Food & Beverage Services (NQF5)
- Diploma in Accommodation Services (NQF5)

Recognition of Prior Learning:

Any learner who believes he/she has all the competencies identified above should apply for recognition to an accredited service provider of the National Diploma in Hospitality Operations.

Unit Standards For Diploma: Hospitality Operations at NQF level 5**Unit Standards Titles at NQF Level 4**

- * Title : Provide customer service (ID 7789)
- * Title : Display Cultural Awareness in dealing with Customers & Colleagues (ID 7791)
- * Title : Prepare written communications (ID 7822)
- * Title : Interact orally and in writing in the workplace (ID 8556)
- * Title : Contribute to information distribution regarding HIV/Aids in the workplace (ID 8555)
- * Title : Monitor occupational health and safety (ID9243)
- * Title : Maintain the housekeeping service (ID 7658)
- * Title : Exchange foreign cash and travellers cheques (ID 7721)
- * Title : Analyse a business and determine the way it functions (ID 7782)
- * Title : Monitor customer satisfaction (ID 7836)
- * Title : Contribute to the identification of short term supply needs (ID 7844)
- * Title : Audit financial procedures / conduct night audit (ID 7852)
- * Title : Plan and conduct meetings (ID9244)
- * Title : Maintain a preventative maintenance programme (ID 7869)
- * Title : Develop and maintain a staff roster (ID9265)
- * Title : Support and guide the learner (ID 7875)
- * Title : Oversee arrival and departure of customers (ID8551)
- * Title : Prepare and cook basic cold and hot desserts (ID 7755)
- * Title : Provide a silver service (ID 7747)
- * Title : Prepare and serve cocktails (ID 7753)
- * Title : Maintain external areas (ID 7781)
- * Title : Communicate in a business environment (ID 7784)
- * Title : Collate, understand and communicate workplace data (ID 8558)

Unit Standards titles at NQF Level 5

- * Title : Implement policies regarding HIV/Aids in the workplace (ID9224)
- * Title : Co-ordinate the greeting and assisting of guests on arrival and departure (ID 7722)
- * Title : Maintain practices and procedures for handling cash / cash equivalents (ID 7727)
- * Title : Maintain and promote food hygiene in food preparation, cooking and storage (ID7637)
- * Title : Maintain the table service (ID 7776)
- * Title : Maintain the drinks service (ID 7778)
- * Title : Understand food operations
- * Title : Conduct on-job coaching (ID 7818)
- * Title : Manage the induction of new staff (ID 7848)
- * Title : Maintain supply levels (ID 7858)

- * Title : Gather and present evidence at a hearing (ID 7861)
- * Title : Manage staff development (ID 7863)
- * Title : Improve service to customers (ID 7865)
- * Title : Plan, organise & monitor work in own area of responsibility (ID 7866)
- * Title : Prepare and maintain financial records and statements (ID 7878)
- * Title : Control and order stock (ID 7884)
- * Title : Counsel others for incapacity of poor work performance (ID9263)
- * Title : Deal with grievances (ID9264)
- * Title : Assess the learner (ID 7867)
- * Title : Prepare, cook and serve food in the restaurant (ID 7774)
- * Title : Maintain the portering / concierge service (ID 7730)
- * Title : Plan, implement and evaluate sales development activities (ID 7877)
- * Title : Manage workplace relations (ID 7883)
- * Title : Apply communication skills in the workplace (8647)

Unit Standards titles at NQF Level 6

- * Title : Maintain the front office service (ID 7729)
- * Title : Lead and manage teams of people (ID 7859)
- * Title : Contribute to the provision of required staff (ID 7874)
- * Title : Prepare, implement, manage and control budgets (ID 7880)
- * Title : Chair a hearing (ID 7872)
- * Title : Develop and manage marketing plans and strategies (ID 7887)
- * Title : Manage quality in the organisation (ID 7889)
- * Title : Monitor staff performance (ID 7888)
- * Title : Manage workplace diversity (ID 7881)

**National Diploma in Hospitality Operations
NQF5 – 240 Credits**

Fundamentals				Core				Electives			
Unit No.	Unit Title	Credits	Level	Unit No.	Unit Title	Credits	Level	Unit No.	Unit Title	Credits	Level
								Plus at least 10 credits from the following level 4 standards			
7789	Provide customer service	8	4	7858	Maintain the housekeeping service	4	4	7755	Prepare and cook basic cold and hot desserts	4	4
7791	Display Cultural Awareness in dealing with Customers & Colleagues	4	4	7721	Exchange foreign cash and travellers cheques	2	4	7747	Provide a silver service	2	4
7822	Prepare written communications	3	4	7722	Co-ordinate the greeting and assisting of guests on arrival and departure	4	5	7753	Prepare and serve cocktails	2	4
8556	Interact orally and in writing in the workplace	10	4	7727	Maintain practices and procedures for handling cash / cash equivalents	3	5	FS33	Maintain external areas	4	4
8555	Contribute to information distribution regarding HIV/AIDS in the workplace	4	4	7729	Maintain the front office service	3	6	7781	Communicate in a business environment	6	4
9243	Monitor occupational health and safety	8	4	7847	Maintain and promote food hygiene in food preparation, cooking and storage	6	5	8558	Collate, understand and communicate workplace data	5	4
9224	Implement policies regarding HIV/AIDS in the workplace	4	5					Plus at least 14 credits from the following level 5 standards:			
				7776	Maintain the table service	5	5	7730	Maintain the portering / concierge service	4	5
				7778	Maintain the drinks service	4	5	7774	Prepare, cook and serve food in the restaurant	6	5
				FS34	Understand food operations	8	5	7877	Plan, implement and evaluate sales development activities	10	5
				7782	Analyse a business and determine the way it functions	3	4	7883	Manage workplace relations	5	5
				7818	Conduct on-job coaching	5	5	8647	Apply communication skills in the workplace	10	5
								Plus at least 10 credits from the following level 6 standards:			

Fundamentals				Core				Electives			
Unit No.	Unit Title	Credits	Level	Unit No.	Unit Title	Credits	Level	Unit No.	Unit Title	Credits	Level
				7836	Monitor customer satisfaction	3	4	7887	Develop and manage marketing plans and strategies	12	6
				7884	Contribute to the identification of short term supply needs	1	4	7889	Manage quality in the organisation	6	6
				7848	Manage the induction of new staff	5	5	7888	Monitor staff performance	5	6
				7852	Audit financial procedures / conduct night audit	4	4	7881	Manage workplace diversity	5	6
				9244	Plan and conduct meetings	3	4				
				7858	Maintain supply levels	10	5				
				7859	Lead and manage teams of people	6	6				
				7861	Gather and present evidence at a hearing	8	5				
				7863	Manage staff development	6	5				
				7865	Improve service to customers	6	5				
				7866	Plan, organise & monitor work in own area of responsibility	3	5				
				7869	Maintain a preventative maintenance programme	3	4				
				7874	Contribute to the provision of required staff	5	6				
				7878	Prepare and maintain financial records and statements	12	5				
				7880	Prepare, implement, manage and control budgets	10	6				
				7884	Control and order stock	4	5				
				7872	Chair a hearing	10	6				
				9263	Counsel others for incapacity of poor work performance	4	5				

Fundamentals				Core				Electives			
Unit No.	Unit Title	Credits	Level	Unit No.	Unit Title	Credits	Level	Unit No.	Unit Title	Credits	Level
				9264	Deal with grievances	5	5				
				9265	Develop and maintain a staff roster	2	4				
				7875	Support and guide the learner	1	4				
				7867	Assess the learner	4	5				
				8551	Oversee arrival and departure of customers	3	4				
Total		41				165				34	

No. 1474

22 November 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 15 January 2003***. 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

Postnet Suite 248


Private Bag X06

Waterkloof

0145

or faxed to 012 – 482 0907

e-mail: mmphuthing@saqa.co.za


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

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

National Certificate in Computer Aided Drawing Office Practice - NQF Level 4

Field:	Physical Planning and Construction
Sub-field:	Physical Planning, Design and Management
Level:	4
Credit:	145
Issue date:	
Review date:	

Rationale

The National Certificate in Computer Aided Drawing Office Practice: Level 4 is designed to meet the needs of those learners who enter the field of Computer Aided Drawing.

The Computer Aided Drawing Office Practice at NQF Level 4 will provide a broad base knowledge and skills needed in the industry and will help those learners progressing along a career path who:

- Were previously disadvantaged or who were unable to complete their schooling and were therefore denied access to Further Education and Training
- Have worked in Computer Aided Drawing for many years, but have no formal qualification in Computer Aided Drawing
- Wish to extend their range of skills and knowledge of the industry so that they can become knowledgeable workers in Computer Aided Drawing and Draughting
- Wish to take up a learnership in Computer Aided Drawing

The National Certificate in Computer Aided Drawing Office Practice: Level 4 allows the learner to work towards a nationally recognised qualification. The qualification will allow both those in formal educations and those already employed in, but not limited to, architectural, engineering and construction organisations access, due to its flexibility. It aims to develop learners who are informed and skilled in Computer Aided Drawing and Draughting

The qualification focuses on the skills, knowledge, values and attitudes required to progress further in this field of learning. The intention is:

- To prove the development of knowledge and skills that are required in all sub-sectors of Computer Aided Drawing
- To release the potential of people
- To provide opportunities for people to move up career paths by being more valuable to their organisation, the economy and themselves

The National Certificate in Computer Aided Drawing Office Practice: Level 4 should produce knowledgeable, skilled Computer Aided Draughts persons who are able to contribute to improved productivity and efficiency within the draughting industry. It should provide the means for current learners in the Computer Aided Drawing field to receive recognition for prior learning and to upgrade their skills and knowledge base. The qualification is structured in such a way that exposes learners to a set of core competencies to give a broad understanding of Computer Aided Drawing and the electives, which will allow for specific competence in a selected area of drawing specialisation. It will also promote the notion of life-long learning

Purpose

Any learners, who are or wish to be involved in the Computer Aided Drawing, will have access to this qualification. This qualification will be registered at NQF Level 4 and is intended to serve the architectural, engineering and construction industries by providing skilled draftspersons who can produce design drawings which address the need to move from traditional manual drafting to the current need of the high technology development, necessitated by the shift to Computer Aided Drawing and Draughting

Portability across other National Qualifications in Engineering and Draughting is therefore ensured

Access to the Qualification

Access to this qualification is open, therefore a learner can access the total qualification and it must be noted that learners may also access any individual unit standard and obtain the credits issued against the unit standard. Also any learner who can provide evidence of the learning assumed to be in place has access to this qualification and the individual unit standards. No restrictions, other than the learning assumed to be in place are prescribed.

Learning assumed to be in place

Learners accessing this qualification, will have demonstrated competence in numeracy and literacy at Level 3 on the NQF or equivalent

Exit level Outcomes

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

- Operate and use a computer and its associated peripherals together with the required computer operating system
- Communicate with both clients and work colleagues to enhance the quality of work and service produced
- Undertake to create computer aided drawings for electrical, building, piping, mechanical and structural steel areas of draughting
- Use a wide variety of measuring instruments to improve the quality and end result of computer aided drawings
- Plan and layout accurately a computer aided drawing
- Conduct research to collect data for the desired design requirements
- Display an understanding of workflow and administration procedures pertaining to a drawing office
- Display an understanding of the various types of engineering materials, heat treatments and machining processes
- Create a free hand drawing in preparation for a computer aided drawing
- Display an understanding of a wide variety of mechanical components in support of computer aided drawing

Associated Assessment Criteria

In particular assessors should check that the learner must demonstrate an ability to consider a range of options and make decisions about:

- The practical use of a computer, its software and the computer peripherals
- Communicating with clients in order to obtain the necessary and required information to plan and produce a computer aided drawing
- Producing a computer aided drawing which meets the needs of the client and the organisation
- The measurable quality and quantity of the engineering materials required on a computer aided drawing
- The process and production of free-hand drawings
- The procedures and processes used in a drawing office to plan the workflow and to administer the documentation in a drawing office

International comparability

The Computer Aided Drawing Industry is a discipline with globally recognised best practices, standards and qualifications. This qualification and set of unit standards utilises international and locally recognised best practice and standards in Computer Aided Drawing practice.

Benchmarking was done by comparison to Unit Standards / Outcomes of learning against:

- The New Zealand qualifications – National Certificate in Design (Draughting) (Level 2) total credit value 70
- New Zealand Unit Standards in Design – Computer Graphics:
 - Produce orthographic, scale working drawings using computer aided draughting (CAD) programs
 - Produce scale production drawings using computer aided draughting (CAD) programmes
 - Produce scale production drawings using computer aided draughting (CAD) programmes
 - Demonstrate knowledge of numerical data used in the draughting industry
- Technical And Further Education Authority (TAFE) New South Wales was also used as a resource for international benchmarking

A direct comparison with each unit standard was undertaken and the best practice points were highlighted and incorporated into each unit standard. However the points incorporated were written in a South African context.

Because of the difference in levels across the different countries, difficulty was found in making actual direct comparisons, level to level. It was found that the South African unit standards seem to contain more detail and therefore are slightly more complex and the qualification is longer in duration as they only have 70 credits.

The work groups also referred to other facets of national and international benchmarking, which occurred continuously throughout the qualifications and unit standard writing process.

These facets were:

- The methods and techniques for writing standards
- The contents of the unit standards
- The levels in other countries compared to South Africa

It is the Computer Aided Drawing standard generating workgroup's intent to benchmark on a continuous basis with other unit standards both locally and internationally.

Integrated Assessment

Because assessment practices must be open, transparent, fair, valid, and reliable and ensure that no learner is disadvantaged in any way whatsoever, an integrated assessment approach is incorporated into the qualification.

Learning, teaching and assessment are inextricably lined. Whenever possible, the assessment of knowledge, skills, attitudes and values shown in the unit standards should be integrated.

Assessment of the communication, language, literacy and numeracy should be conducted in conjunction with other aspects and should be assessed in authentic Computer Aided Drawing contexts wherever possible.

A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working. Where it is not possible to assess the learner in the workplace or on-the-job, simulations, case studies, role-plays and other similar techniques should be used to provide a context appropriate to the assessment.

The term 'Integrated Assessment' implies that theoretical and practical components should be assessed together. During integrated assessments the assessor should make use of formative and summative assessment methods and assess combinations of practical, applied, foundational and reflective competencies.

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

Assessment should ensure that all specific outcomes, embedded knowledge and critical cross-field outcomes are evaluated. The assessment of the critical cross-field outcomes should be integrated with the assessment of specific outcomes and embedded knowledge.

Recognition of prior learning

The structure of this Unit Standard based Qualification makes the Recognition of Prior Learning possible, if the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this Computer Aided Drawing Qualification. Recognition of Prior Learning will be done by means of an Integrated Assessment as mentioned in the previous paragraph.

