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



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GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATION AUTHORITY (SAQA)

No. 1506

6 December 2002

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.saqqa.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 30 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**Certificate in Adventure-Based Learning Leadership**

Field : Culture & Arts

Sub-field : Sport

NQF level : 4

Credits : 123

Rationale of the Qualification

Until recently, access to employment in the adventure-based learning industry had been largely restricted to applicants who had gained prior skills offered in only a few former 'Model C' and Private Schools, largely excluding those from less advantaged backgrounds. The situation has now changed and many young people are receiving training in short introductory courses within the industry that equip them with the necessary skills and knowledge to gain employment with adventure-based learning providers.

There is a need to formalise and give recognition to this learning in a manner that will give the student employment mobility within the industry as well as the potential to embark on entrepreneurial opportunities for themselves, while at the same time providing for quality and safety assurance.

Possible learners will be:

- The qualification will be accessible to all, not only school leavers. However, the learner must be above the age of 16 years.
- Those practitioners who are already in the field who have /do not have a training qualification could receive formal recognition on the NQF.

A learner who achieves the above qualification will be able to assist in leading adventure-based learning activities at a highly sophisticated level with necessary guidance. The introduction of a National Certificate in Adventure-Based Learning Leadership based on unit standards will allow learners to reach full potential of advancement, without formal education becoming an impossible barrier and in addition, allow for recognition of prior learning.

Purpose of the Qualification

A learner assessed as competent against this qualification will be able to integrate adventure-based activity competence with basic human relation skills and knowledge to contribute to the personal and interpersonal development of participants engaged in adventure-based learning experiences under their leadership.

This competence will contribute to the professional growth and development of the adventure-based learning industry, while providing the learner with a basis for further qualifications elsewhere in sport, recreation and fitness field and in higher education.

In the context of the Adventure-Based Learning industry, this qualification will enable a qualifying learner to lead creative, innovative and exciting programmes and activities within centres. A qualifying learner will be able to contribute positively towards safe, interesting and exiting indoor and outdoor experiences for the participants and as such contribute to the adventure industry of South Africa. The qualifying learner will contribute positively to a general awareness of the role of adventure in the overall well being of the participants as well as within the broader community and increase participation levels.

A learner who has achieved this qualification will be capable of combining a range of self-organisation and life-long learning skills with a working knowledge of adventure-based learning issues, and integrating these within a context to produce a multi-skilled practice.

In addition they will be positioned to further their learning, practice and career within the sport, recreation and fitness industry - either at further levels or in other areas of practice. This qualification will serve as a stepping-stone to equip the learner to specialise as a leader in the various disciplines of choice.

Access to the Qualification

This qualification is open to learners with literacy, numeracy and communication equivalent to NQF Level 3.

Learning Assumed to be in Place

It is assumed that learners wishing to enter a programme leading to this qualification have literacy, numeracy and communication equivalent to NQF Level 3 with a suitable skills programme at NQF level 3. Other learning assumed to be in place is Conduct a basic reviewing session equivalent to NQF 2, Demonstrate an understanding of HIV/Aids and its implications equivalent to NQF 2, Maintain occupational health and safety equivalent to NQF 2, Operate a computer equivalent to NQF 2 and Organise oneself in the workplace equivalent to NQF 2.

Exit Level Outcomes

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

1. Apply facilitation techniques in order to assist in adventure-based learning programmes regarding the transfer of learning and the evaluation of the experience.
2. Proof by means of evidence his experiences regarding competencies, skills, formal training and any other relevant information applicable to the fields of adventure based learning and outdoor recreation programs.
3. Conduct a basic reviewing session by choosing from a range of and applying appropriate reviewing techniques in a sensitive manner.
4. Conduct an adventure experience to groups and individuals.
5. Lead participants through outdoor recreation and adventure activities showing competence in the technical skills of an activity of own choice.
6. The learner will be able to deal with any incidents and possible risks and hazards in such a way that injury to clients is minimised:
7. Manage, organise, motivate and establish effective communication channels with a group.
8. Prepare for and conclude an adventure-based experience in a variety of weather conditions in a centre-based context.

9. Offer emotional support and reassurance to participants in periods of personal crisis and refer participants where necessary.
10. Demonstrate a basic understanding of exercise and fitness principles as well as the medium and long-term physiological response of the human body to exercise.
11. Adapt existing spaces in the community for utilisation as a facility in the adventure-based learning context by recognising, identifying and creatively adapting existing resources as a facility and equipment.
12. They will demonstrate a basic understanding of an administration system and of facility management.
13. Demonstrate the technical skills of a minimum of four generic (basic recreational) or two specialised adventure activities.

Associated Assessment Criteria

In particular assessors should check for:

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

1. The different needs of target groups as it relates to age differences, abilities and interests of the target group as well as the availability of a facility, venue or playing field in the process of planning and organising Sport, Recreation or Fitness activities.
2. Choosing appropriate adventure-based learning activities to suit the needs and expectations of a specific community and stakeholders.
3. The creative use of existing resources for the facility and equipment.
4. Adapting existing games, facilities and equipment to suite a specific target group and infrastructure.
5. The application of acquired values, norms and attitudes in the programmes.

The learner must demonstrate an understanding of:

1. Exercise and fitness principles.
2. The medium and long-term physiological response of the human body to exercise.
3. Administration and record keeping system and factors, which might influence the integrity of records.
4. The principles of reviewing and facilitation within the adventure-based learning context.
5. The principles of group dynamics and stages of group formation.
6. Own values and beliefs regarding emotional support in periods of personal crisis.
7. Social issues, societal values and ethics, and issues affecting people with special needs.

The learner must demonstrate the ability to:

1. Implement effective and efficient adventure-based learning programmes within the adventure-based learning context.
2. Perform effective and efficient administration regarding records and facility management and maintenance of equipment.
3. Develop and optimally utilise a facility in the adventure-based learning context.
4. Perform effective and efficient safety and emergency care within the adventure-based learning context.
5. Lead adventure-based learning activities.
6. Encourage and facilitate enthusiastic participation of the target group.
7. Introduce the benefits of recreation to the participants.