This Recognition of Prior Learning may allow:

- For accelerated access to further learning
- Gaining of credits towards a unit standard

All recognition of Prior Learning is subject to quality assurance by the relevant accredited Education, Training, Quality, Assurance Body and is conducted by a registered workplace assessor.

Articulation possibilities

A learner could follow a career in:

- Aeronautical Engineering
- Surveying
- Electronic Engineering
- Mining Engineering
- Electrical Engineering
- Automotive Engineering
- Structural Engineering
- Piping Engineering
- Civil Engineering
- Instrumentation Engineering
- Engineering and design draughting
- The road, rail and marine design engineering

Note: The above is an indication rather than an exhaustive listing

Moderation Options

- Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with the relevant Education, Training, Quality, Assurance (ETQA) Body.
- Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA.
- Assessment and moderation of assessment will be overseen by the relevant ETQA according to the ETQA's policies and guidelines for assessment and moderation; in terms of agreements reached around assessment and moderation between ETQA's (including professional bodies); and in terms of the moderation guideline detailed immediately below.
- Moderation must include both internal and external moderation of assessments at exit points of the qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual unit standards as well as the integrated competence described in the qualification.
- 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.

Criteria for registration of assessors

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

- A minimum of 2 (two) years' practical, relevant occupational experience
- To be declared competent in all the outcomes of the National Assessor Unit Standards as stipulated by South African Qualifications Authority (SAQA)
- Detailed documentary proof of educational qualification, practical training undergone, and experience gained by the applicant must be provided (Portfolio of evidence)

National Certificate in Computer Aided Drawing Office Practice - NQF Level 4 (145 credits)

FUNDAMENTAL Total 59 credits	L	C	NLRD No.	CORE Total 56 credits	L	C	NLRD No.	ELECTIVE Select a minimum of 30 credits	L	C	NLRD No.
Communicate in a Business Environment	4	5	7784	Establish client requirements and gather and apply the required design information	4	6		Identify, interpret and produce electrical working drawings		8	
Interact Orally and in Writing in the workplace	4	10	8556	Plan drawing layout	4	6		Identify, interpret and produce building drawings		8	
Prepare written communications	4	3	7822	Develop and produce Computer Aided Drawing	4	4		Identify, interpret and produce piping drawings		6	
Collate, understand and communicate workplace data	4	5	8558	Plan and schedule workflow	4	3		Identify, interpret and produce mechanical working drawings		8	
Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	4	6	7468	Apply drawing office administration procedures	4	3		Identify, interpret and produce structural steel working drawings		8	
Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life and related problems	4	6	9015	Demonstrate an understanding of drawing office orientation	4	2					
Represent, analyse and calculate shape and motion in 2- and 3- dimensional space in different contexts	4	4	9016	Demonstrate an understanding of measuring instruments and produce free-hand drawings	4	3					
Accommodate audience and context needs in oral communication	3	5	8968	Demonstrate an understanding of production, manufacturing and construction processes as it affects the drawing	5	5					
Interpret and use information from texts	3	5	8969	Demonstrate an understanding of engineering materials, heat treatment and machining	5	6					

Write texts for a range of communicative contexts	3	5	8971	Demonstrate an understanding of various mechanical components	5	6	12042			
Access information in order to respond to client enquiries in a financial services environment. (2 credits)	3	5	9302	Operate personal computer peripherals		6	7496			
				Use personal computer operating system		3	7536			
				Operate a personal computer system		3	7547			
Credits on level 2 or above		59				56				30
Total credits		59				89				145

**UNIT STANDARDS IN NATIONAL CERTIFICATE IN COMPUTER AIDED DRAWING OFFICE
PRACTICE NQF LEVEL 4****UNIT STANDARDS TITLES AT NQF LEVEL 2****Core**

- * Operate a personal computer system (ID7547)
- * Use a personal computer operating system (ID7548)
- * Operate personal computer peripherals (ID7566)

UNIT STANDARDS TITLES AT NQF LEVEL 4**Core**

1. Establish client requirements and gather and apply the required design information
2. Plan drawing layout
3. Develop and produce Computer Aided Drawings
4. Plan and schedule workflow
5. Apply drawing office administration procedures
6. Demonstrate an understanding of drawing office orientation
7. Demonstrate an understanding of measuring instruments and produce free-hand drawings

Elective

8. Identify, interpret and produce electrical working drawings
9. Identify, interpret and produce working building drawings
10. Identify, interpret and produce working piping drawings
11. Identify, interpret and produce working mechanical drawings
12. Identify, interpret and produce working structural steel drawings

UNIT STANDARDS TITLES AT NQF LEVEL 5**Core**

1. Demonstrate an understanding of production, manufacturing and construction processes as it affects the drawing
2. Demonstrate an understanding of engineering materials, heat treatment and machinery
3. Demonstrate an understanding of various mechanical components

UNIT STANDARDS AND SPECIFIC OUTCOMES IN NATIONAL CERTIFICATE IN COMPUTER AIDED DRAWING OFFICE PRACTICE - NQF LEVEL 4

UNIT STANDARDS ON NQF LEVEL 4

- | | |
|---------------------|--|
| 1. Title | Establish client requirements, and gather and apply the required design information |
| Specific Outcome | 1.1 Identify and analyse client brief to meet client requirements |
| Specific Outcome | 1.2 Conduct a survey to gather pertinent information |
| Specific Outcome | 1.3 Analyse and apply data to the design |
| Specific Outcome | 1.4 Produce free-hand drawing of perceived proposal |
|
2. Title |
Plan drawing layout |
| Specific Outcome | 2.1 Verify the interpretation of job requirements |
| Specific Outcome | 2.2 Determine the drawing requirements |
| Specific Outcome | 2.3 Prepare to produce drawing |
| Specific Outcome | 2.4 Prepare the computer environment for using computer aided drawing software |
|
3. Title |
Develop and produce Computer Aided Drawings |
| Specific Outcome | 3.1 Produce computer aided drawings to line stage |
| Specific Outcome | 3.2 Detail the computer aided drawing |
| Specific Outcome | 3.3 Verify detailed drawing |
| Specific Outcome | 3.4 Produce hard copy of final drawing |
|
4. Title |
Plan and schedule workflow |
| Specific Outcome | 4.1 Obtain and evaluate data to facilitate drawing workflow process |
| Specific Outcome | 4.2 Demonstrate an understanding of the planning and scheduling of workflow processes |
| Specific Outcome | 4.3 Plan and schedule workflow |
| Specific Outcome | 4.4 Monitor the achievement of the workflow plan |
|
5. Title |
Apply drawing office administration procedures |
| Specific Outcome | 5.1 Demonstrate an understanding of drawing office administration procedures |
| Specific Outcome | 5.2 Estimate cost implications for elements of administration |
| Specific Outcome | 5.3 Identify and retrieve a stored drawing |
| Specific Outcome | 5.4 Distribute drawing according to organisational requirements |
|
6. Title |
Demonstrate an understanding of drawing office orientation |
| Specific Outcome | 6.1 Explain the history and development of drawing |

Specific Outcome	6.2	Identify and describe drawing office layout and equipment
7. Title		Demonstrate an understanding of measuring instruments and produce free-hand drawings
Specific Outcome	7.1	Describe the functions and practical use of measuring instruments
Specific Outcome	7.2	Produce free-hand drawing
Specific Outcome	7.3	Interpret and verify interpretation of free-hand drawing
8. Title		Identify, interpret and produce electrical working drawings
Specific Outcome	81.1	Describe and explain the purpose of electrical draughting and the principles of electricity
Specific Outcome	8.2	Identify, define and draw electrical / electronic graphic symbols and diagrams
Specific Outcome	8.3	demonstrate an understanding of the generation and distribution of electricity
Specific Outcome	8.4	Describe and draw the control and protection of electric motors
Specific Outcome	8.5	demonstrate an understanding of the wiring of premises
Specific Outcome	8.6	demonstrate an understanding of interior and exterior lighting design
9. Title		Identify, interpret and produce working building drawings
Specific Outcome	9.1	Explain and describe the SABS Code for Building practice
Specific Outcome	9.2	Explain building construction processes and draw to scale building plans
Specific Outcome	9.3	Draw a floor plan layout
Specific Outcome	9.4	Describe and draw reinforced concrete details
10. Title		Identify, interpret and produce working piping drawings
Specific Outcome	10.1	Demonstrate an understanding of piping draughting
Specific Outcome	10.2	Identify and draw schematic drawings
Specific Outcome	10.3	Identify, describe and draw isometric layouts and flow diagrams
11. Title		Identify, interpret and produce working mechanical drawings
Specific Outcome	11.1	Demonstrate an understanding of conventional representation for mechanical draughting
Specific Outcome	11.2	Explain and draw cam profiles
Specific Outcome	11.3	Describe and draw sectional drawings
Specific Outcome	11.4	Describe and draw primary views of detailed drawings
Specific Outcome	11.5	Describe and produce an assembly drawing
12. Title		Identify, interpret and produce working structural steel drawings
Specific Outcome	12.1	Demonstrate an understanding of structural steel detailing
Specific Outcome	12.2	Demonstrate an understanding of beams, plate and box girders

Specific Outcome	12.3	Identify, detail and draw columns
Specific Outcome	12.4	Calculate, detail and draw lattice, girders and bracing
Specific Outcome	12.5	Demonstrate an understanding of roof trusses and produce material delivery schedules
Specific Outcome	12.6	Demonstrate an understanding of platework detailing and development

UNIT STANDARDS ON NQF LEVEL 5

1. Title	Demonstrate an understanding of production, manufacturing and construction processes as it affects the drawing	
Specific Outcome	1.1	Explain and describe the drawing route through the process
Specific Outcome	1.2	Explain the process
Specific Outcome	1.3	Monitor and evaluate the project quality plan's implementation
Specific Outcome	1.4	Determine size, volume and mass of components within the drawing
2. Title	Demonstrate an understanding of engineering materials, heat treatment and machinery	
Specific Outcome	2.1	Explain the basics of ferrous and non-ferrous metals
Specific Outcome	2.2	Explain and describe the basics of ferrous and non-ferrous alloys
Specific Outcome	2.3	Describe and explain the basics of thermo-plastic and thermosetting plastics
Specific Outcome	2.4	Explain and define machining principles and processes in engineering
3. Title	Demonstrate an understanding of various mechanical components	
Specific Outcome	3.1	Demonstrate an understanding of keys, pulleys, shaft couplings and screw threads
Specific Outcome	3.2	Demonstrate an understanding of bearings and lubrication
Specific Outcome	3.3	Demonstrate an understanding of gears and gear drives
Specific Outcome	3.4	Demonstrate an understanding of valves, pumps and pipe fittings

1. National Certificate in Construction: Roadworks (Level 3)**2.****3. Credits:**

160

4. Field:

NSB 12 - Physical Planning and Construction

5. Sub-Field:

Building Construction

6. Issue Date:**7. Review Date:****8. Rationale**

The introduction of a National Certificate in Construction at level 3, based on unit standards will allow learners to develop skills required in the workplace in roadworks. The generic competence contained in the fundamental and Core learning, enhances portability – enabling learners to transfer this competence to other areas of specialisation within the Construction Industry.

The majority of the candidates learning towards 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 construction without formal education becoming an impassable barrier.

There is also 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 the streams of roadworks, structures or drainage and services.

9. Purpose of qualification

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

Recipients of this qualification will have the knowledge and skills to conduct the essential operations associated with efficient and safe work in roadworks.

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

People credited with this qualification are able to:

- Communicate in a variety of ways

- Use mathematics in real life situations
- Define and develop work requirements
- Conduct roadworks construction activities
- Handle dangerous substances on a construction site

10. Articulation

This qualification has been developed as a progression in specialised or skilled work within the Construction Industry and is intended to facilitate progression to other qualifications in construction, construction related sub-fields and construction supervision. In particular, this qualification builds on the National Certificate in Construction (level 2).

11. Learning assumed to be in place

It is assumed that candidates embarking on learning towards this qualification are already competent in the following areas:

- Communication skills (Language at NQF level 2).
- Numeracy skills (NQF level 1)
- Basic knowledge of construction works
- Safe work practices on a construction site
- Work effectively as part of a team

12. 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 have addressed the areas reflected under "learning assumptions" before embarking on learning towards this qualification, although the exact starting point depends on the available resources for learning.

13. Exit level outcomes and rules of combination

13.1 Exit level outcomes:

Fundamental exit level outcomes:

- Communicate in a variety of ways
Associated Assessment Criteria
 - A critical awareness of language usage is shown
 - Information is analysed and presented
 - Communication is appropriate to the purpose and situation
 - Communication is conducted in mother tongue and English
- Use mathematics in real life situations
Associated Assessment Criteria
 - Mathematical methods are interpreted for different contexts
 - Algebraic notation and terminology is used appropriately
 - Maps are used to enhance communication methods
 - Cultural products are analysed in terms of shape, space and time

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

Core exit level outcomes:

- Define and develop work requirements

Associated Assessment Criteria

- Process control testing methods are applied to construction work
- The role of different roleplayers in the industry is understood and explained
- Information is extracted from drawings and specifications for implementing work plans

- Conduct first line supervisory activities

Associated Assessment Criteria

- Records are maintained in accordance with construction site requirements
- Health and safety is established in a work area
- A work area is established and prepared for given tasks
- Construction quantities are calculated in terms of the work plan
- Materials, tools and equipment are procured for given tasks

- Handle dangerous substances

Associated Assessment Criteria

- Dangerous substances are handled, transported, used and stored on a construction site

- Conduct roadworks construction activities

Associated Assessment Criteria

- Different materials used in construction are defined and explained in terms of their common uses
- Work is conducted in confined spaces
- Roadside safety procedures are implemented

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 C.

13.2 Credits and rules of combination

Fundamental (See Annexure A for the detail):

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

Core (See Annexure B for the detail):

- All 69 credits from the list of standards generic to construction

Elective (See Annexure C for the detail):

- A minimum of 35 credits of the candidate's choice from the list of unit standards in Annexure C.