International Comparability

The standards for the adventure based learning industry have been compared against the United Kingdom unit standards, New Zealand standards as well as the Australian unit standards and show a substantial degree of similarity. A summary is provided in the tables below:

Elective Unit Standards

SOUTH AFRICA	AUSTRALIA
Lead clients through outdoor recreation and adventure activities showing competence in the technical skills:	Prepare to participate in a supervise activity
Outdoor Recreation Activities – Units:	Outdoor Recreation Activities – Units:
<ul style="list-style-type: none"> • Abseiling 	<ul style="list-style-type: none"> • Demonstrate abseiling skills
<ul style="list-style-type: none"> • Hiking Easy Area 	<ul style="list-style-type: none"> • Demonstrate bush walking skills in tracked or easy untracked areas • Demonstrate bush walking skills in difficult or trackless areas
<ul style="list-style-type: none"> • Basic Sea Kayaking 	<ul style="list-style-type: none"> • Demonstrate simple canoeing, kayaking or sea kayaking skills
<ul style="list-style-type: none"> • Basic Caving 	<ul style="list-style-type: none"> • Move efficiently and safely through a cave with minimal impact
<ul style="list-style-type: none"> • Climbing Skills Limited 	<ul style="list-style-type: none"> • Demonstrate climbing skills • Apply climbing skills in a limited range of situations • Use belay systems to safeguard self and others
<ul style="list-style-type: none"> • Supervise & Conduct High Ropes • Supervise & Conduct Low Ropes 	<ul style="list-style-type: none"> • Conduct activities on a challenge ropes course with low elements • Conduct activities on a challenge ropes course with high elements • Supervise the use of a challenge ropes course with low elements • Supervise the use of a challenge ropes course with high elements
<ul style="list-style-type: none"> • Off Road Mountain Bike 	<ul style="list-style-type: none"> • Apply Off-Road cycling skills
<ul style="list-style-type: none"> • Minimum Impact Practice • Basic Horse Riding • Navigation Easy Area 	<ul style="list-style-type: none"> • Implement minimal environmental impact practices • Demonstrate basic horseriding skills • Navigate in tracked or easy untracked areas
<ul style="list-style-type: none"> • Setting up & Operate a Campsite • Use a Temporary Overnight Site 	<ul style="list-style-type: none"> • Use and maintain a temporary or overnight site • Set up and operate a campsite
<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Snorkel dive
<ul style="list-style-type: none"> • Sail boarding – basic level 	<ul style="list-style-type: none"> • Use a sailboard in controlled conditions demonstrating basic skills
Facilitate the transfer of learning through an adventure based activity	Take an assistant leadership role in the facilitation of adventure-based learning activities
Design and facilitate adventure based programs requiring advanced facilitation techniques	Facilitate adventure-based learning activities

Outdoor Education	Design and facilitate adventure-based programmes requiring advanced facilitation techniques.
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Core Unit Standards

South Africa	Australia	Britain
Maintain occupational health and safety	Follow defined Occupational Health and Safety policy and procedures related to the work being undertaken in order to ensure own safety and that of others in the workplace	S&R Level I <ul style="list-style-type: none"> Deal with accidents and emergencies S&R Level III <ul style="list-style-type: none"> Promote a culture of health and safety
Demonstrate an understanding of HIV / AIDS and its implications	none	none
Provide for safety and Risk Management in Sport, Recreation and Fitness	Provide emergency care	S&R Level II <ul style="list-style-type: none"> Facilitate participation in activities Deal with accidents and emergencies Contribute to maintain a safe and secure working environment
Demonstrate Knowledge of Exercise and Fitness Principles	none	none
Gather and Maintain evidence of Experience		S&R Level III <ul style="list-style-type: none"> Plan, manage and evaluate a basic physical conditioning programme
Administer Sport, Recreation, Fitness and Adventure Facilities	Maintain equipment for activities	S&R Level I <ul style="list-style-type: none"> Help to maintain facility areas
Adapt available spaces in the community as sport, recreation and fitness facilities		S&R Level III <ul style="list-style-type: none"> Support the efficient use of resources Develop opportunities in the community
Support and refer participants		S&R Level II <ul style="list-style-type: none"> Look after participants when they are away from home
Prepare for and conduct adventurous experience		S&R Level II <ul style="list-style-type: none"> Contribute to participants' personal and social development Contribute to adventurous experiences S&R Level III <ul style="list-style-type: none"> Facilitate adventurous experiences
Manage and organize groups		S&R Level III <ul style="list-style-type: none"> Contribute to the selection of personnel for activities Lead the work of teams and individuals to achieve their objectives Organize people and resources for outdoor programmes

Assistant in Adventure Based Learning Facilitation	<ul style="list-style-type: none"> • Take an assist leadership role in the facilitation of adventure-based learning activities • Assist in conducting sport and recreation sessions for clients 	S&R Level III <ul style="list-style-type: none"> • Contribute to the development of teams and individuals • Facilitate adventurous experiences S&R Level II <ul style="list-style-type: none"> • Facilitate participation in activities
Conduct a Basic Reviewing session		S&R Level III <ul style="list-style-type: none"> • Promote the transfer of learning from outdoor contexts

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

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.

Recognition of Prior Learning

This qualification may be achieved in part or in whole through the recognition of prior learning. This will be done by the assessor in consultation with the learner on procedures of assessment.

Articulation Possibilities

The qualification has compulsory core unit standards on sport, recreation and fitness, which are transferable beyond the specific qualification. In the qualification being submitted, the fundamental and core unit standards are the same as for sport, recreation and fitness. This makes it easy for a learner to move from a sport qualification to a recreation or fitness qualification, as they would be able to add the electives and some core unit standards. Progress would be possible moving into areas of sport, recreation and fitness management, coaching, fitness as well as sport science.

Moderation

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

Any institution offering learning that will enable achievement of this qualification, or assessment against this qualification must be accredited as a provider with THETA.

Moderation of assessment will be overseen by the relevant ETQA according to 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, which 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 two years practical, relevant occupational experience.
- Declared competent in all the outcomes of the National Assessor Unit Standard as stipulated by SAQA.
- Detailed documentary proof of educational qualification, practical training undergone, and experience gained by the applicant must be provided (Portfolio of evidence).
- Meet any other stipulated requirements by the relevant ETQA.

Matrix of Qualification Design:**FUNDAMENTAL**

A minimum of 56 credits should be achieved in fundamental. Credits must be accumulated by choosing unit standards specified in each of the following categories.