13.3 Summary of credit composition

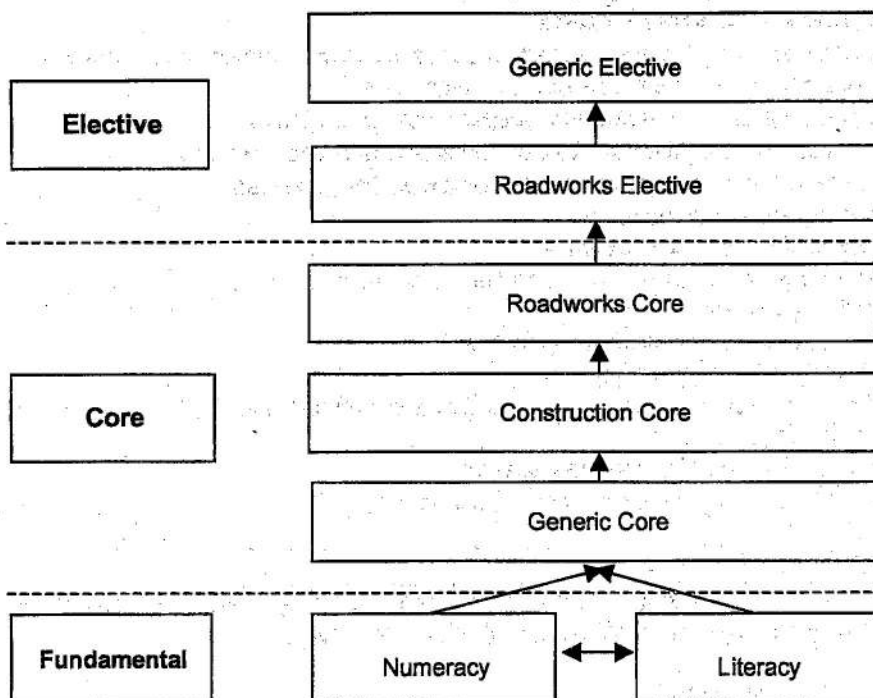
	FUNDAMENTAL	CORE	ELECTIVE	TOTAL
LEVEL 1				
LEVEL 2	20	32		
LEVEL 3	36	37		
TOTAL	56	69	35	160

13.4 Motivation for allocation of credits

As this qualification leads a person towards being able to communicate in various ways on a construction site, including written communication, candidates are

required to obtain forty credits in communication – twenty in mother tongue at the level of the qualification and twenty in English at level one. As Construction work is practical in nature the balance of credits have been assigned to the practical application of skill and knowledge within the construction industry, and particularly in roadworks. Candidates may select any 35 Credits from the list of elective unit standards to total 160 Credits for the qualification.

13.5 Graphical representation of the Qualification



14. 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.

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.

15. Range statements

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

16. 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 Annexures.

- 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.

17. 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.

18. 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 road construction – level 2, consisting of a total of 50 credits, made up as follows:

- 6 Level 2 unit standards, totalling 21 credits (9 Credits compulsory)
- 8 level 3 unit standards, totalling 56 credits (16 Credits compulsory)
- 1 level 4 unit standard with 8 credits (Compulsory)

In New Zealand qualifications were developed specifically for Civil Engineering, Civil Plant Operation & Management, Civil Works & Services, Engineering, Highway Construction & Maintenance and 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.

19. Registration of Assessors

To become registered as an assessor, the applicant needs:

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

20. Accreditation and moderation

- 20.1 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.
- 20.2 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.
- 20.3 Assessors registered with the relevant ETQA must carry out the assessment of candidates for any of the unit standards that make up this qualification.
- 20.4 Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant ETQA.
- 20.5 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.

21. 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.

Annexure A

Unit Number	Unit standard	Level	Cr.
Fundamental Unit Standards (the candidate must achieve all 36 of the following credits)			56
<i>Exit level outcome: Use mathematics in real life situations</i>			16
9010	Demonstrate understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations.	3	2
9011	Use mathematics to investigate and monitor the financial aspects of personal and business issues	3	5
9012	Investigate life and work related problems using data and probabilities.	3	5
9013	Measure, estimate and calculate physical quantities and explore, describe and represent, interpret and justify geometrical relationships in two and three-dimensional space relevant to the life or workplace of the community.	3	4
<i>Exit Level Outcome: Communicate in a variety of ways</i>			40
8415	Accommodate audience and context needs in oral communication	3	5
8969	Interpret and use information from texts	3	5
8970	Write texts for a range of communicative contexts	3	5
8973	Use language and communication in occupational learning programmes	3	5
8962	Maintain and adapt oral communication	2	5
8963	Access and use information from texts	2	5
8964	Write for a defined context	2	5
8967	Use Language and Communication in Occupational learning programmes	2	5
Core Unit Standards			
The candidate must achieve all 69 of the following credits			69
	Establish Health and Safety to a work area	2	3
	Establish and prepare a work area	2	4
	Maintain records for civil construction sites	3	6
9978	Calculate Construction Quantities to develop a work plan.	3	8
	Render basic First Aid in a Construction Site	2	3
	Procure Materials, Tools and Equipment	3	10
	Read and interpret construction drawing and specifications	3	10
	Interpret the Composition, Construction Sequence and Processes of the Construction Industry	3	3
	Apply process control testing procedures	2	10
	Handle, transport, store, utilise hazardous materials on a Civil Construction Site	2	4
	Work in confined spaces on a construction site	2	2
	Identify, describe and use material in Civil Engineering Construction	2	4
	Implement roadside safety procedures	2	2
Elective Unit Standards (select a minimum of 35 credits)			
	Set out control point for marking barrier lines and islands	3	6
	Set out control points for marking symbols	3	2
	Set out control point for centre line and edge line marking for road marking	2	5
	Setting out pipes, culverts and transferring levels	3	6

Unit Number	Unit standard	Level	Cr.
	Organize and control the compaction of hot mix asphalt	3	5
	Conduct a bituminous seal operation	2	5
	Install road studs	2	2
	Construct pre-cast kerbs and concrete channels on a roadworks construction site	3	5
	Develop and use keyboard skills to enter data	1	3
	Erect and maintain guardrails.	2	5
	Install pre-cast concrete pipes	2	5
	Maintain and repair bituminous road surfaces.	2	8
	Install manhole chambers on a civil construction site	2	5
	Erect Directional Signs. Overhead < 10 m2	3	6
	Erect Directional Signs. Range: Ground < 10 m2	3	4
	Organize the erection of sign posts	3	2
	Erect Fencing. Range: Barbed wire, Diamond Mesh, Game	3	2
	Erect Palisade fencing	3	4
	Install road markers.	3	2
	Operate a personal computer system	2	6
	Operate mechanical painting machine for remarking	3	16
	Organise the erection of signposts.	3	2
	Repair / Replace Minor Structures:	3	10
	Organize and control the spray of bitumen on road surfaces.	4	5

Annexure B

Unit standard title: Erect directional signs : Overhead > 10 m2

Level 3 6 Credits

Specific outcome 1: Identify and procure the types of hand tools and plant required.

Specific outcome 2: Identify and procure protective clothing, road signs and traffic control devices, first aid kit.

Specific outcome 3: Calculate material quantities , procure material and store.

Specific outcome 4: Set out directional sign..

Specific outcome 5: Execute the work in a cost effective and safe manner.

Unit standard title: Erect directional signs: Ground.

Level 3 4 Credits

Specific outcome 1: Identify and procure the types of hand tools and minor plant required.

Specific outcome 2: Identify and procure protective clothing, road signs and traffic control devices, first aid kit.

Specific outcome 3: Calculate material quantities , procure material and store.

Specific outcome 4: Set out directional sign..

Specific outcome 5: Execute the work in a cost effective and safe manner.

Unit standard title: Erect palisade fencing

Level 3 4 Credits

Specific outcome 1: Inspect area to be fenced, set out fencing and remove obstructions.

Specific outcome 2: Identify and procure protective clothing, road signs and traffic control devices, first aid kit.

Specific outcome 3: Calculate material quantities , procure material and store

Specific outcome 4: Execute the work in a cost effective and safe manner

Unit standard title: Set out control point for marking barrier lines and islands.

Level 2 5 Credits

Specific outcome 1: Identify and procure the types of hand tools and instruments required for the setting out.

Specific outcome 2: Identify and procure protective clothing, road signs and traffic control devices, first aid kit.

Specific outcome 3: Calculate material quantities , procure material and store.

Specific outcome 4: Set out control points.

Specific outcome 5: Execute the work in a cost effective and safe manner.

Unit standard title: Construct pre-cast kerbs and concrete channels on a roadworks construction site

Level 3 5 Credits

Specific outcome 1: Demonstrate knowledge of technology to construct pre-cast kerbing and channels.

Specific outcome 2: Prepare bedding to receive kerbs

Specific outcome 3: Lay pre-cast concrete kerbs

Specific outcome 4: Lay in-situ concrete channels

Unit standard title: Set out control point for marking symbols
Level 3 2 Credits
Specific outcome 1: Identify and procure the types of hand tools and instruments required for the setting out.

Specific outcome 2: Identify and procure protective clothing, road signs and traffic control devices, first aid kit.

Specific outcome 3: Calculate material quantities, procure material and store.

Specific outcome 4: Set out control points.

Specific outcome 5: Execute the work in a cost effective and safe manner.

Unit standard title: Setting out of pipes, culverts and transferring levels.
Level 3 6 Credits
Specific outcome 1: Demonstrate knowledge and understanding of setting out pipes.

Specific outcome 2: Demonstrate knowledge and understanding of setting out culverts

Specific outcome 3: Demonstrate knowledge and understanding of transferring levels for setting out pipes and culverts.

Specific outcome 4: Complete the work sequence.

Unit standard title: Operate mechanical painting machine for road marking and organize painting operation.
Level 3 16 Credits
Specific outcome 1: Check setting out of control points.

Specific outcome 2: Identify and procure protective clothing, road signs and traffic control devices, first aid kit.

Specific outcome 3: Calculate quantities, procure material and store.

Specific outcome 4: Prepare work program.

Specific outcome 5: Execute painting by machine.

Unit standard title: Organize the erection of sign posts
Level 3 2 Credits
Specific outcome 1: Identify and procure the types of hand tools and instruments required for the setting out.

Specific outcome 2: Identify and procure protective clothing, road signs and traffic control devices, first aid kit.

Specific outcome 3: Calculate material quantities, procure material and store.

Specific outcome 4: Set out signpost.

Specific outcome 5: Execute the work in a cost effective and safe manner.

Unit standard title: Repair / replace minor structures
Level 3 10 Credits
Specific outcome 1: Identify and procure the types of hand tools and instruments required for the setting out.

Specific outcome 2: Identify and procure protective clothing, road signs and traffic control devices, first aid kit.

Specific outcome 3: Calculate material quantities, procure material and store.

Specific outcome 4: Execute the work in a cost effective and safe manner.

1. National Certificate in Construction: Roadworks (Level 2)**2.****3. Credits:** 120**4. Field:** NSB 12 - Physical Planning and Construction**5. Sub-Field:** Building Construction**6. Issue Date:****7. Review Date:****8. Rationale of the qualification**

The introduction of a National Certificate in Construction Roadworks at level 2, based on unit standards will allow learners to develop skills required in the workplace in roadworks. The generic competence contained in the fundamental and Core learning, enhances portability – enabling learners to transfer this competence to other areas of specialisation within the Construction Industry.

The majority of the candidates learning towards 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 construction without formal education becoming an impassable barrier.

There is also 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 the construction areas of roadworks, structures or drainage and services.

9. Purpose of qualification

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

Recipients of this qualification will have the knowledge and skills to conduct the essential operations associated with efficient and safe work in roadworks.

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

People credited with this qualification are able to:

- Communicate in a variety of ways

- Use mathematics in real life situations
- Define and develop work requirements
- Perform first line supervisory functions
- Conduct general construction activities
- Conduct roadworks construction activities
- Perform supplementary roadworks construction activities

10. Articulation

This qualification has been developed as an introduction to specialised or skilled work within the Construction Industry and is intended to facilitate progression to other qualifications in construction, construction related sub-fields and construction supervision. In particular, this qualification builds on the General Certificate in Basic Construction (level1) and leads to the Certificate in Construction (level 3).

11. Learning assumed to be in place

It is assumed that candidates embarking on learning towards this qualification are already competent in the following areas:

- Communication skills (Language at ABET Level 3).
- Numeracy skills (ABET Level 3)
- Basic knowledge of construction works
- Safe work practices on a construction site

12. 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 have addressed the areas reflected under "learning assumptions" before embarking on learning towards this qualification, although the exact starting point depends on the available resources for learning.

13. Exit level outcomes and rules of combination

13.1 Exit level outcomes:

Fundamental exit level outcomes:

- Communicate in a variety of ways
Associated Assessment Criteria
 - A critical awareness of language usage is shown
 - Information is analysed and presented
 - Communication is appropriate to the purpose and situation

- Use mathematics in real life situations

Associated Assessment Criteria

- Mathematical methods are interpreted for different contexts
- Algebraic notation and terminology is used appropriately
- Maps are used to enhance communication methods
- Cultural products are analysed in terms of shape, space and time

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

Core exit level outcomes:

- Define and develop work requirements

Associated Assessment Criteria

- The role of different roleplayers in the industry is understood and explained
- Information is extracted from drawings and quantities are calculated
- Perform first line supervisory functions

Associated Assessment Criteria

- Safety is applied in all work processes
- Work areas are prepared in terms of the job specification
- Records of all construction activities are maintained
- Conduct general construction activities

Associated Assessment Criteria

- Construction materials used are identified and described in terms of their common uses
- Small plant and equipment is utilised on a construction site
- Hazardous materials are dealt with in accordance with site requirements
- General construction activities are performed

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 C.

13.2 Credits and rules of combination

Fundamental (See Annexure A for the detail):

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

Core (See Annexure B for the detail):

- All 36 credits from the list of standards generic to construction

Elective (See Annexure C for the detail):

- A minimum of 28 credits of the candidate's choice from the list of unit standards in Annexure C

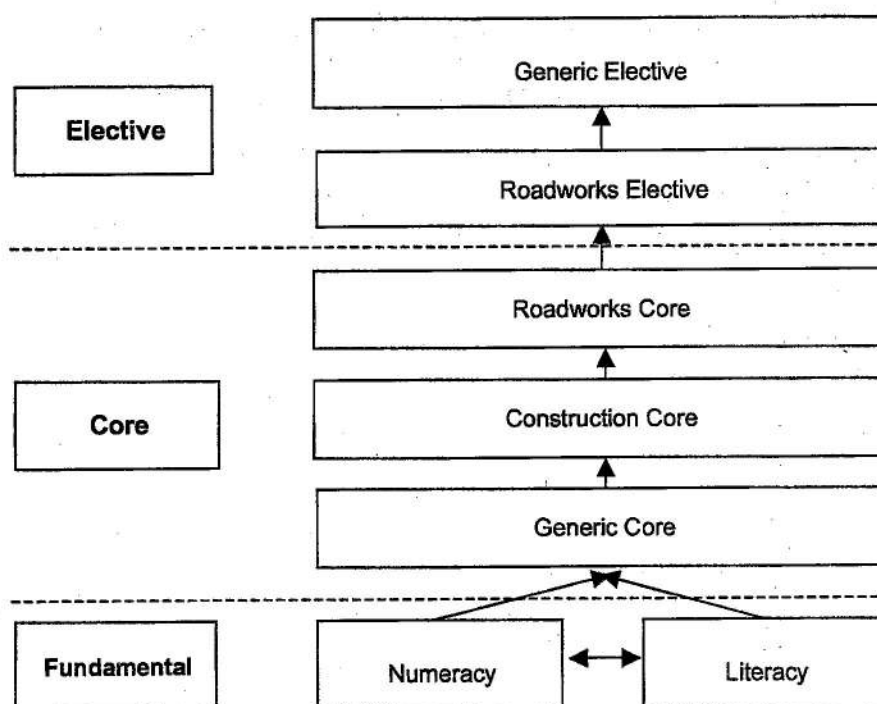
13.3 Summary of credit composition

	FUNDAMENTAL	CORE	ELECTIVE	TOTAL
LEVEL 1	20			
LEVEL 2	36	36		
LEVEL 3				
TOTAL	56	36	28	120

13.4 Motivation for allocation of credits

As this qualification leads a person towards being able to communicate in various ways on a construction site, including written communication, candidates are required to obtain forty credits in communication – twenty in mother tongue at the level of the qualification and twenty in English at level one. As Construction work is practical in nature the balance of credits have been assigned to the practical application of skill and knowledge within the construction industry, and particularly in roadworks. Candidates may select 28 Credits from the list of elective unit standards to total 120 Credits for the qualification.