Unit standard title	NLRD ID	Level	Credits
Analyse and respond to a variety of literary texts	8971	3	5
Interpret and use information from texts	8970	3	5
Use language and communication in occupational learning programmes	8979	4	5
Use the writing process to compose texts required in the business environment	12153	4	5
Apply comprehension skills to interact with written texts in a business environment	12155	4	5
Apply comprehension skills to interact oral texts in a business environment	12154	4	5
Use language and communication in occupational learning programmes	8973	3	5
Access information in order to respond to client enquiries in a financial services environment	9302	3	2
Communicate verbally with clients in a financial services environment	9303	3	3
Use mathematics to investigate & monitor the financial aspects of personal, business, national issues	8983	4	6
Apply knowledge of statistics & probability to critically interrogate & effectively communicate findings on life related problems	9015	4	6
Represent, analyse & calculate shape & motion in 2- & 3- dimensional space in different contexts	9016	4	4

CORE

A minimum of 47 credits should be achieved in core. The learner must achieve all of the following:

Unit standard title	NLRD ID	Level	Credits
Gather and maintain evidence of experiences	12954	3	2
Adapt available spaces in the community as a sport, recreation and fitness facility	10201	4	3
Administer sport, recreation and fitness facilities	10205	4	4
Assist in Adventure-based Learning facilitation	12951	4	8
Demonstrate a knowledge of exercise and fitness principles	10198	4	5
Manage and organise groups	13604	4	5
Prepare for and Conduct Adventurous Experiences	13606	4	6
Provide for Safety and Risk Management in Sport, Recreation and Fitness	10208	5	5
Support and Refer participants	13618	4	4
Apply entrepreneurship in the administration of Sport, Recreation and Fitness business	10209	4	5

ELECTIVE

A minimum of 20 credits should be achieved in Elective. The learner must achieve the following unit standard within the context of activity unit standards:

Unit standard title	NLRD ID	Level	Credits
Lead Participants through outdoor recreation and/or adventure activities showing competence in the technical skills	13603	4	20

The following unit standards are optional.

Unit standard title	NLRD ID	Level	Credits
Present Experiential Learning Team Building Programs, Using Ropes Courses and Recreational Activities.	12948	4	5
Facilitate the Transfer of Learning through an Adventure Based Activity	12953	5	8
Implement An Outdoor Education Program	12956	5	15
Design and facilitate adventure based programs requiring advanced facilitation techniques	13595	6	10

The following unit standards are optional and refer to recreational and/or adventure activities.

Unit standard title	NLRD	Level	Credits
Apply Basic Hiking Skills limited to a One-day Hike	13694	3	3
Apply Basic Horse Riding Skills	12940	3	5
Apply Basic Fishing Techniques to Catch and Handle Fish	13695	2	3
Apply Basic Sailboarding Skills	13616	3	5
Apply Basic Rafting Skills on Flat Slow Moving Water not exceeding Grade 2 Rapids for Recreational Purposes.	13696	3	4
Build A Raft For Recreational Purposes	13587	4	2
Conduct a Basic Snorkel Dive	13614	3	5
Demonstrate and Apply Climbing skills in a Limited Range of Situations	13585	3	5
Demonstrate and Apply Off-Road Mountain Bike Skills	13699	4	5
Demonstrate Basic Canoeing Skills Limited to Flat Water Conditions for Outdoor Recreational Purposes	13717	3	3
Demonstrate Basic 4x4 Driving Skills for Outdoor Recreational Purposes	13698	2	3
Move Efficiently and Safely Through a Cave with Minimum Impact	13594	3	4
Marshal a Recreational Paintball Activity	13700	2	3
Navigate in Tracked or Easy Untracked Areas	13586	4	5
Organise and Captain a Standard Recreational Archery Activity	13615	3	3
Oversee a Paintball Activity.	13707	4	15
Plan and Implement Minimum Impact Practices	12941	4	5
Set Up and Operate a Camping Site	13588	2	5
Supervise a Low Ropes Course	12947	4	5
Supervise a High Ropes Course	12946	5	8
Use and Maintain a Temporary Overnight Site	13623	4	5

Unit Standards at NQF Level 2

1. Title : Apply basic fishing techniques to catch and handle fish (ID 13695).
2. Title : Conduct a basic reviewing session (ID 12952).
3. Title : Demonstrate basic 4x4 driving skills for outdoors recreational purposes (ID 13698).
4. Title : Marshal a recreational paintball activity (ID 13700).
5. Title : Set up and operate a camping site (ID 13588).

Unit Standards at NQF Level 3

1. Title : Apply basic hiking skills limited to a one-day hike (ID 13694).
2. Title : Apply basic horse riding skills (ID 12940).
3. Title : Apply basic sailboarding skills (ID 13616).
4. Title : Apply basic rafting skills on flat slow moving water not exceeding grade 2 rapids for recreational purposes (ID 13696).
5. Title : Conduct a basic snorkel dive (ID 13614).
6. Title : Demonstrate and apply climbing skills in a limited range of situations (ID 13585).
7. Title : Demonstrate basic canoeing skills limited to flat-water conditions for outdoors recreational purposes (ID 13717).
8. Title : Gather and maintain evidence of experiences (ID 12954).
9. Title : Move efficiently and safely through a cave with minimum impact (ID 13594).
10. Title : Organise and captain a standard recreational archery activity (ID 13615).

Unit Standards at NQF Level 4

- * Title : Analyse and understand social issues (ID 8591).
 - * Title : Adapt available spaces in the community as a sport, recreation and fitness facility (ID 10208).
 - * Title : Administer sport, recreation and fitness facilities (ID 10205).
 - * Title : Collate, understand and communicate workplace data (ID 8558).
 - * Title : Demonstrate an understanding of societal values and ethics (ID 8612).
 - * Title : Demonstrate an understanding of issues influencing people who have special needs (ID 8561).
 - * Title : Demonstrate knowledge of exercise and fitness principles. (ID 10198)
 - * Title : Function in a team (ID 8561).
 - * Title : Interact orally and in writing in the workplace (ID 8556).
 - * Title : Plan & conduct research (ID 8559).
 - * Title : Apply entrepreneurship in the administration of Sport, Recreation and Fitness business (ID 10209)
1. Title : Assist in adventure-based learning facilitation (ID 12951).
 2. Title : Build a raft for recreational purposes (ID 13587).
 3. Title : Demonstrate and apply off-road mountain bike skills (ID 13699).
 4. Title : Lead participants through outdoor recreation and/or adventure activities showing competence in the technical skills (ID 13603).
 5. Title : Manage and organise groups (ID 13604).
 6. Title : Navigate in tracked or easy untracked areas (ID 13586).
 7. Title : Oversee a paintball activity (ID 13707).
 8. Title : Plan and implement minimum impact practices (ID 12941).
 9. Title : Prepare for and conduct adventurous experiences (ID 13606).
 10. Title : Present experiential learning team building programs, using ropes courses and recreational activities (ID 12948).
 11. Title : Supervise a low rope course (ID 12947).
 12. Title : Support and refer participants (ID 13618).
 13. Title : Use and maintain a temporary overnight site (ID 13623).

Unit Standards at NQF Level 5

- * Title : Provide for safety and risk management in sport, recreation and fitness (ID 10208).
- 1. Title : Facilitate the transfer of learning through an adventure-based activity (ID 12953).
- 2. Title : Implement an outdoor education program (ID 12956).
- 3. Title : Supervise a high ropes course (ID 12946).

Unit Standards at NQF Level 6

- 1. Title : Design and facilitate adventure-based programs requiring advanced facilitation techniques (ID 12949).

UNIT STANDARDS FOR CERTIFICATE IN ADVENTURE-BASED LEARNING LEADERSHIP**UNIT STANDARDS TITLE AND SPECIFIC OUTCOMES – NQF LEVEL 2****1. Title : Apply basic fishing techniques to catch and handle fish.**

- Specific outcome 1. Identify a range of fish popular for catching and eating.
- Specific outcome 2. Identify where fish live, their migration and movements.
- Specific outcome 3. Identify and use simple tackle and equipment.
- Specific outcome 4. Apply easy methods to catch fish.
- Specific outcome 5. Handle fish.
- Specific outcome 6. Adhere to minimum safety requirements.

2. Title : Conduct a basic reviewing session.

- Specific outcome 1. Demonstrate an understanding of the benefits of reviewing.
- Specific outcome 2. Apply a range of reviewing techniques.
- Specific outcome 3. Ensure the establishment of a learning climate.
- Specific outcome 4. Reflect on and give feed back on the experience of the reviewing session.

2. Title : Demonstrate basic 4x4 driving skills for outdoor recreational purposes.

- Specific outcome 1. Demonstrate safety principles and environmental responsibilities when driving a 4x4 vehicle.
- Specific outcome 2. Show understanding of the important of mechanicals of a 4x4 vehicle.
- Specific outcome 3. Show understanding off the use of important accessories that can be used on 4x4 vehicles.
- Specific outcome 4. Demonstrate basic 4x4 off road driving techniques in limited range of conditions.
- Specific outcome 5. Use and apply recovery equipment and route finding techniques.
- Specific outcome 6. Negotiate an off-road route.

3. Title : Marshal a recreational paintball activity

- Specific outcome 1. Apply the basic concepts of safety in paintball.
- Specific outcome 2. Operate a paintball marker.
- Specific outcome 3. Apply the rules of the different game formats.
- Specific outcome 4. Move teams on and off the field.
- Specific outcome 5. Report on the activity.

2. Title : Set up and operate a camping site

- Specific outcome 1. Identify or select a suitable camping site.
- Specific outcome 2. Set up a camping site.
- Specific outcome 3. Operate a camping site.
- Specific outcome 4. Break up camping site.
- Specific outcome 5. Plan camping menu.
- Specific outcome 6. Store and maintain food and beverages on site.
- Specific outcome 7. Prepare and serve meals.

UNIT STANDARDS TITLE AND SPECIFIC OUTCOMES – NQF LEVEL 3

1. Title : Apply basic hiking skills limited to a one-day hike.

- Specific outcome 1. Plan for a one day hiking experience.
- Specific outcome 2. Prepare for a one-day hiking experience.
- Specific outcome 3. Complete all relevant administrative procedures.
- Specific outcome 4. Demonstrate correct hiking skills using a backpack.
- Specific outcome 5. Hike in a safe manner.

2. Title : Apply basic horse riding skills.

- Specific outcome 1. Select a horse and tack.
- Specific outcome 2. Mount and ride the horse.
- Specific outcome 3. Demonstrate a basic knowledge of the body language of the horse.
- Specific outcome 4. Control horse with consideration of the safety of others.
- Specific outcome 5. Dismount and lead horse.
- Specific outcome 6. Cool down and release horse.

3. Title : Apply basic sailboarding skills.

- Specific outcome 1. Select equipment and prepare for participation.
- Specific outcome 2. Rig a sailboard.
- Specific outcome 3. Launch and land a sailboard.
- Specific outcome 4. Maneuver a sailboard by using basic techniques.
- Specific outcome 5. Maintain safety of self and others.
- Specific outcome 6. Maintain and repair equipment.

4. Title : Apply basic rafting skills on flat slow moving water not exceeding grade 2 rapids for recreational purposes.

- Specific outcome 1. Select and use rafting equipment in a safe manner.
- Specific outcome 2. Launch, land and secure a raft.
- Specific outcome 3. Control the raft in moving water.
- Specific outcome 4. Plan and run a route through moving water.
- Specific outcome 5. Apply capsize procedures.

6. Title : Conduct a basic snorkel dive.

- Specific outcome 1. Use and maintain snorkel dive equipment.
- Specific outcome 2. Apply correct snorkel dive techniques.
- Specific outcome 3. Execute snorkel dives.
- Specific outcome 4. Deal with emergency and safety incidents.

6. Title : Demonstrate basic canoeing skills limited to flat water conditions for outdoor recreational purposes.

- Specific outcome 1. Select and prepare the craft and other equipment.
- Specific outcome 2. Embark and disembark the craft.
- Specific outcome 3. Maneuver the craft in controlled conditions on flat water.
- Specific outcome 4. Apply capsize procedures and drills.
- Specific outcome 5. Apply basic rescue techniques.
- Specific outcome 6. Secure craft.

7. Title : Demonstrate and apply climbing skills in a limited range of situations.

- Specific outcome 1. Select a suitable route.
- Specific outcome 2. Utilise equipment effectively.
- Specific outcome 3. Demonstrate climbing techniques.

- Specific outcome 4. Select a route suitable for the abilities of the climbing party.
- Specific outcome 5. Select equipment for a designated route.
- Specific outcome 6. Apply safety procedures.

8. Title : Gather and maintain evidence of experiences.

- Specific outcome 1. Provide completed evidence report in the form of a prescribed logbook or portfolio that can be used for evaluation/assessment.
- Specific outcome 2. Ensure that the evidence recorded is legal and ethical in accordance with the minimum standards required from the outdoor recreation industry.
- Specific outcome 3. Indicate the time periods of experiences and minimum time periods required as well as the environment when recording experiences.
- Specific outcome 4. Demonstrate professional codes and a set of values in recording your experiences.
- Specific outcome 5. Proof by means of evidence first aid training and any other relevant training records /certificate and unit standards assessments.

9. Title : Move efficiently and safely through a cave with minimum impact.

- Specific outcome 1. Move safely through a cave.
- Specific outcome 2. Move efficiently through a cave.
- Specific outcome 3. Use cave specific personal navigation skills.
- Specific outcome 4. Move with minimal impact through a cave.