13.5 Graphical representation of the Qualification



14. 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.

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.

15. Range statements

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

16. 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 Annexures.

- 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.

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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.

18. 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 road construction – level 2, consisting of a total of 50 credits, made up as follows:

- 6 level 2 unit standards, totalling 21 credits (9 Credits compulsory)
- 8 level 3 unit standards, totalling 56 credits (16 Credits compulsory)
- 1 level 4 unit standard with 8 credits (Compulsory)

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.

19. Registration of Assessors

To become registered as an assessor, the applicant needs:

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

20. Accreditation and moderation

- 20.1 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.
- 20.2 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.
- 20.3 Assessors registered with the relevant ETQA must carry out the assessment of candidates for any of the unit standards that make up this qualification.
- 20.4 Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant ETQA.
- 20.5 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.

Annexure A

Unit Number	Unit standard	Level	Cr.
Fundamental Unit Standards (The candidate must achieve all 56 of the following credits)			56
<i>Exit Level Outcome: Communicate in a variety of ways</i>			40
8962	Maintain and adopt oral communication (mother tongue)	2	5
8963	Write for a defined context (mother tongue)	2	5
8964	Access and use information from text (mother tongue)	2	5
8967	Use language and communication in occupational learning programs	2	5
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
<i>Exit level outcome: Use mathematics in real life situations</i>			16
8982	Demonstrate understanding of rational and irrational numbers and number systems, within the context of relevant calculations.	2	3
8983	Use mathematics to investigate and monitor the financial aspects of personal and community life	2	2
9007	Work with a range of patterns and functions and solve problems	2	5
9008	Measure, estimate and calculate physical quantities and explore, describe and represent geometrical relationships in 2-dimensions in different life or workplace contexts.	2	3
9009	Apply basic knowledge of statistics in order to investigate life and work related problems	2	3
Core Unit Standards			
The candidate must achieve all 36 of the following credits			36
	Interpret the Composition, Construction Sequence and Processes of the Construction Industry	2	3
	Read and interpret construction drawing and specifications	2	3
	Establish and prepare a work area	2	4
	Render basic First Aid on a Construction Site	2	3
	Maintain records on a construction site	2	2
	Identify, describe and use materials in Civil Engineering Construction	2	4
	Use and Maintain Small Plant and Equipment on a Construction Site	2	8
	Handle, transport, store and utilize hazardous materials on a Civil Construction Site.	2	5
	Work in confined spaces on a Construction sites.	2	2
	Implement roadside safety procedures	2	2

The candidate should select a minimum of 28 credits from the list below:

Elective Unit Standards			
	Apply Health and Safety to a work area	2	3
E Cont.	Apply process control testing procedures	2	10
	Apply productivity principles on a construction site	2	6
	Apply quality principles on a construction site	2	12
	Batch and mix concrete by volume	1	5
	Calculate construction quantities to develop a work plan	2	8

Elective Unit Standards			
	Carry out routine tests on raw materials for concrete production	2	6
	Conduct a bituminous seal operation	2	5
	Conduct routine site tests to fresh and hardened concrete	2	6
	Conduct the application of premix wearing courses	2	5
	Construct precast kerbs and concrete channels on a roadworks construction site	3	5
	Control of staff:	2	4
	Control vegetation by use of Herbicides	2	2
	Develop and use keyboard skills to enter data	1	3
	Erect Anti-Dazzle Screen	2	1
	Erect Directional Signs. Overhead < 10 m2	3	6
	Erect Directional Signs. Range: Ground < 10 m2	3	4
	Erect Fencing.	3	2
	Erect Palisade fencing	3	4
	Implement environment requirements	2	3
	Install and maintain road furniture.	2	2
	Install road markers.	3	2
	Install road studs.	2	2
	Maintain bituminous road surface	2	8
	Mix and apply slurry (By mixer)	2	4
	Operate a moving tractor: Boom, Rotary slasher	2	2
	Operate a personal computer system	2	6
	Operate mechanical core drill:	2	1
	Operate mechanical painting machine for remarking	3	16
	Organise and Control surface repairs for roads	2	5
	Organise the erection and maintenance of guardrails	3	5
	Organise the erection of signposts.	3	2
	Protect banks:	2	2
	Repaint road symbols by spray gun	2	1
	Repair / Replace Minor Structures:	3	10
	Repair concrete and segmented concrete (block) road surface.	2	4
	Replace batter poles/boards, profiles and layer work pegs from given survey data.	2	2
	Requisition Construction Materials	2	2
	Set out control points for centre line and Edge line marking for road marking.	2	5
	Transport personnel, material and equipment using light delivery vehicle	1	4
	Use a concrete dumper to haul and dump material	3	14
	Use a Sideboom to Lift, Lower and carry Pipes	3	14
	Use a small self propelled compactor to Compact Material	3	14
	Use a Tractor to tow various construction implements and attachments	3	10

Annexure D

Unit standard title: Read and interpret construction drawings and specifications

Level 2 3 Credits

- Specific Outcome 1:** Explain the role of drawings and specifications
Specific Outcome 2: Identify drawings and symbols used on a construction
Specific Outcome 3: Safeguard, store and issue construction drawings
Specific Outcome 4: Apply information from drawings in construction activities

Unit standard title: Use and Maintain small plant and equipment on a Construction Site

Level 2 8 Credits

- Specific Outcome 1:** Identify and select small plant and equipment.
Specific Outcome 2: Prepare small plant and equipment for use.
Specific Outcome 3: Utilize small plant and equipment.
Specific Outcome 4: Maintain small plant and equipment

Unit standard title: Install road studs

Level 3 2 Credits

- Specific outcome 1:** Identify and procure the types of hand tools required.
Specific outcome 2: Identify and procure protective clothing, road signs and traffic control devices, first aid kit.
Specific outcome 3: Calculate material quantities , procure material and store.
Specific outcome 4: Execute the work in a cost effective and safe manner.

Unit standard title: Install road furniture

Level 3 10 Credits

- Specific outcome 1:** Identify and procure the types of hand tools and minor plant required.
Specific outcome 2: Identify and procure protective clothing, road signs and traffic control devices, first aid kit.
Specific outcome 3: Calculate material quantities , procure material and store.
Specific outcome 4: Set out road furniture.
Specific outcome 5: Execute the work in a cost effective and safe manner

Unit standard title: Operate a mechanical core drill

Level 3 2 Credits

- Specific outcome 1:** Inspect area where drilling is to take place and identify hazards.
Specific outcome 2: Identify and procure protective clothing, road signs and traffic control devices, first aid kit.
Specific outcome 3: Execute pre-use check of mechanical core drill
Specific outcome 4: Execute the work in a cost effective and safe manner
-

Unit standard title: Render Basic first Aid**Level 2 3 Credits**

- Specific Outcome 1:** Intervene in a first aid scenario
Specific Outcome 2: Treat bleeding wounds
Specific Outcome 3: Treat an injured person for shock
Specific Outcome 4: Immobilise a fracture
Specific Outcome 5: Intervene in minor medical emergencies

Unit standard title: Paint road symbols by spray gun**Level 2 1 Credits**

- Specific outcome 1:** Prepare spray gun and area to be painted.
Specific outcome 2: Identify and procure protective clothing, road signs and traffic control devices, first aid kit
Specific outcome 3: Calculate material quantities , procure material and store
Specific outcome 4: Plan work
Specific outcome 5: Paint road symbols by spray gun.

Unit standard title: Install road markers**Level 3 2 Credits**

- Specific outcome 1:** Identify and procure the types of hand tools required.
Specific outcome 2: Identify and procure protective clothing, road signs and traffic control devices, first aid kit.
Specific outcome 3: Calculate material quantities , procure material and store.
Specific outcome 4: Execute the work in a cost effective and safe manner.

Unit standard title: Erect directional signs**Level 3 6 Credits**

- Specific outcome 1:** Identify and procure the types of hand tools and plant required.
Specific outcome 2: Identify and procure protective clothing, road signs and traffic control devices, first aid kit.
Specific outcome 3: Calculate material quantities , procure material and store.
Specific outcome 4: Set out directional sign..
Specific outcome 5: Execute the work in a cost effective and safe manner.

Unit standard title: Erect directional signs**Level 3 4 Credits**

- Specific outcome 1:** Identify and procure the types of hand tools and minor plant required.
Specific outcome 2: Identify and procure protective clothing, road signs and traffic control devices, first aid kit.
Specific outcome 3: Calculate material quantities , procure material and store.
Specific outcome 4: Set out directional sign..
Specific outcome 5: Execute the work in a cost effective and safe manner.
-

Unit standard title: Erect fencing**Level 3 2 Credits****Specific outcome 1:** Inspect area to be fenced, set out fencing and remove obstructions.**Specific outcome 2:** Identify and procure protective clothing, road signs and traffic control devices, first aid kit.**Specific outcome 3:** Calculate material quantities, procure material and store**Specific outcome 4:** Execute the work in a cost effective and safe manner.

Unit standard title: Erect palisade fencing**Level 3 2 Credits****Specific outcome 1:** Inspect area to be fenced, set out fencing and remove obstructions.**Specific outcome 2:** Identify and procure protective clothing, road signs and traffic control devices, first aid kit.**Specific outcome 3:** Calculate material quantities, procure material and store**Specific outcome 4:** Execute the work in a cost effective and safe manner

Unit standard title: Set out control point for centre line and edge line marking for road marking**Level 3 2 Credits****Specific outcome 1:** Identify and procure the types of hand tools and instruments required for the setting out.**Specific outcome 2:** Identify and procure protective clothing, road signs and traffic control devices, first aid kit.**Specific outcome 3:** Calculate material quantities, procure material and store.**Specific outcome 4:** Set out control points.**Specific outcome 5:** Execute the work in a cost effective and safe manner.

Unit standard title: Construct pre-cast kerbs and concrete channels on a roadworks construction site**Level 3 5 Credits****Specific outcome 1:** Demonstrate knowledge of technology to construct pre-cast kerbs and channels.**Specific outcome 2:** Prepare bedding to receive kerbs**Specific outcome 3:** Lay precast concrete kerbs**Specific outcome 4:** Lay in-situ concrete channels

Unit standard title: Erect anti-dazzel screen**Level 2 1 Credits****Specific outcome 1:** Inspect area to be screened, set out screen and remove obstructions.**Specific outcome 2:** Identify and procure protective clothing, road signs and traffic control devices, first aid kit.**Specific outcome 3:** Calculate material quantities, procure material and store**Specific outcome 4:** Execute the work in a cost effective and safe manner

Unit standard title: Control vegetation by use of herbicides**Level 2 2 Credits****Specific outcome 1:** Inspect area to be treated with herbicide and identify obstructions / hazards.**Specific outcome 2:** Identify and procure protective clothing, road signs and traffic control devices, first aid kit for the application.**Specific outcome 3:** Calculate material quantities, procure material and store.**Specific outcome 4:** Execute the work in a cost effective and safe manner.

Unit standard title: Protect banks**Level 2 2 Credits****Specific outcome 1:** Identify and procure the types of hand tools and material required.**Specific outcome 2:** Identify and procure protective clothing, road signs and traffic control devices, first aid kit.**Specific outcome 3:** Calculate material quantities, procure material and store.**Specific outcome 4:** Execute the work in a cost effective and safe manner.

Unit standard title: Mix and apply slurry (mixer)**Level 2 4 Credit****Specific outcome 1:** Prepare to mix and apply slurry**Specific outcome 2:** Mix slurry**Specific outcome 3:** Apply slurry**Specific outcome 4:** Clear the worksite on completion of work

Unit standard title: Conduct a bituminous seal operation**Level 2 5 Credit****Specific outcome 1:** Demonstrate knowledge of bituminous seal operation**Specific outcome 2:** Prepare a road surface to receive a bituminous seal**Specific outcome 3:** Apply a bituminous seal**Specific outcome 4:** Complete a bituminous seal operation

Unit standard title: Handle, transport, store and utilize hazardous materials on a construction site: range**Level 2 5 Credit****Specific outcome 1:** Identify and describe hazardous materials used in the Construction/Industry**Specific outcome 2:** Identify suitable transport for hazardous materials and related I legislation**Specific outcome 3:** Identify storage facilities of hazardous materials**Specific outcome 4:** Describe the proper application procedures for the various hazardous materials used in the Construction Industry**Specific outcome 5:** Identify training requirements for unskilled workers working with hazardous materials on a construction site.**Specific outcome 6:** Plan and Implement emergency procedures.

Unit standard title: Work in confined spaces on construction sites**Level 2 2 Credit****Specific outcome 1:** Identify the hazards of working in confined spaces.**Specific outcome 2:** Identify appropriate protective clothing / equipment**Specific outcome 3:** Explain the relevant Occupational Health and Safety regulations pertaining to working in confined areas.**Specific outcome 4:** Identify training requirements for unskilled workers working in confined spaces and train the workers.**Specific outcome 5:** Plan and Implement emergency procedures.

Unit standard title: Implement road side safety**Level 2 2 Credit****Specific outcome 1:** Identify and procure the required Road Traffic signs.**Specific outcome 2:** Identify staff to implement Road Side Safety**Specific outcome 3:** Prepare site for traffic control**Specific outcome 4:** Control traffic

No. 1475

22 November 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

Quantity Surveying

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 15 January 2003***. All correspondence should be marked **Standards Setting – SGB Quantity Surveying** 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

e-mail: mmphuthing@saqa.co.za



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

National Diploma in Quantity Surveying Level 6

LEVEL:	NQF level 6
CREDITS:	240
FIELD:	NSB 12: Physical Planning and Construction
SUB-FIELD:	Physical Planning, Design and Management
ISSUE DATE:	
REVIEW DATE:	

RATIONALE AND PURPOSE OF THE QUALIFICATION:

Quantity surveying is acknowledged as an independent profession within the context of the built environment world-wide, and members of this profession enjoy due recognition and financial reward in terms of their specialised skills and competence

This technical qualification is intended to assist all relevant stakeholders and roleplayers, such as potential employers operating in the built environment or other fields related to physical planning and construction, curriculum developers and providers of learning programmes, all education and training bodies and relevant moderators as well as learners and their parents, to understand the notion of and criteria determining the level and the outcomes associated with this technical diploma in quantity surveying

This qualification is bound by discipline-specific knowledge and has been developed by consensus on the complexity of learning and competencies to be acquired by learners undertaking the programme of study, who will be empowered to build learning programmes with a view to articulation towards further qualifications associated with the built environment

The principal purposes of this qualification are to

- (i) provide learners with technical knowledge, skills and competencies appropriate to the vocation of quantity surveying in the construction and property industries
- (ii) equip learners with a foundation for further intellectual development and opportunities for gainful employment and rewarding contributions to society
- (iii) enhance the body of knowledge pertaining to quantity surveying in South Africa through the pursuance of research-based enquiry and dissemination of information
- (iv) provide the built environment professions with diplomates who possess contextually specific as well as problem-solving and research skills
- (v) produce learners who are prepared for and understand the principles of
 - life-long learning
 - critical citizenship
 - lateral, critical and creative thinking
 - a wide range of issues which are crucial to the welfare of society

This qualification is for persons who meet the

- (i) formal requirements for admission as candidates for the diploma (set by institutional discretion)
- (ii) additional institution-specific requirements related to minimum access standards for particular disciplines

- (iii) appropriate RPL requirements which provide access to candidates who do not comply with formal prerequisites for admission

In addition, this qualification is for persons who desire to undertake post-graduate study leading to enhancement of their qualification /s

ACCESS TO THE QUALIFICATION:

The formal requirements related to technikon admission or RPL processes, with knowledge of mathematics as a prerequisite. Furthermore, prior learning in economics, accounting, statistics and technical drawing provides a most desirable foundation for learners entering all quantity surveying study programmes

LEARNING ASSUMED TO BE IN PLACE:

Learners who register (at level 5) for entry to this qualification should

- (i) have the information-gathering, analytical and presentational skills required at exit level 5 on the NQF equivalent to any qualification recognised for the purposes of access to this learning programme
- (ii) be able to
 - comprehend what they have learned
 - communicate it reliably, accurately and comprehensively in the required medium of instruction
 - take responsibility for their own learning and its progression within a well-structured and managed learning environment
 - evaluate their own performance

EXIT LEVEL OUTCOMES AND ASSOCIATED ASSESSMENT CRITERIA:

Typically, a programme leading to the award of a Diploma in QS aims to develop diplomates who will possess demonstrable, specialised skills and competencies to

- analyse and solve problems related to the built environment
- deal with commercial, entrepreneurial and management issues
- communicate effectively on all matters to which their skills and competencies have been applied
- use and apply information technology
- interpret and apply legal principles within the context of the built environment
- execute tasks requiring numerical and quantification expertise
- conduct research within the context of the built environment, including consideration of interdisciplinary aspects
- apply knowledge of technology within the context of the built environment

Specific exit level outcomes (taking into account that core knowledge related to quantity surveying is appropriately represented in the learning programme)

B QS qualifying learners are competent to

- (i) **Demonstrate familiarity with and display knowledge and understanding of the content, theory and scholarly positions related to quantity surveying practice and procedure at both elementary and intermediate levels**
- (ii) **Demonstrate systematic, well-rounded knowledge and an ability to question critically basic assumptions related to core theory, practice and basic methodology used in quantity surveying and other disciplines operating in the built environment**
- (iii) **Display competence in basic / elementary modes of inquiry employed in quantity surveying practice and the operation of other disciplines domiciled**

In the built environment, in response to specified problems (both concrete and abstract)

- (iv) **Analyse and locate the principles and performance of their own work within current practice related to the built environment professions and the construction industry**
- (v) **Interpret a wide range of domain-related issues by applying various systems of enquiry appropriate to the discipline of quantity surveying and its allied professions**
- (vi) **Construct debate and argument around newly-encountered information and situations, to demonstrate competence in interpretation and explanation of such information, etc**
- (vii) **Prepare written reports / conduct research projects in response to well-defined briefs and within specific parameters**

Critical evidence for assessment purposes:

Analysis and problem-solving:

Create and innovate systems of identification, assessment, formulation and solving of convergent and divergent problems encountered in the day-to-day work of the quantity surveying profession; assess the impact, risks and benefits of design proposals; exercise judgment commensurate with knowledge and experience; perform management tasks including analysis, and evaluation of alternative solutions to problems or queries; identify and solve open-ended quantity surveying problems; apply techniques and principles of quantity surveying analysis, financial management and risk management

Commerce, entrepreneurship and management:

Understand management skills; recognise the need for and applying cost effective use of appropriate resources, processes of quality control and –assurance within relevant codes of certification / measures; interpret and apply health and safety regulations; adopt processes to ensure that client needs are met and customers are delighted; understand environmental, social and community issues; use accounting principles, budgets and cashflows;

Communication:

Impart knowledge, ideas or concepts by effective writing and formatting of essays, letters and reports: demonstrate excellence in spelling / grammar / use of vocabulary / citing and referencing sources; speaking: display excellence in language-use to inform / explain or make presentations at meetings/ interviews / in negotiations / over the telephone / using other technologies; listen attentively to information which may be conveyed via a variety of media: develop discernment through effective listening; use and interpret basic techniques of graphical communication; plans / diagrammes / maps drawn to various scales and / or other visual aids

Information technology:

Use information systems with competence, including the use of relevant software systems, management packages, general construction / design packages and communication systems

Interdisciplinary and interpersonal teamwork:

Participate in teamwork; recognise the roles, motives and viewpoints of team members; develop leadership qualities; organise, chair and participate in meetings and discussions; negotiate with a view to achieving solutions to a variety of issues related to project proposals, environmental management, contract administration and other relevant issues; manage conflict with a view to dispute resolution; use appropriate, effective techniques to elicit or obtain information; listen and comprehend the import of audio-visual communication

Law:

Application of legal concepts and frameworks; applying relevant Public and Private law

Numeracy:

Calculate, express and present numerical data and values (calculating, arranging, structuring and formatting numerical data);

provide valid translation and interpretation of data, statistics, tables and graphs;

execute basic statistical descriptive procedures; execute iterative statistical comparative procedures

Quantification:

Use relevant mapping / measurement systems and methods; apply relevant

- referencing systems

- scales

- linear accuracy

- currency

- methods of measurement

- measurement instruments;

conduct spatial or data collection surveys using appropriate methods, systems and instruments; execute appropriate analysis, synthesis and application of data

Research:

Implement sound research techniques; identify research problems; formulate

- hypotheses

- objectives

- methodologies;

conduct research; draw conclusions;

make recommendations;

demonstrate effective recording of information from documentary or other sources; use

appropriate filing systems; distinguish between dependent and independent variables /

systematic and random errors

Technology:

Relative to the construction assembly process: recognize and identify correct application of

- design / buildability

- elements

- components

- materials

- techniques

- equipment;

interpret documentation and

understand the performance potential of materials and components

Assessment criteria:

- Clear identification of problems;
- Planning approaches to address problems;
- Clear identification of possible solutions and alternative solutions;
- Choice of optimal solution;
- Division of tasks into constituent parts to aid comprehension;
- Prioritisation of main points in a given task or question;
- Identification of logical structures / flaws in statements;
- Establishment of reasons for / evidence of the bases of claims or statements
- Co-operation in working across quantity surveying, architectural / engineering design disciplinary boundaries through cross-disciplinary literacy and shared fundamental knowledge;
- Identification, evaluation and reporting on design problems to satisfy user-needs, value engineering, applicable standards, codes of practice and legislation;
- planning and managing project and construction processes while focussing on important issues of price, cost, time, value and quality and demonstrating the ability to recognise and deal with constraints;
- performing management tasks including analysis, quantitative modelling, optimisation of resources and evaluation of alternative solutions to problems;
- exercising judgement, testing implementability and sensitivity analyses;
- communicating project development logic and information; working effectively as an individual or as a team member; demonstrating initiative
- Communication of concepts, ideas and theories with the aid of descriptions, quantification, prices and financial reports;
- Communication - effectively, both orally and in writing - with individuals and audiences allied to the construction industry and the community at large, using appropriate media;
- Application of methods of providing information for use by others involved in property development schemes, including civil, structural, mechanical and electrical engineering projects;
- Competence to work effectively as an individual or as a team member while performing various roles (as a quantity surveyor) which are critical to the success of any project
- Use of specialised computer systems and packages, networks and information management infrastructure for accessing, processing, communicating, managing and storing information to enhance personal productivity and teamwork
- Demonstration of competence in working effectively as a member of a team or in multi-disciplinary environments;
- Demonstration of leadership, management skills and initiative while performing professional functions which are critical to the success of any project;
- Demonstration of awareness of the interpersonal and personal needs in terms of investment, social, cultural values and other requirements of all those associated with the creation of the built environment
- Application of knowledge of the law in day-to-day practice, employment, contract administration and management situations
- Application of knowledge of arithmetic and applied mathematics;
- Demonstrate competence in dealing with uncertainty and risk through the use of probability and statistics;
- Produce, deliver and apply accurate price models, financial reports, and contract administration;
- Demonstrate competence in the use of electronic calculators

- Application of fundamental and specialised knowledge of building, civil, electrical and mechanical construction;
- Measurement of lengths, areas, volumes related to all forms of construction
- Application of price-estimating techniques from first principles to solve quantity surveying problems;
- Application of reason and argument to conceptualising construction and cost, price, worth and value associated with design and construction;
- Evaluating alternatives in the interests of added value in project development
- Application of sound research methodology;
- Plan and conduct accurate surveys, investigations and analyses using appropriate methods and equipment;
- Derive, analyse and accurately interpret information from data;
- Compile appropriate research reports;
- Develop an awareness of the need for engagement in life-long learning and research
- Application and use of construction and environmental principles, domain knowledge and knowledge of the physical world as a foundation for decision-making and problem-solving in the built environment based on analysis and modelling of development problems, construction components, systems and processes;
- Demonstrate ability to work across quantity surveying / architectural / engineering disciplinary boundaries and utilise cross-disciplinary literature and shared fundamental knowledge to enhance project value

INTERNATIONAL COMPARABILITY:

The study programme leading to the award of a Diploma in Quantity Surveying is expected to meet standards of quality comparable with international benchmarks established for vocational (technical) diplomas in the built environment professions, as required and assured by processes of accreditation conducted by the South African Council for the Quantity Surveying Profession, in consultation with the South African Qualifications Authority and the Council on Higher Education

INTEGRATED ASSESSMENT:

Learning and assessment are integrated throughout the programme. Continuous formative assessment is applied to ensure that learners receive feedback on their progress towards the achievement of specific learning outcomes. Summative assessment concerned with the evaluation of the learning achievements relative to the exit-level outcomes of the qualification includes "overall integrated assessment" which evaluates the learner's ability to combine the various components and modules of the broader scope of knowledge, skills, competencies and attitudes represented by the exit-level outcomes, as a whole or as individual component-processes of the overall learning experience leading to the qualification

Assignments, designed to meet the requirements of integrated assessment, accomplish / deliver

- (i) integration of exit-level outcomes in a way that demonstrates that the purpose of the qualification as a whole has been achieved, either totally or within the components of the study programme;
- (ii) demonstration of learner competence through evaluation
- (iii) criterion-referenced assessment
 - which has been clearly explained to and is understood by the learners
 - can be applied in the Recognition of Prior Learning

In the assessment of whether the desired outcomes have been achieved (or not), recognition is given to criteria and evaluation methods that adequately and appropriately achieve such assessment

RECOGNITION OF PRIOR LEARNING (RPL):

Persons desiring entrance to the programme leading to the award of this qualification are

- advised, assisted and supported (portfolio compilation, orientation to required levels of competence, substantiation of their claims regarding prior skills / experience, planning of progression)
- evaluated and assessed in accordance with their claims regarding prior skills and experience gained (portfolio review, implementation of assessment / evaluation methods, recommendations arising from the assessment / evaluation processes)
- provided with quality management / assurance objectives to support the achievement of competence leading to the award of the qualification (assessment of competence in respect of required outcomes, auditing, approval, recommendation, reporting)

ARTICULATION POSSIBILITIES:

Completion of the learning programme leading to the award of the Diploma in Quantity Surveying and subject to institutional entrance requirements having been met, this qualification provides career-path articulation options leading to a variety of post-diploma qualifications in quantity surveying and other disciplines (degrees, diplomas and certificates) within the context of the built environment, in fields such as

- construction management
- project management
- property valuation
- urban and regional planning
- information technology

MODERATION OPTIONS INCLUDING RECOMMENDATION OF A MODERATION BODY OR BODIES AND THE CRITERIA FOR REGISTRATION OF ASSESSORS

Moderation options include

- peer review (academic - interdisciplinary)
- peer review (work-place practitioners - interdisciplinary)
- assessment of competence by external, statutory Councils and in particular the South African Council for the Quantity Surveying Profession, established in terms of the Quantity Surveying Profession Act No 49 of 2000 and which has entered into a Memorandum of Understanding with the South African Council on Higher Education (CHE)
- compliance with the framework and regulations established by the Higher Education Quality Committee of the CHE, which includes the appointment of accredited / registered external examiners / assessors who are external to the provider
- assessment of competence by professional institutions

NOTES

SUPPLEMENTARY INFORMATION: Not applicable

SPECIFIED REQUIREMENTS

Specified requirements include legal and legislative specific requirements and are contained in one or more of the following documents:

LEGAL

Act 1: The Quantity Surveying Profession Act No 49 of 2000

Act 2: The Council for the Built Environment Act No 43 of 2000

Act 3: The National Environmental Management Act No 107 of 1998

Act 4: The Occupational Health and Safety Act No 85 of 1993

Act 5: The Compensation for Occupational Injuries and Diseases Act No 130 of 1993

Act 6: The South African Qualifications Authority Act No 58 of 1995

Act 7: The Skills Development Act No 97 of 1998

A **glossary of terms** about the terminology of...Not applicable

CONTEXT SPECIFIC issues:

User manuals supplied manufacturers: Not applicable

() system: Not applicable

Specifications, agreements and policies and procedures: The S A Bureau of Standards

Specifications (as appropriate)

Bachelor of Quantity Surveying Level 6

LEVEL:	NQF level 6
CREDITS:	360
FIELD:	NSB 12: Physical Planning and Construction
SUB-FIELD:	Physical Planning, Design and Management
ISSUE DATE:	
REVIEW DATE:	

RATIONALE AND PURPOSE OF THE QUALIFICATION:

Quantity surveying is acknowledged as an independent profession within the context of the built environment world-wide, and members of this profession enjoy due recognition and financial reward in terms of their specialised skills and competence