10. Title : Organise and captain a standard recreational archery activity.

- Specific outcome 1. Strictly apply the full content of safety in archery.
- Specific outcome 2. Operate archery equipment.
- Specific outcome 3. Draw the bow.
- Specific outcome 4. Demonstrate knowledge of and apply the two basic ways of aiming and shooting.
- Specific outcome 5. Demonstrate knowledge of the range layout and shooting requirements.
- Specific outcome 6. Apply the shooting rules of the various rounds that can be used.
- Specific outcome 7. Evaluate and give feed back on the activity.

UNIT STANDARDS TITLE AND SPECIFIC OUTCOMES – NQF LEVEL 4

1. Title : Assist in adventure-based learning facilitation.

- Specific outcome 1. Identify the role of adventure and challenge in learning.
- Specific outcome 2. Understand the aims and intentions of Adventure Based Learning programs.
- Specific outcome 3. Use a suitable sequence within the activity.
- Specific outcome 4. Apply appropriate activity-specific and interpersonal skills.
- Specific outcome 5. Apply transfer of learning and reflective techniques.
- Specific outcome 6. Evaluate adventure-based learning activity.

2. Title : Build a raft for recreational purposes.

- Specific outcome 1. Demonstrate the ability to include raft building in a sequence of activities for a recreational, educational or development programme.
- Specific outcome 2. Brief participants on how to use the equipment that is made available to solve a problem in building a raft as a group.
- Specific outcome 3. Ensure safety during the exercise.
- Specific outcome 4. Conclude the activity.
- Specific outcome 5.

3. Title : Demonstrate and apply mountain bike skills.

- Specific outcome 1. Conduct pre-activity checks on equipment in order to correct any deficiency.
- Specific outcome 2. Demonstrate a high level cycling skills
- Specific outcome 3. Negotiate an off-road (unsealed) route.
- Specific outcome 4. Adhere to minimum safety requirements
- Specific outcome 5. Maintain and repair cycling equipment in the field.
- Specific outcome 6. Use a support vehicle.

4. Title : Lead participants through outdoor recreation and/or adventure activities showing competence in the technical skills.

- Specific outcome 1. Demonstrate relevant technical skills and techniques appropriate to the chosen activity.
- Specific outcome 2. Maintain safety and participant's physical welfare.
- Specific outcome 3. Lead participants through the activity.
- Specific outcome 4. Manage equipment and activity environment and/or facility.
- Specific outcome 5. Demonstrate environmental considerations.
- Specific outcome 6. Operate within the national/international legal framework.

5. Title : Manage and organise groups.

- Specific outcome 1. Maintain the well being of the group / participants /client.
- Specific outcome 2. Make logistical arrangements.
- Specific outcome 3. Maintain group cohesion and motivational aspects.
- Specific outcome 4. Introduce group members to volunteers / activity leaders.
- Specific outcome 5. Establish effective communication channels.
- Specific outcome 6. Understand issues that construct the specificity of a group.

6. Title : Navigate in tracked or easy untracked areas.

- Specific outcome 1. Interpret and use a map.
- Specific outcome 2. Use a compass to maintain a designated course.
- Specific outcome 3. Plan a route in a tracked or easy untracked area using a map and/or a compass.
- Specific outcome 4. Navigate in tracked or easy untracked areas.
- Specific outcome 5. Deal with common emergencies and local hazards.

8. Title : Oversee a paintball activity.

- Specific outcome 1. . Oversee a single paintball site
- Specific outcome 2. Implement safety measures applicable to the paintball activity and/or facility.
- Specific outcome 3. Apply emergency procedures.
- Specific outcome 4. Maintain equipment.
- Specific outcome 5. Marshal activities and tournaments.
- Specific outcome 6. Report on the site activities.

9. Title : Plan and implement minimum impact practices.

- Specific outcome 1. Determine the impact of outdoor recreation or adventure activities on the environment.
- Specific outcome 2. Identify the interrelationships occurring within a natural environment.
- Specific outcome 3. Plan for minimal impact.
- Specific outcome 4. Adopt minimal impact practices.
- Specific outcome 5. Implement methods to minimise impact.
- Specific outcome 6. Monitor and review minimal impact practices.

10. Title : Prepare for and conduct adventurous experiences.

- Specific outcome 1. Prepare for adventure activity experiences.
- Specific outcome 2. Prepare participants for adventurous experiences
- Specific outcome 3. Supervise adventurous experiences.
- Specific outcome 4. Conclude outdoor development experiences.
- Specific outcome 5. Conclude and review the adventurous experiences.

11. Title : Present experiential team building programs, using ropes courses and recreational activities.

- Specific outcome 1. Explain the theory on introductory level regarding team building and experiential learning.
- Specific outcome 2. Design an experiential team building program
- Specific outcome 3. Plan and prepare for the use of ropes courses and recreational activities.
- Specific outcome 4. Understand team development issues and apply tools.
- Specific outcome 5. Evaluate the program and apply follow up methods.

12. Title : Supervise a low ropes course.

- Specific outcome 1. Differentiate between challenge ropes courses.
- Specific outcome 2. Program a suitable sequence of activities.
- Specific outcome 3. Conduct pre-activity inspection.
- Specific outcome 4. Determine course operational procedures.
- Specific outcome 5. Teach spotting to the participants.
- Specific outcome 6. Ensure safety during low ropes course activities.
- Specific outcome 7. Supervise the use of low ropes course activities.
- Specific outcome 8. Conclude the low ropes activity.

13. Title : Support and refer participants.

- Specific outcome 1. Recognise participant's distress and their need for support.
- Specific outcome 2. Establish a trust-relationship between themselves and the participants.
- Specific outcome 3. Manage the situation in the event of distress.
- Specific outcome 4. Reflect on their own attitudes towards caring, supporting and mentoring.
- Specific outcome 5. Refer issues outside their own expertise to relevant and recognised professionals.
- Specific outcome 6. Evaluate the relationship and progress with individuals.
- Specific outcome 7. Keep records of interactions.

14. Title : Use and maintain a temporary site.

- Specific outcome 1. Select a suitable temporary site.
- Specific outcome 2. Establish a shelter.
- Specific outcome 3. Maintain a temporary site.
- Specific outcome 4. Adhere to minimum safety requirements.

UNIT STANDARDS TITLE AND SPECIFIC OUTCOMES – NQF LEVEL 5**1. Title : Facilitate the transfer of learning through an adventure-based activity.**

- Specific outcome 1. Select and sequence activities in such a way that it will prepare and address the environment, the participants' learning needs as well as the transfer of learning.
- Specific outcome 2. Ensure activities as correctly chosen – to ensure progression – for transfer of learning in different contexts.