This qualification is intended to assist all relevant stakeholders and roleplayers, such as potential employers operating in the built environment or other fields related to physical planning and construction, curriculum developers and providers of learning programmes, all education and training bodies and relevant moderators as well as learners and their parents, to understand the notion of and criteria determining the level and the outcomes associated with this first (non-professional) degree in quantity surveying

This qualification is bound by discipline-specific knowledge and has been developed by consensus on the complexity of learning and competencies to be acquired by learners undertaking the programme of study, who will be empowered to build learning programmes with a view to articulation towards further qualifications associated with the built environment

The principal purposes of this qualification are to:

- (i) provide learners with vocational knowledge, skills and competencies appropriate to the vocation of quantity surveying in the construction and property industries
- (ii) equip learners with a foundation for further intellectual development and opportunities for gainful employment and rewarding contributions to society
- (iii) enhance the body of knowledge pertaining to quantity surveying in South Africa through the pursuance of research-based enquiry and dissemination of information via dynamic post-graduate courses
- (iv) provide the built environment professions with graduates who possess contextually specific as well as problem-solving and research skills
- (v) produce learners who are prepared for and understand the principles of
 - life-long learning
 - critical citizenship
 - lateral, critical and creative thinking
 - a wide range of issues which are crucial to the welfare of society

This qualification is for persons who meet the

- (i) formal requirements for admission as candidates for the degree (set by institutional discretion)
- (ii) additional institution-specific requirements related to minimum access standards for particular disciplines

- (iii) appropriate RPL requirements which provide access to candidates who do not comply with formal prerequisites for admission

In addition, this qualification is for persons who desire to undertake post-graduate study leading to an enhancement of their qualification /s

ACCESS TO THE QUALIFICATION:

The formal requirements related to university admission or RPL processes, with knowledge of mathematics as a prerequisite. Furthermore, prior learning in economics, accounting, statistics and technical drawing provides a most desirable foundation for learners entering quantity surveying study programmes

LEARNING ASSUMED TO BE IN PLACE:

Learners who register (at level 5) for entry into this qualification should

- (i) have the information-gathering, analytical and presentational skills required at exit level 5 on the NQF equivalent to any qualification recognised for the purposes of access to this learning programme
 - (ii) be able to
 - comprehend what they have learned
 - communicate it reliably, accurately and comprehensively in the required medium of instruction
 - take responsibility for their own learning and its progression within a well-structured and managed learning environment
- evaluate their own performance

EXIT LEVEL OUTCOMES AND ASSOCIATED ASSESSMENT CRITERIA:

Typically, a programme leading to the award of a B QS degree aims to develop graduates who will possess demonstrable, specialised skills and competencies to

- analyse and solve problems related to the built environment
- deal with commercial, entrepreneurial and management issues
- communicate effectively on all matters to which their skills and competencies have been applied
- use and apply information technology
- interpret and apply legal principles within the context of the built environment
- execute tasks requiring numerical and quantification expertise
- conduct research within the context of the built environment, including consideration of interdisciplinary aspects
- apply knowledge of technology within the context of the built environment

Specific exit level outcomes (taking into account that core knowledge related to quantity surveying is appropriately represented in the learning programme)

B QS qualifying learners are competent to

- (i) **Demonstrate familiarity with and display knowledge and understanding of the content, theory and scholarly positions related to quantity surveying practice and procedure at both elementary and intermediate levels**
- (ii) **Demonstrate systematic, well-rounded knowledge and an ability to question critically basic assumptions related to core theory, practice and basic methodology used in quantity surveying and other disciplines operating in the built environment**
- (iii) **Display competence in basic / elementary modes of inquiry employed in quantity surveying practice and the operation of other disciplines domiciled**

- in the built environment, in response to specified problems (both concrete and abstract)
- (iv) Analyse and locate the principles and performance of their own work within current practice related to the built environment professions and the construction industry
 - (v) Interpret a wide range of domain-related issues by applying various systems of enquiry appropriate to the discipline of quantity surveying and its allied professions
 - (vi) Construct debate and argument around newly-encountered information and situations, to demonstrate competence in interpretation and explanation of such information, etc
 - (vii) Prepare written reports / conduct research projects in response to well-defined briefs and within specific parameters

Critical evidence for assessment purposes:

Analysis and problem-solving:

Create and innovate systems of identification, assessment, formulation and solving of convergent and divergent problems encountered in the day-to-day work of the quantity surveying profession; assess the impact, risks and benefits of design proposals; exercise judgment commensurate with knowledge and experience; perform management tasks including analysis, and evaluation of alternative solutions to problems or queries; identify and solve open-ended quantity surveying problems; apply techniques and principles of quantity surveying analysis, financial management and risk management

Commerce, entrepreneurship and management:

Understand management skills; recognise the need for and applying cost effective use of appropriate resources, processes of quality control and –assurance within relevant codes of certification / measures; interpret and apply health and safety regulations; adopt processes to ensure that client needs are met and customers are delighted; understand environmental, social and community issues; use accounting principles, budgets and cashflows;

Communication:

Impart knowledge, ideas or concepts by effective writing and formatting of essays, letters and reports; demonstrate excellence in spelling / grammar / use of vocabulary / citing and referencing sources; speaking: display excellence in language-use to inform / explain or make presentations at meetings/ interviews / in negotiations / over the telephone / using other technologies; listen attentively to information which may be conveyed via a variety of media: develop discernment through effective listening; use and interpret basic techniques of graphical communication; plans / diagrammes / maps drawn to various scales and / or other visual aids

Information technology:

Use information systems with competence, including the use of relevant software systems, management packages, general construction / design packages and communication systems

Interdisciplinary and interpersonal teamwork:

Participate in teamwork; recognise the roles, motives and viewpoints of team members; develop leadership qualities; organise, chair and participate in meetings and discussions; negotiate with a view to achieving solutions to a variety of issues related to project proposals, environmental management, contract administration and other relevant issues; manage conflict with a view to dispute resolution; use appropriate, effective techniques to elicit or obtain information; listen and comprehend the import of audio-visual communication

Law:

Application of legal concepts and frameworks; applying relevant Public and Private law

Numeracy:

Calculate, express and present numerical data and values (calculating, arranging, structuring and formatting numerical data);
provide valid translation and interpretation of data, statistics, tables and graphs;
execute basic statistical descriptive procedures; execute iterative statistical comparative procedures

Quantification:

Use relevant mapping / measurement systems and methods; apply relevant

- referencing systems
- scales
- linear accuracy
- currency
- methods of measurement
- measurement instruments;

conduct spatial or data collection surveys using appropriate methods, systems and instruments; execute appropriate analysis, synthesis and application of data

Research:

Implement sound research techniques; identify research problems; formulate

- hypotheses
- objectives
- methodologies;

conduct research; draw conclusions;

make recommendations;

demonstrate effective recording of information from documentary or other sources; use appropriate filing systems; distinguish between dependent and independent variables / systematic and random errors

Technology:

Relative to the construction assembly process: recognize and identify correct application of

- design / buildability
- elements
- components
- materials
- techniques
- equipment;

interpret documentation and

understand the performance potential of materials and components

Assessment criteria:

- Clear identification of problems;
- Planning approaches to address problems;
- Clear identification of possible solutions and alternative solutions;
- Choice of optimal solution;
- Division of tasks into constituent parts to aid comprehension;
- Prioritisation of main points in a given task or question;
- Identification of logical structures / flaws in statements;
- Establishment of reasons for / evidence of the bases of claims or statements
- Co-operation in working across quantity surveying, architectural / engineering design disciplinary boundaries through cross-disciplinary literacy and shared fundamental knowledge;
- Identification, evaluation and reporting on design problems to satisfy user-needs, value engineering, applicable standards, codes of practice and legislation;
- planning and managing project and construction processes while focussing on important issues of price, cost, time, value and quality and demonstrating the ability to recognise and deal with constraints;
- performing management tasks including analysis, quantitative modelling, optimisation of resources and evaluation of alternative solutions to problems;
- exercising judgement, testing implementability and sensitivity analyses;
- communicating project development logic and information; working effectively as an individual or as a team member; demonstrating initiative
- Communication of concepts, ideas and theories with the aid of descriptions, quantification, prices and financial reports;
- Communication - effectively, both orally and in writing - with individuals and audiences allied to the construction industry and the community at large, using appropriate media;
- Application of methods of providing information for use by others involved in property development schemes, including civil, structural, mechanical and electrical engineering projects;
- Competence to work effectively as an individual or as a team member while performing various roles (as a quantity surveyor) which are critical to the success of any project
- Use of specialised computer systems and packages, networks and information management infrastructure for accessing, processing, communicating, managing and storing information to enhance personal productivity and teamwork
- Demonstration of competence in working effectively as a member of a team or in multi-disciplinary environments;
- Demonstration of leadership, management skills and initiative while performing professional functions which are critical to the success of any project;
- Demonstration of awareness of the interpersonal and personal needs in terms of investment, social, cultural values and other requirements of all those associated with the creation of the built environment
- Application of knowledge of the law in day-to-day practice, employment, contract administration and management situations

- Application of knowledge of arithmetic and applied mathematics;
- Demonstrate competence in dealing with uncertainty and risk through the use of probability and statistics;
- Produce, deliver and apply accurate price models, financial reports, and contract administration;
- Demonstrate competence in the use of electronic calculators
- Application of fundamental and specialised knowledge of building, civil, electrical and mechanical construction,
- Measurement of lengths, areas, volumes related to all forms of construction
- Application of price-estimating techniques from first principles to solve quantity surveying problems;
- Application of reason and argument to conceptualising construction and cost, price, worth and value associated with design and construction;
- Evaluating alternatives in the interests of added value in project development
- Application of sound research methodology;
- Plan and conduct accurate surveys, investigations and analyses using appropriate methods and equipment;
- Derive, analyse and accurately interpret information from data;
- Compile appropriate research reports;
- Develop an awareness of the need for engagement in life-long learning and research
- Application and use of construction and environmental principles, domain knowledge and knowledge of the physical world as a foundation for decision-making and problem-solving in the built environment based on analysis and modelling of development problems, construction components, systems and processes;
- Demonstrate ability to work across quantity surveying / architectural / engineering disciplinary boundaries and utilise cross-disciplinary literature and shared fundamental knowledge to enhance project value

INTERNATIONAL COMPARABILITY:

The B QS programme is expected to meet standards of quality comparable with international benchmarks established for non-professional first degrees in the built environment professions, as required and assured by processes of accreditation conducted by the South African Council for the Quantity Surveying Profession, in consultation with the South African Qualifications Authority and the Council on Higher Education.

INTEGRATED ASSESSMENT:

Learning and assessment are integrated throughout the programme. Continuous formative assessment is applied to ensure that learners receive feedback on their progress towards the achievement of specific learning outcomes. Summative assessment concerned with the evaluation of the learning achievements relative to the exit-level outcomes of the qualification includes "overall integrated assessment" which evaluates the learner's ability to combine the various components and modules of the broader scope of knowledge, skills, competencies and attitudes represented by the exit-level outcomes, as a whole or as individual component-processes of the overall learning experience leading to the qualification

Assignments, designed to meet the requirements of integrated assessment, accomplish / deliver

- (i) integration of exit-level outcomes in a way that demonstrates that the purpose of the qualification as a whole has been achieved, either totally or within the components of the study programme;
- (ii) demonstration of learner competence through evaluation
- (iii) criterion-referenced assessment

- which has been clearly explained to and is understood by the learners
- can be applied in the Recognition of Prior Learning

In the assessment of whether the desired outcomes have been achieved (or not), recognition is given to criteria and evaluation methods that adequately and appropriately achieve such assessment

RECOGNITION OF PRIOR LEARNING (RPL):

Persons desiring entrance to the programme leading to the award of this qualification are

- advised, assisted and supported (portfolio compilation, orientation to required levels of competence, substantiation of their claims regarding prior skills / experience, planning of progression)
- evaluated and assessed in accordance with their claims regarding prior skills and experience gained (portfolio review, implementation of assessment / evaluation methods, recommendations arising from the assessment / evaluation processes)
- provided with quality management / assurance objectives to support the achievement of competence leading to the award of the qualification (assessment of competence in respect of required outcomes, auditing, approval, recommendation, reporting)

ARTICULATION POSSIBILITIES:

Completion of the learning programme leading to the award of the B QS and subject to institutional entrance requirements having been met, this qualification provides career-path articulation options leading to a variety of post-graduate degrees in quantity surveying and to other interdisciplinary qualifications (degrees, diplomas and certificates) within the context of the built environment, in fields such as

- construction management
- project management
- property valuation
- urban and regional planning
- information technology

MODERATION OPTIONS INCLUDING RECOMMENDATION OF A MODERATION BODY OR BODIES AND THE CRITERIA FOR REGISTRATION OF ASSESSORS

Moderation options include

- peer review (academic - interdisciplinary)
- peer review (work-place practitioners - interdisciplinary)
- assessment of competence by external, statutory Councils and in particular the South African Council for the Quantity Surveying Profession, established in terms of the Quantity Surveying Profession Act No 49 of 2000 and which has entered into a Memorandum of Understanding with the South African Council on Higher Education (CHE)
- compliance with the framework and regulations established by the Higher Education Quality Committee of the CHE, which includes the appointment of accredited / registered external examiners / assessors who are external to the provider
- assessment of competence by professional institutions

NOTES**SUPPLEMENTARY INFORMATION:** Not applicable**SPECIFIED REQUIREMENTS**

Specified requirements include legal and legislative specific requirements and are contained in one or more of the following documents:

LEGAL

Act 1: The Quantity Surveying Profession Act No 49 of 2000

Act 2: The Council for the Built Environment Act No 43 of 2000

Act 3: The National Environmental Management Act No 107 of 1998

Act 4: The Occupational Health and Safety Act No 85 of 1993

Act 5: The Compensation for Occupational Injuries and Diseases Act No 130 of 1993

Act 6: The South African Qualifications Authority Act No 58 of 1995

Act 7: The Skills Development Act No 97 of 1998

A **glossary of terms** about the terminology of...Not applicable

CONTEXT SPECIFIC issues:

User manuals supplied manufacturers: Not applicable

() system: Not applicable

Specifications, agreements and policies and procedures: The S A Bureau of Standards

Specifications (as appropriate)

Bachelor of Science (Honours) in Quantity Surveying Level 7

LEVEL: 7
CREDITS: 120
FIELD: NSB 12: Physical Planning and Construction
SUB-FIELD: Physical Planning, Design and Management
ISSUE DATE:
REVIEW DATE:

RATIONALE AND PURPOSE OF THE QUALIFICATION:

Quantity surveying is acknowledged as an independent profession within the context of the built environment world-wide, and members of this profession enjoy due recognition and financial reward in terms of their specialised skills and competence