- Specific outcome 3. Manage physical and emotional limits of participants by implementing challenge by choice opportunities within the program.
- Specific outcome 4. Use techniques to encourage participants by giving feedback and reflecting important roles of individuals and group members during the program.
- Specific outcome 5. Show fairness and empathy to participants.
- Specific outcome 6. Facilitate transfer of learning throughout the program.
- Specific outcome 7. Evaluate the adventure based learning program to ensure that the goals and transfer of learning were achieved.

2. Title : Implement an outdoor education programme.

- Specific outcome 1. Demonstrate knowledge of the branches of Outdoor Education in an outdoor education programme.
- Specific outcome 2. Identify and agree on individual and group educational needs.
- Specific outcome 3. Design an outdoor education programme.
- Specific outcome 4. Initiate the outdoor education experience.
- Specific outcome 5. Monitor and support outdoor educational experiences.
- Specific outcome 6. Safeguard the participants in an outdoor education programme.
- Specific outcome 7. Conclude the Outdoor Education experience.

3. Title : Supervise a high ropes course.

- Specific outcome 1. Program a sequence of activities suitable to the needs of the participants, stage of group formation and individual / group goals.
- Specific outcome 2. Select equipment for use in high ropes courses.
- Specific outcome 3. Conduct pre-activity inspection.
- Specific outcome 4. Ensure safety during high ropes course activities.
- Specific outcome 5. Teach belay methods.
- Specific outcome 6. Supervise the use of high ropes course activities.
- Specific outcome 7. Conclude the high ropes activity.
- Specific outcome 8. Compile course operational procedures.

UNIT STANDARDS TITLE AND SPECIFIC OUTCOMES – NQF LEVEL 6

1. Title : Design and facilitate adventure-based programmes requiring advanced facilitation techniques.

- Specific outcome 1. Choose a selection of activities to enhance the adventure based learning program for participants with complex needs.
- Specific outcome 2. Implement isomorphic framing techniques within a specific program of activities.
- Specific outcome 3. Implement indirect frontloading techniques in an appropriate manner to achieve the desired outcomes.
- Specific outcome 4. Evaluate the adventure based learning program to ensure that the goals for client participation with complex or specific needs were achieved.
- Specific outcome 5. Ensure self-care principles are applied by acknowledging own limitations and referring of complex issues.

National Certificate Adventure Based Learning Leadership ; NQF level 4											
FUNDAMENTAL				CORE				ELECTIVE			
Unit standard title	NQF Level	Credit	NLRD	Unit standard title	NQF level	Credit	NLRD Number	Unit standard title	NQF level	Credit	NLRD NO
1 Analyse and respond to a variety of literary texts	3	5	8971	Apply entrepreneurship in the administration of Sport, Recreation & Fitness business	4	5	10209	Lead Participants through Outdoor Recreation and Adventure Activities Showing Competence in Technical Skills	4	20	13603
2 Interpret and use information from texts	3	5	8970	Gather and maintain evidence	3	2	12954				
3 Use language and communication in occupational learning programmes	4	5	8979	Provide for Safety and Risk Management in Sport, Recreation and Fitness. SRF 35	5	5	10208	OPTIONAL:			
4 Use the writing process to compose texts required in the business environment.	4	5	12153	Demonstrate Knowledge of Exercise and Fitness Principles SRF 12	4	5	10198	Facilitate the Transfer of Learning through an Adventure Based Activity	5	8	12953
5 Apply comprehension skills to interact oral texts in business environment	4	5	12154	Administer Sport, Recreation, Fitness and Adventure Facilities SRF 20	4	4	10205	Design and facilitate adventure based programs requiring advanced facilitation techniques	6	10	13595
6 Apply comprehension skills to interact with written texts in a business environment	4	5	12155	Adapt available spaces in the community as sport, recreation and fitness facilities SRF 17	4	3	10201	Outdoor education	5	10	
7 Use language and communication in occupational learning programmes	3	5	8973	Assist in Adventure Based Learning Facilitation	4	8	12951				
8 Access information in order to respond to client enquiries in a financial services environment	3	2	9302	Support and refer participants	4	4	12618				
9 Communicate verbally with clients in a financial services environment.	3	3	9303	Prepare for and Conduct Adventurous Experiences	4	6	13606	Recreational and/or Adventure Activities			
10 Use mathematics to investigate & monitor the financial aspects of personal, business, national issues	4	6	8983	Manage and organise groups	4	5	13604	Supervise a Low Ropes Course	4	5	12947
11 Apply knowledge of statistics & probability to critically interrogate & effectively communicate findings on life related problems	4	6	9015					Supervise a High Ropes Course	5	8	12946
12 Represent, analyse & calculate shape & motion in 2- & 3- dimensional space in different contexts	4	4	9016					Conduct a Basic Snorkel Dive	3	5	13614
								Apply Basic Sailboarding Skills	3	5	13616
								Apply Basic Hiking Skills limited to a One-day Hike	3	3	13694
Sub-Total		56				47					20
Total											123

Recreational and/or Adventure Activities (Cont.)			
Plan and Implement Minimum Impact Practices	4	5	12941
Set Up and Operate a Camping Site	2	5	13588
Use and Maintain a Temporary Overnight Site	4	5	13623
Demonstrate and Apply Off-Road Mountain Bike Skills	4	5	13699
Apply Basic Horse Riding Skills	3	5	12940
Navigate in Tracked or Easy Untracked Areas	4	5	13586
Demonstrate and Apply Climbing skills in a Limited Range of Situations	3	5	13585
Move efficiently and safely through a cave with minimum impact	3	4	13594

No. 1507

6 December 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

Assessors

Registered by NSB 05, Education, Training and Development, 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 30 January 2003***. All correspondence should be marked **Standards Setting – SGB for Assessors**, 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

UNIT STANDARD IN ASSESSMENT- NQF LEVEL 7

1. Title: Evaluate education and training providers

Specific Outcome 1: Plan and prepare to carry out evaluations

Specific Outcome 2: Conduct an evaluation of a provider's quality assurance system

Specific Outcome 3: Evaluate the implementation of a quality assurance system concerning learning provision and assessment

Specific Outcome 4: Report findings and make recommendations to improve provider quality

No. 1508

6 December 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

Mining and Minerals

Registered by NSB 06, Manufacturing, Engineering and Technology, 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.saqqa.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 30 January 2003*. All correspondence should be marked **Standards Setting – SGB for Mining and Minerals** and addressed to

The Director: Standards Setting and Development
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SAMUEL B.A. ISAACS
EXECUTIVE OFFICER

The following unit standards accompany qualifications in both Underground as well as Surface Diamond Mining

UNIT STANDARDS FOR MINING AND MINERALS

Title 1: Recover drill string. L3 / Cr13

Specific outcome 1: Prepare to recover drill string;