This qualification is intended to assist all relevant stakeholders and roleplayers, such as potential employers operating in the built environment or other fields related to physical planning and construction, curriculum developers and providers of learning programmes, all education and training bodies and relevant moderators as well as learners and their parents, to understand the notion of and criteria determining the level and the outcomes associated with this (professional) Honours degree in quantity surveying

This qualification is bound by discipline-specific knowledge and has been developed by consensus on the complexity of learning and competencies to be acquired by learners undertaking the programme of study, who will be empowered to build learning programmes with a view to articulation towards further qualifications associated with the built environment

The principal purposes of this qualification are to

- (i) meet the prerequisites for statutory registration with the South African Council for the Quantity Surveying Profession as a Professional Quantity Surveyor (PrQS) or Candidate Quantity Surveyor (CandidateQS) in terms of Sections 18.(1)(a) and (b) of the Quantity Surveying Profession Act 2000 (No 49 of 2000)
- (ii) provide learners with vocational knowledge, skills and competencies appropriate to the vocation of quantity surveying in the construction and property industries
- (iii) equip learners with a foundation for further intellectual development and opportunities for gainful employment and rewarding contributions to society
- (iv) enhance the body of knowledge pertaining to quantity surveying in South Africa through the pursuance of research-based enquiry and dissemination of information via dynamic post-graduate courses
- (v) provide the built environment professions with graduates who possess contextually specific as well as problem-solving and research skills
- (vi) produce learners who are prepared for and understand the principles of
 - life-long learning
 - critical citizenship
 - lateral, critical and creative thinking

- a wide range of issues which are crucial to the welfare of society

This qualification is for persons who meet the

- (i) formal requirements for admission as candidates for the degree (set by institutional discretion)
- (ii) additional institution-specific requirements related to minimum access standards for particular disciplines
- (iii) appropriate RPL requirements which provide access to candidates who do not comply with formal prerequisites for admission

In addition, this qualification is for persons who desire to undertake post-graduate study leading to enhancement of their qualification /s

ACCESS TO THE QUALIFICATION:

The formal requirements related to university admission or RPL processes, for example, a Bachelor of Quantity Surveying qualification for which knowledge of mathematics is a prerequisite. Furthermore, prior learning in economics, accounting, statistics and technical drawing provides a most desirable foundation for learners entering all quantity surveying study programmes

LEARNING ASSUMED TO BE IN PLACE:

Learners who register (at level 6) for entry to this qualification should

- (i) have the information-gathering, analytical and presentational skills required at exit level 6 on the NQF equivalent to any three-year qualification recognised for the purposes of access to this learning programme
- (ii) be able to
 - comprehend what they have learned
 - communicate it reliably, accurately and comprehensively in the required medium of instruction
 - take responsibility for their own learning and its progression within a well-structured and managed learning environment
 - evaluate their own performance

EXIT LEVEL OUTCOMES AND ASSOCIATED ASSESSMENT CRITERIA:

Typically, a programme leading to the award of a B Sc QS (Hons) degree aims to develop graduates who will possess demonstrable, specialised skills and competencies to

- analyse and solve problems related to the built environment
- deal with commercial, entrepreneurial and management issues
- communicate effectively on all matters to which their skills and competencies have been applied
- use and apply information technology
- interpret and apply legal principles within the context of the built environment
- execute tasks requiring numerical and quantification expertise
- conduct research within the context of the built environment, including consideration of interdisciplinary aspects
- apply knowledge of technology within the context of the built environment

Specific exit level outcomes (taking into account that core knowledge related to quantity surveying is appropriately represented in the learning programme)

B QS qualifying learners are competent to

- (i) Demonstrate familiarity with and display knowledge and understanding of the content, theory and scholarly positions related to quantity surveying practice and procedure at both elementary and intermediate levels
- (ii) Demonstrate systematic, well-rounded knowledge and an ability to question critically basic assumptions related to core theory, practice and basic methodology used in quantity surveying and other disciplines operating in the built environment
- (iii) Display competence in basic / elementary modes of inquiry employed in the practise of quantity surveying and other disciplines operating in the built environment, in response to specified problems (both concrete and abstract)
- (iv) Analyse and locate the principles and performance of their own work within current practice related to the built environment professions and the construction industry
- (v) Interpret a wide range of domain-related issues by applying various systems of enquiry appropriate to the discipline of quantity surveying and its allied professions
- (vi) Construct debate and argument around newly- encountered information and situations, to demonstrate competence in interpretation and explanation of such information, etc
- (vii) Prepare written reports / conduct research projects in response to well-defined briefs and within specific parameters

Critical evidence for assessment purposes:

Analysis and problem-solving:

Create and innovate systems of identification, assessment, formulation and solving of convergent and divergent problems encountered in the day-to-day work of the quantity surveying profession; assess the impact, risks and benefits of design proposals; exercise judgment commensurate with knowledge and experience; perform management tasks including analysis, and evaluation of alternative solutions to problems or queries; identify and solve open-ended quantity surveying problems; apply techniques and principles of quantity surveying analysis, financial management and risk management

Commerce, entrepreneurship and management:

Understand management skills; recognise the need for and applying cost effective use of appropriate resources, processes of quality control and –assurance within relevant codes of certification / measures; interpret and apply health and safety regulations; adopt processes to ensure that client needs are met and customers are delighted; understand environmental, social and community issues; use accounting principles, budgets and cashflows;

Communication:

Impart knowledge, ideas or concepts by effective writing and formatting of essays, letters and reports; demonstrate excellence in spelling / grammar / use of vocabulary / citing and referencing sources; speaking: display excellence in language-use to inform / explain or make presentations at meetings/ interviews / in negotiations / over the telephone / using other technologies; listen attentively to information which may be conveyed via a variety of media: develop discernment through effective listening; use and interpret basic techniques of graphical communication; plans / diagrammes / maps drawn to various scales and / or other visual aids

Information technology:

Use information systems with competence, including the use of relevant software systems, management packages, general construction / design packages and communication systems

Interdisciplinary and interpersonal teamwork:

Participate in teamwork; recognise the roles, motives and viewpoints of team members; develop leadership qualities; organise, chair and participate in meetings and discussions; negotiate with a view to achieving solutions to a variety of issues related to project proposals, environmental management, contract administration and other relevant issues; manage conflict with a view to dispute resolution; use appropriate, effective techniques to elicit or obtain information; listen and comprehend the import of audio-visual communication

Law:

Application of legal concepts and frameworks; applying relevant Public and Private law

Numeracy:

Calculate, express and present numerical data and values (calculating, arranging, structuring and formatting numerical data); provide valid translation and interpretation of data, statistics, tables and graphs; execute basic statistical descriptive procedures; execute iterative statistical comparative procedures

Quantification:

Use relevant mapping / measurement systems and methods; apply relevant

- referencing systems
- scales
- linear accuracy
- currency
- methods of measurement
- measurement instruments;

conduct spatial or data collection surveys using appropriate methods, systems and instruments; execute appropriate analysis, synthesis and application of data

Research:

Implement sound research techniques; identify research problems; formulate

- hypotheses
- objectives
- methodologies;

conduct research; draw conclusions;

make recommendations;

demonstrate effective recording of information from documentary or other sources; use appropriate filing systems; distinguish between dependent and independent variables / systematic and random errors

Technology:

Relative to the construction assembly process: recognize and identify correct application of

- design / buildability
- elements
- components
- materials
- techniques
- equipment;

interpret documentation and

understand the performance potential of materials and components

Assessment criteria:

- Clear identification of problems;
- Planning approaches to address problems;
- Clear identification of possible solutions and alternative solutions;
- Choice of optimal solution;
- Division of tasks into constituent parts to aid comprehension;
- Prioritisation of main points in a given task or question;
- Identification of logical structures / flaws in statements;
- Establishment of reasons for / evidence of the bases of claims or statements
- Co-operation in working across quantity surveying, architectural / engineering design disciplinary boundaries through cross-disciplinary literacy and shared fundamental knowledge;
- Identification, evaluation and reporting on design problems to satisfy user-needs, value engineering, applicable standards, codes of practice and legislation;
- planning and managing project and construction processes while focussing on important issues of price, cost, time, value and quality and demonstrating the ability to recognise and deal with constraints;
- performing management tasks including analysis, quantitative modelling, optimisation of resources and evaluation of alternative solutions to problems;
- exercising judgement, testing implementability and sensitivity analyses;
- communicating project development logic and information; working effectively as an individual or as a team member; demonstrating initiative
- Communication of concepts, ideas and theories with the aid of descriptions, quantification, prices and financial reports;
- Communication - effectively, both orally and in writing - with individuals and audiences allied to the construction industry and the community at large, using appropriate media;
- Application of methods of providing information for use by others involved in property development schemes, including civil, structural, mechanical and electrical engineering projects;
- Competence to work effectively as an individual or as a team member while performing various roles (as a quantity surveyor) which are critical to the success of any project
- Use of specialised computer systems and packages, networks and information management infrastructure for accessing, processing, communicating, managing and storing information to enhance personal productivity and teamwork
- Demonstration of competence in working effectively as a member of a team or in multi-disciplinary environments;
- Demonstration of leadership, management skills and initiative while performing professional functions which are critical to the success of any project;
- Demonstration of awareness of the interpersonal and personal needs in terms of investment, social, cultural values and other requirements of all those associated with the creation of the built environment

- Application of knowledge of the law in day-to-day practice, employment, contract administration and management situations
- Application of knowledge of arithmetic and applied mathematics;
- Demonstrate competence in dealing with uncertainty and risk through the use of probability and statistics;
- Produce, deliver and apply accurate price models, financial reports, and contract administration;
- Demonstrate competence in the use of electronic calculators
- Application of fundamental and specialised knowledge of building, civil, electrical and mechanical construction,
- Measurement of lengths, areas, volumes related to all forms of construction
- Application of price-estimating techniques from first principles to solve quantity surveying problems;
- Application of reason and argument to conceptualising construction and cost, price, worth and value associated with design and construction;
- Evaluating alternatives in the interests of added value in project development
- Application of sound research methodology;
- Plan and conduct accurate surveys, investigations and analyses using appropriate methods and equipment;
- Derive, analyse and accurately interpret information from data;
- Compile appropriate research reports;
- Develop an awareness of the need for engagement in life-long learning and research
- Application and use of construction and environmental principles, domain knowledge and knowledge of the physical world as a foundation for decision-making and problem-solving in the built environment based on analysis and modelling of development problems, construction components, systems and processes;
- Demonstrate ability to work across quantity surveying / architectural / engineering disciplinary boundaries and utilise cross-disciplinary literature and shared fundamental knowledge to enhance project value

INTERNATIONAL COMPARABILITY:

The B Sc QS (Hons) programme is expected to meet standards of quality comparable with international benchmarks established for professional first degrees in the built environment professions, as required and assured by processes of accreditation conducted by the Royal Institution of Chartered Surveyors (represented in all Commonwealth member states) and the South African Council for the Quantity Surveying Profession, in consultation with the South African Qualifications Authority and the Council on Higher Education

INTEGRATED ASSESSMENT:

Learning and assessment are integrated throughout the programme. Continuous formative assessment is applied to ensure that learners receive feedback on their progress towards the achievement of specific learning outcomes. Summative assessment concerned with the evaluation of the learning achievements relative to the exit-level outcomes of the qualification includes "overall integrated assessment" which evaluates the learner's ability to combine the various components and modules of the broader scope of knowledge, skills, competencies and attitudes represented by the exit-level outcomes, as a whole or as individual component-processes of the overall learning experience leading to the qualification

Assignments, designed to meet the requirements of integrated assessment, accomplish / deliver

- (i) integration of exit-level outcomes in a way that demonstrates that the purpose of the qualification as a whole has been achieved, either totally or within the components of the study programme;

- (ii) demonstration of learner competence through evaluation
- (iii) criterion-referenced assessment
 - which has been clearly explained to and is understood by the learners
 - can be applied in the Recognition of Prior Learning

In the assessment of whether the desired outcomes have been achieved (or not), recognition is given to criteria and evaluation methods that adequately and appropriately achieve such assessment

RECOGNITION OF PRIOR LEARNING (RPL):

Persons desiring entrance to the programme leading to the award of this qualification are

- advised, assisted and supported (portfolio compilation, orientation to required levels of competence, substantiation of their claims regarding prior skills / experience, planning of progression)
- evaluated and assessed in accordance with their claims regarding prior skills and experience gained (portfolio review, implementation of assessment / evaluation methods, recommendations arising from the assessment / evaluation processes)
- provided with quality management / assurance objectives to support the achievement of competence leading to the award of the qualification (assessment of competence in respect of required outcomes, auditing, approval, recommendation, reporting)

ARTICULATION POSSIBILITIES:

Completion of the learning programme leading to the award of the B Sc QS (Hons) and subject to institutional entrance requirements having been met, this qualification provides career-path articulation options leading to a variety of other post-graduate degrees in quantity surveying and also to other interdisciplinary qualifications (degrees, diplomas and certificates) within the context of the built environment, in fields such as

- construction management
- project management
- property valuation
- urban and regional planning
- information technology

MODERATION OPTIONS INCLUDING RECOMMENDATION OF A MODERATION BODY OR BODIES AND THE CRITERIA FOR REGISTRATION OF ASSESSORS

Moderation options include

- peer review (academic - interdisciplinary)
- peer review (work-place practitioners - interdisciplinary)
- assessment of competence by external, statutory Councils and in particular the South African Council for the Quantity Surveying Profession, established in terms of the Quantity Surveying Profession Act No 49 of 2000 and which has entered into a Memorandum of Understanding with the South African Council on Higher Education (CHE)
- compliance with the framework and regulations established by the Higher Education Quality Committee of the CHE, which includes the appointment of accredited / registered external examiners / assessors who are external to the provider
- assessment of competence by professional institutions

NOTES

SUPPLEMENTARY INFORMATION: Not applicable

SPECIFIED REQUIREMENTS

Specified requirements include legal and legislative specific requirements and are contained in one or more of the following documents:

LEGAL

Act 1: The Quantity Surveying Profession Act No 49 of 2000

Act 2: The Council for the Built Environment Act No 43 of 2000

Act 3: The National Environmental Management Act No 107 of 1998

Act 4: The Occupational Health and Safety Act No 85 of 1993

Act 5: The Compensation for Occupational Injuries and Diseases Act No 130 of 1993

Act 6: The South African Qualifications Authority Act No 58 of 1995

Act 7: The Skills Development Act No 97 of 1998

A **glossary of terms** about the terminology of...Not applicable

CONTEXT SPECIFIC issues:

User manuals supplied manufacturers: Not applicable

() system: Not applicable

Specifications, agreements and policies and procedures: The S A Bureau of Standards

Specifications (as appropriate)

Bachelor of Technology in Quantity Surveying Level 7

LEVEL:	NQF level 7
CREDITS:	360
FIELD:	NSB 12: Physical Planning and Construction
SUB-FIELD:	Physical Planning, Design and Management
ISSUE DATE:	
REVIEW DATE:	