Specific outcome 2: Monitor recovering operation

Title 2: Conduct Marine Drilling Equipment Maintenance. L3 / Cr26

Specific outcome 1: Explain the factors critical to maintenance;

Specific outcome 2: Prepare to do maintenance;

Specific outcome 3: Do maintenance;

Specific outcome 4: Test marine drilling equipment and prepare for operation/production

Title 3: Deploy drill string to retrieve gravel. L3 / Cr13

Specific outcome 1: Make up drill string;

Specific outcome 2: Monitor drill string deployment

Title 4: Prepare drill string for retrieving gravel. L3 / Cr17

Specific outcome 1: Calculate, identify and allocate drill pipes;

Specific outcome 2: Handle drill bit;

Specific outcome 3: Monitor drill string preparation

Title 5: Retrieve gravel from the seabed. L3 / Cr55

Specific outcome 1: Prepare to retrieve gravel;

Specific outcome 2: Retrieve gravel; and

Specific outcome 3: Monitor mining operation

Title 6: Use Laboratory Equipment to Examine Diamond Gemstones. L2 / Cr4

Specific outcome 1: Identify the equipment used in a laboratory to examine diamond gemstones and describe their application

Specific outcome 2: Describe the features of diamond gemstones examined using laboratory equipment

Specific outcome 3: Conduct post-examination reconciliation, checking and security activities.

Title 7: Evaluate Rough Diamond Gemstones. L6 / Cr30

Specific outcome 1: Identify the systems, equipment and tools used to evaluate rough diamond gemstones and describe their application

Specific outcome 2: Differentiate types and categories of diamond gemstones in the rough;

Specific outcome 3: Predict the size, weight, colour and purity of the polished gemstones from the rough gemstone;

Specific outcome 4: Determine the optimal outcomes of polished diamonds obtainable from rough stones and estimate the potential value of the polished stone(s)

Title 8: Install an intercom system. L2 / Cr2

Specific outcome 1: Explain the requirements pertaining to the installation of an intercom system.

Specific outcome 2: Prepare to install the intercom system.

Specific outcome 3: Install the intercom system.

Specific outcome 4: Test the intercom system and prepare for operation production.

Title 9: Disconnect and connect a DC motor. L2 / Cr3

- Specific outcome 1: Explain the requirements pertaining to disconnecting and connecting DC motors.
- Specific outcome 2: Prepare to disconnect and connect a DC motor.
- Specific outcome 3: Disconnect a DC motor
- Specific outcome 4: Connect a DC motor
- Specific outcome 5: Test the motor and apply housekeeping practices.

Title 10: Disconnect and connect a three-phase pole changing motor. L2 / Cr3

- Specific outcome 1: Explain the requirements pertaining to disconnecting and connecting a pole changing motor.
- Specific outcome 2: Prepare to disconnect and connect a pole changing motor.
- Specific outcome 3: Disconnect a pole changing motor
- Specific outcome 4: Connect a pole changing motor
- Specific outcome 5: Test the motor and apply housekeeping duties.

Title 11: Repair an onboard gas monitoring system. L3 / Cr3

- Specific outcome 1: Explain the requirements pertaining to the repairs of an onboard gas monitoring system
- Specific outcome 2: Prepare to repair the onboard gas monitoring system
- Specific outcome 3: Test, diagnose and locate the fault
- Specific outcome 4: Repair the fault
- Specific outcome 5: Test the system and prepare for operation

Title 12: Develop a work piece by means of the parallel line development method. L3 / Cr4

- Specific outcome 1: Explain the factors critical to developing work pieces by means of the parallel line development method;
- Specific outcome 2: Prepare to develop a work piece;
- Specific outcome 3: Develop a work piece;
- Specific outcome 4: Complete the development process.

Title 13: Repair a vertical spindle pump. L2 / Cr4

- Specific outcome 1: Explain the factors critical to repairing a vertical spindle pump;
- Specific outcome 2: Prepare to repair a vertical spindle pump;
- Specific outcome 3: Repair the vertical spindle pump;
- Specific outcome 4: Test the vertical spindle pump and prepare for operation and/or production.

Title 14: Replace a final drive/gearbox assembly of an underground locomotive. L2 / Cr5

- Specific outcome 1: Explain the factors critical to replacing the final drive/gearbox assembly of an underground locomotive;
- Specific outcome 2: Prepare to replace the final drive/gearbox assembly of an underground locomotive;
- Specific outcome 3: Replace the final drive/gearbox assembly of an underground locomotive;
- Specific outcome 4: Test the final drive/gearbox assembly of an underground locomotive and prepare for operation and/or production.

Title 15: Replace an axle assembly of an underground locomotive. L2 / Cr4

Specific outcome 1: Explain the factors critical to replacing an axle assembly of an underground locomotive;

Specific outcome 2: Prepare to replace the axle assembly of an underground locomotive;

Specific outcome 3: Replace the axle assembly of an underground locomotive;

Specific outcome 4: Test the axle assembly of an underground locomotive and prepare for operation and/or production.

Title 16: Replace components on a chairlift installation. L2 / Cr4

Specific outcome 1: Explain the factors critical to replacing components on a chairlift installation;

Specific outcome 2: Prepare to replace components on a chairlift installation;

Specific outcome 3: Replace components on a chairlift installation; and

Specific outcome 4: Test the chairlift installation and prepare for operation and/or production

Title 17: Replace components on a conveyor belt installation. L2 / Cr3

Specific outcome 1: Explain the factors critical to replacing components on a conveyor belt installation;

Specific outcome 2: Prepare to replace components on a conveyor belt installation;

Specific outcome 3: Replace components on a conveyor belt installation;

Specific outcome 4: Test the conveyor belt installation and prepare for operation and/or production.

Title 18: Trace and correct faults on a diesel engine. L3 / Cr7

Specific outcome 1: Explain the factors critical to tracing and correcting faults on a diesel engine;

Specific outcome 2: Prepare to trace and correct faults on a diesel engine;

Specific outcome 3: Trace and correct faults on a diesel engine;

Specific outcome 4: Test the diesel engine and prepare for operation and/or production.

Title 19: Maintain a diesel engine. L2 / Cr4

Specific outcome 1: Explain the factors critical to maintaining a diesel engine;

Specific outcome 2: Prepare to maintain a diesel engine;

Specific outcome 3: Maintain a diesel engine;

Specific outcome 4: Test a diesel engine and prepare for operation and / or production.

Title 20: Replace components on an onboard dust suppression unit. L2 / Cr3

Specific outcome 1: Explain the factors critical to replacing components on an onboard dust suppression unit;

Specific outcome 2: Prepare to replace components on an onboard dust suppression unit;

Specific outcome 3: Replace components on the onboard dust suppression unit;

Specific outcome 4: Test the onboard dust suppression unit and prepare for operation and/or production.