RATIONALE AND PURPOSE OF THE QUALIFICATION:

Quantity surveying is acknowledged as an independent profession within the context of the built environment world-wide, and members of this profession enjoy due recognition and financial reward in terms of their specialised skills and competence

This technical qualification is intended to assist all relevant stakeholders and roleplayers, such as potential employers operating in the built environment or other fields related to physical planning and construction, curriculum developers and providers of learning programmes, all education and training bodies and relevant moderators as well as learners and their parents, to understand the notion of and criteria determining the level and the outcomes associated with this technical first degree in quantity surveying

This qualification is bound by discipline-specific knowledge and has been developed by consensus on the complexity of learning and competencies to be acquired by learners undertaking the programme of study, who will be empowered to build learning programmes with a view to articulation towards further qualifications associated with the built environment

The principal purposes of this qualification are to:

- (i) meet the prerequisites for statutory registration with the South African Council for the Quantity Surveying Profession as a Professional Quantity Surveyor (Pr QS) or Candidate Quantity Surveyor (Candidate QS) in terms of Sections 18.(1)(a) and (b) of the Quantity Surveying Profession Act 2000 (No 49 of 2000)
- (ii) provide learners with vocational knowledge, technical skills and competencies appropriate to the vocation of quantity surveying in the construction and property industries
- (iii) equip learners with a foundation for further intellectual development and opportunities for gainful employment and rewarding contributions to society
- (iv) enhance the body of knowledge pertaining to quantity surveying in South Africa through the pursuance of research-based enquiry and dissemination of information via dynamic post-graduate courses
- (v) provide the built environment professions with graduates who possess contextually specific as well as problem-solving and research skills
- (vi) produce learners who are prepared for and understand the principles of

- life-long learning
- critical citizenship
- lateral, critical and creative thinking
- a wide range of issues which are crucial to the welfare of society

This qualification is for persons who meet the

- (i) formal requirements for admission as candidates for the degree (set by institutional discretion)
- (ii) additional institution-specific requirements related to minimum access standards for particular disciplines
- (iii) appropriate RPL requirements which provide access to candidates who do not comply with formal prerequisites for admission

In addition, this qualification is for persons who desire to undertake post-graduate study leading to enhancement of their qualification /s

ACCESS TO THE QUALIFICATION:

The formal requirements related to technikon admission or RPL processes, with knowledge of mathematics as a prerequisite. Furthermore, prior learning in economics, accounting, statistics and technical drawing provides a most desirable foundation for learners entering all quantity surveying study programmes

LEARNING ASSUMED TO BE IN PLACE:

Learners who register (at level 6) for entry to this qualification should

- (i) have the information-gathering, analytical and presentational skills required at exit level 6 on the NQF equivalent to any three-year qualification recognised for the purposes of access to this learning programme
- (ii) be able to
 - comprehend what they have learned
 - communicate it reliably, accurately and comprehensively in the required medium of instruction
 - take responsibility for their own learning and its progression within a well-structured and managed learning environment
 - evaluate their own performance

EXIT LEVEL OUTCOMES AND ASSOCIATED ASSESSMENT CRITERIA:

Typically, a programme leading to the award of a B Tech QS degree aims to develop graduates who will possess demonstrable, specialised skills and competencies to

- analyse and solve problems related to the built environment
- deal with commercial, entrepreneurial and management issues
- communicate effectively on all matters to which their skills and competencies have been applied
- use and apply information technology
- interpret and apply legal principles within the context of the built environment
- execute tasks requiring numerical and quantification expertise
- conduct research within the context of the built environment, including consideration of interdisciplinary aspects
- apply knowledge of technology within the context of the built environment

Specific exit level outcomes (taking into account that core knowledge related to quantity surveying is appropriately represented in the learning programme)

B QS qualifying learners are competent to

- (i) Demonstrate familiarity with and display knowledge and understanding of the content, theory and scholarly positions related to quantity surveying practice and procedure at both elementary and intermediate levels
- (ii) Demonstrate systematic, well-rounded knowledge and an ability to question critically basic assumptions related to core theory, practice and basic methodology used in quantity surveying and other disciplines operating in the built environment
- (iii) Display competence in basic /elementary modes of inquiry employed in quantity surveying practice and the operation of other disciplines domiciled in the built environment, in response to specified problems (both concrete and abstract)
- (iv) Analyse and locate the principles and performance of their own work within current practice related to the built environment professions and the construction industry
- (v) Interpret a wide range of domain-related issues by applying various systems of enquiry appropriate to the discipline of quantity surveying and its allied professions
- (vi) Construct debate and argument around newly- encountered information and situations, to demonstrate competence in interpretation and explanation of such information, etc
- (vii) Prepare written reports / conduct research projects in response to well-defined briefs and within specific parameters

Critical evidence for assessment purposes:

Analysis and problem-solving:

Create and innovate systems of identification, assessment, formulation and solving of convergent and divergent problems encountered in the day-to-day work of the quantity surveying profession; assess the impact, risks and benefits of design proposals; exercise judgment commensurate with knowledge and experience; perform management tasks including analysis, and evaluation of alternative solutions to problems or queries; identify and solve open-ended quantity surveying problems; apply techniques and principles of quantity surveying analysis, financial management and risk management

Commerce, entrepreneurship and management:

Understand management skills; recognise the need for and applying cost effective use of appropriate resources, processes of quality control and –assurance within relevant codes of certification / measures; interpret and apply health and safety regulations; adopt processes to ensure that client needs are met and customers are delighted; understand environmental, social and community issues; use accounting principles, budgets and cashflows;

Communication:

Impart knowledge, ideas or concepts by effective writing and formatting of essays, letters and reports; demonstrate excellence in spelling / grammar / use of vocabulary / citing and referencing sources; speaking: display excellence in language-use to inform / explain or make presentations at meetings/ interviews / in negotiations / over the telephone / using other technologies; listen attentively to information which may be conveyed via a variety of media: develop discernment through effective listening; use and interpret basic techniques of graphical communication; plans / diagrammes / maps drawn to various scales and / or other visual aids

Information technology:

Use information systems with competence, including the use of relevant software systems, management packages, general construction / design packages and communication systems

Interdisciplinary and interpersonal teamwork:

Participate in teamwork; recognise the roles, motives and viewpoints of team members; develop leadership qualities; organise, chair and participate in meetings and discussions; negotiate with a view to achieving solutions to a variety of issues related to project proposals, environmental management, contract administration and other relevant issues; manage conflict with a view to dispute resolution; use appropriate, effective techniques to elicit or obtain information; listen and comprehend the import of audio-visual communication

Law:

Application of legal concepts and frameworks; applying relevant Public and Private law

Numeracy:

Calculate, express and present numerical data and values (calculating, arranging, structuring and formatting numerical data); provide valid translation and interpretation of data, statistics, tables and graphs; execute basic statistical descriptive procedures; execute iterative statistical comparative procedures

Quantification:

Use relevant mapping / measurement systems and methods; apply relevant

- referencing systems
- scales
- linear accuracy
- currency
- methods of measurement
- measurement instruments;

conduct spatial or data collection surveys using appropriate methods, systems and instruments; execute appropriate analysis, synthesis and application of data

Research:

Implement sound research techniques; identify research problems; formulate

- hypotheses
- objectives
- methodologies;

conduct research; draw conclusions;

make recommendations;

demonstrate effective recording of information from documentary or other sources; use appropriate filing systems; distinguish between dependent and independent variables / systematic and random errors

Technology:

Relative to the construction assembly process: recognize and identify correct application of

- design / buildability
- elements
- components
- materials
- techniques
- equipment;

interpret documentation and

understand the performance potential of materials and components

Assessment criteria:

- Clear identification of problems;
- Planning approaches to address problems;
- Clear identification of possible solutions and alternative solutions;
- Choice of optimal solution;
- Division of tasks into constituent parts to aid comprehension;
- Prioritisation of main points in a given task or question;
- Identification of logical structures / flaws in statements;
- Establishment of reasons for / evidence of the bases of claims or statements
- Co-operation in working across quantity surveying, architectural / engineering design disciplinary boundaries through cross-disciplinary literacy and shared fundamental knowledge;
- Identification, evaluation and reporting on design problems to satisfy user-needs, value engineering, applicable standards, codes of practice and legislation;
- planning and managing project and construction processes while focussing on important issues of price, cost, time, value and quality and demonstrating the ability to recognise and deal with constraints;
- performing management tasks including analysis, quantitative modelling, optimisation of resources and evaluation of alternative solutions to problems;
- exercising judgement, testing implementability and sensitivity analyses;
- communicating project development logic and information; working effectively as an individual or as a team member; demonstrating initiative
- Communication of concepts, ideas and theories with the aid of descriptions, quantification, prices and financial reports;
- Communication - effectively, both orally and in writing - with individuals and audiences allied to the construction industry and the community at large, using appropriate media;
- Application of methods of providing information for use by others involved in property development schemes, including civil, structural, mechanical and electrical engineering projects;
- Competence to work effectively as an individual or as a team member while performing various roles (as a quantity surveyor) which are critical to the success of any project
- Use of specialised computer systems and packages, networks and information management infrastructure for accessing, processing, communicating, managing and storing information to enhance personal productivity and teamwork Demonstration of competence in working effectively as a member of a team or in multi-disciplinary environments;

- Demonstration of leadership, management skills and initiative while performing professional functions which are critical to the success of any project;
- Demonstration of awareness of the interpersonal and personal needs in terms of investment, social, cultural values and other requirements of all those associated with the creation of the built environment
- Application of knowledge of the law in day-to-day practice, employment, contract administration and management situations
- Application of knowledge of arithmetic and applied mathematics;
- Demonstrate competence in dealing with uncertainty and risk through the use of probability and statistics;
- Produce, deliver and apply accurate price models, financial reports, and contract administration;
- Demonstrate competence in the use of electronic calculators
- Application of fundamental and specialised knowledge of building, civil, electrical and mechanical construction,
- Measurement of lengths, areas, volumes related to all forms of construction
- Application of price-estimating techniques from first principles to solve quantity surveying problems;
- Application of reason and argument to conceptualising construction and cost, price, worth and value associated with design and construction;
- Evaluating alternatives in the interests of added value in project development
- Application of sound research methodology;
- Plan and conduct accurate surveys, investigations and analyses using appropriate methods and equipment;
- Derive, analyse and accurately interpret information from data;
- Compile appropriate research reports;
- Develop an awareness of the need for engagement in life-long learning and research
- Application and use of construction and environmental principles, domain knowledge and knowledge of the physical world as a foundation for decision-making and problem-solving in the built environment based on analysis and modelling of development problems, construction components, systems and processes;
- Demonstrate ability to work across quantity surveying / architectural / engineering disciplinary boundaries and utilise cross-disciplinary literature and shared fundamental knowledge to enhance project value

INTERNATIONAL COMPARABILITY:

The B Tech QS programme is expected to meet standards of quality comparable with international benchmarks established for technical first degrees in the built environment professions, as required and assured by processes of accreditation conducted by the South African Council for the Quantity Surveying Profession, in consultation with the South African Qualifications Authority and the Council on Higher Education

INTEGRATED ASSESSMENT:

Learning and assessment are integrated throughout the programme. Continuous formative assessment is applied to ensure that learners receive feedback on their progress towards the achievement of specific learning outcomes. Summative assessment concerned with the evaluation of the learning achievements relative to the exit-level outcomes of the qualification includes "overall integrated assessment" which evaluates the learner's ability to combine the various components and modules of the broader scope of knowledge, skills, competencies and attitudes represented by the exit-level outcomes, as a whole or as individual component-processes of the overall learning experience leading to the qualification

Assignments, designed to meet the requirements of integrated assessment, accomplish / deliver

- (i) integration of exit-level outcomes in a way that demonstrates that the purpose of the qualification as a whole has been achieved, either totally or within the components of the study programme;
- (ii) demonstration of learner competence through evaluation
- (iii) criterion-referenced assessment
 - which has been clearly explained to and is understood by the learners
 - can be applied in the Recognition of Prior Learning

In the assessment of whether the desired outcomes have been achieved (or not), recognition is given to criteria and evaluation methods that adequately and appropriately achieve such assessment

RECOGNITION OF PRIOR LEARNING (RPL):

Persons desiring entrance to the programme leading to the award of this qualification are

- advised, assisted and supported (portfolio compilation, orientation to required levels of competence, substantiation of their claims regarding prior skills / experience, planning of progression)
- evaluated and assessed in accordance with their claims regarding prior skills and experience gained (portfolio review, implementation of assessment / evaluation methods, recommendations arising from the assessment / evaluation processes)
- provided with quality management / assurance objectives to support the achievement of competence leading to the award of the qualification (assessment of competence in respect of required outcomes, auditing, approval, recommendation, reporting)

ARTICULATION POSSIBILITIES:

Completion of the learning programme leading to the award of the B Tech QS and subject to institutional entrance requirements having been met, this qualification provides career-path articulation options leading to a variety of post-graduate degrees in quantity surveying and to other interdisciplinary qualifications (degrees, diplomas and certificates) within the context of the built environment, in fields such as

- construction management
- project management
- property valuation
- urban and regional planning
- information technology

MODERATION OPTIONS INCLUDING RECOMMENDATION OF A MODERATION BODY OR BODIES AND THE CRITERIA FOR REGISTRATION OF ASSESSORS

Moderation options include

- peer review (academic - interdisciplinary)
- peer review (work-place practitioners - interdisciplinary)
- assessment of competence by external, statutory Councils and in particular the South African Council for the Quantity Surveying Profession, established in terms of the Quantity Surveying Profession Act No 49 of 2000 and which has entered into a Memorandum of Understanding with the South African Council on Higher Education (CHE)
- compliance with the framework and regulations established by the Higher Education Quality Committee of the CHE, which includes the appointment of accredited / registered external examiners / assessors who are external to the provider
- assessment of competence by professional institutions

NOTES**SUPPLEMENTARY INFORMATION:** Not applicable**SPECIFIED REQUIREMENTS**

Specified requirements include legal and legislative specific requirements and are contained in one or more of the following documents:

LEGAL

Act 1: The Quantity Surveying Profession Act No 49 of 2000

Act 2: The Council for the Built Environment Act No 43 of 2000

Act 3: The National Environmental Management Act No 107 of 1998

Act 4: The Occupational Health and Safety Act No 85 of 1993

Act 5: The Compensation for Occupational Injuries and Diseases Act No 130 of 1993

Act 6: The South African Qualifications Authority Act No 58 of 1995

Act 7: The Skills Development Act No 97 of 1998

A **glossary of terms** about the terminology of...Not applicable

CONTEXT SPECIFIC issues:

User manuals supplied manufacturers: Not applicable

() system: Not applicable

Specifications, agreements and policies and procedures: The S A Bureau of Standards

Specifications (as appropriate)

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