Title 21: Replace the cutter clutch assembly of a coal cutter. L2 / Cr3

Specific outcome 1 Explain the factors critical to replacing the cutter clutch assembly of a coal cutter;

Specific outcome 2: Prepare to replace the cutter clutch assembly of a coal cutter;

Specific outcome 3: Replace the cutter clutch assembly;

Specific outcome 4: Test the coal cutter and prepare for operation and/or production.

Title 22: Replace a flight chain assembly. L2 / Cr3

- Specific outcome 1: Explain the factors critical to replacing the flight chain assembly;
Specific outcome 2: Prepare to replace the flight chain assembly;
Specific outcome 3: Replace the flight chain assembly;
Specific outcome 4: Test the unit and prepare for operation and/or production.

Title 23: Replace the turbo charger of an internal combustion engine. L2 / Cr2

- Specific outcome 1: Explain the factors critical to replacing a turbo charger on an internal combustion engine;
Specific outcome 2: Prepare to replace the turbo charger;
Specific outcome 3: Replace the turbo charger;
Specific outcome 4: Test the unit and prepare for operation and/or production.

Title 24: Replace the turbo charger of an internal combustion engine. L2 / Cr2

- Specific outcome 1: Explain the factors critical to replacing a turbo charger on an internal combustion engine;
Specific outcome 2: Prepare to replace the turbo charger;
Specific outcome 3: Replace the turbo charger;
Specific outcome 4: Test the unit and prepare for operation and/or production.

Title 25: Replace the clutch assembly of a self propelled mobile machine. L2 / Cr3

- Specific outcome 1: Explain the factors critical to replacing the clutch assembly of a self propelled mobile machine;
Specific outcome 2: Prepare to replace the clutch assembly;
Specific outcome 3: Replace the clutch assembly;
Specific outcome 4: Test the machine and prepare for operation and/or production.

Title 26: Repair the liquid cooling system of an internal combustion engine. L2 / Cr3

- Specific outcome 1: Explain the factors critical to repairing the liquid cooling system of an internal combustion engine;
Specific outcome 2: Prepare to repair the liquid cooling system;
Specific outcome 3: Repair the liquid cooling system;
Specific outcome 4: Test the unit and prepare for operation and/or production.

Title 27: Replace the wheel unit of a shuttle car. L2 / Cr3

- Specific outcome 1: Explain the factors critical to replacing the wheel unit of a shuttle car;
Specific outcome 2: Prepare to replace the wheel unit;
Specific outcome 3: Replace the wheel unit;
Specific outcome 4: Test the wheel unit and prepare for operation and/or production.

Title 28: Replace the cutter clutch assembly of a coal cutter. L2 / Cr3

- Specific outcome 1: Explain the factors critical to replacing the cutter clutch assembly of a coal cutter;
Specific outcome 2: Prepare to replace the cutter clutch assembly;
Specific outcome 3: Replace the cutter clutch assembly;
Specific outcome 4: Test the clutch assembly and prepare for operation and/or production.

Title 29: Replace a hydraulic valve bank. L3 / Cr4

- Specific outcome 1: Explain the factors critical to replacing a hydraulic valve bank;
- Specific outcome 2: Prepare to replace the hydraulic valve bank;
- Specific outcome 3: Replace the hydraulic valve bank;
- Specific outcome 4: Test the hydraulic valve bank and prepare for operation and/or production.

Title 30: Replace the cat track of a self-propelled mobile machine. L2 / Cr3

- Specific outcome 1: Explain the factors critical to replacing a cat track;
- Specific outcome 2: Prepare to replace the cat track;
- Specific outcome 3: Replace the cat track;
- Specific outcome 4: Test the cat track and prepare for operation and/or production.

Title 31: Replace the clutch assembly of a gathering arm gear case. L2 / Cr3

- Specific outcome 1: Explain the factors critical to replacing the clutch assembly of a gathering arm gear case;
- Specific outcome 2: Prepare to replace the clutch assembly;
- Specific outcome 3: Replace the clutch assembly;
- Specific outcome 4: Test the clutch assembly and prepare for operation and/or production.

Title 32: Replace the universal joint of a coal cutter. L2 / Cr3

- Specific outcome 1: Explain the factors critical to replacing the universal joint of a coal cutter;
- Specific outcome 2: Prepare to replace the universal joint ;
- Specific outcome 3: Replace the universal joint;
- Specific outcome 4: Test the universal joint and prepare for operation and/or production.

Title 33: Replace the cutting bar of a coal cutter. L2 / Cr3

- Specific outcome 1: Explain the factors critical to replacing the cutting bar of a coal cutter;
- Specific outcome 2: Prepare to replace the cutting bar;
- Specific outcome 3: Replace the cutting bar;
- Specific outcome 4: Test the cutting bar and prepare for operation and/or production

Title 34: Fabricate non-ferrous and precious metal jewellery using hand-held tools and equipment. L2 / Cr8

- Specific outcome 1: Manufacture wire;
- Specific outcome 2: Mark, score and measure;
- Specific outcome 3: Drill and pierce three "basic geometric" shapes from metal plate;
- Specific outcome 4: File and shape three "basic geometric" shapes from metal plate;
- Specific outcome 5: Manipulate and hold metal with pliers.

Title 35: Manufacture jewellery by soldering prepared components. L3 / Cr9

- Specific outcome 1: Prepare and flux for soldering;
- Specific outcome 2: Assemble components by soldering;
- Specific outcome 3: Prepare soldered components for further manufacture.

Title 36: Set stones in tube settings. L3 / Cr7

- Specific outcome 1: Describe the use of, and prepare setting tools and gravers;
- Specific outcome 2: Set tubes
- Specific outcome 3: Remove and replace stones.

Title 37: Set stones in claw settings. L3 / Cr7

Specific outcome 1: Describe the use of, and prepare setting tools and gravers;

Specific outcome 2: Set claws;

Specific outcome 3: Remove and replace stones.

Title 38: Raise beads for a single stone bead setting. L3 / Cr7

Specific outcome 1: Describe the use of, and prepare setting tools and gravers;

Specific outcome 2: Raise beads and set single stones;

Specific outcome 3: Remove and replace stones.

Title 39: Hand polish a piece of jewellery. L2 / Cr4

Specific outcome 1: Select the polishing equipment, materials and consumables;

Specific outcome 2: Polish jewellery;

Specific outcome 3: Clean a polished piece of jewellery or related artefact.

Title 40: Make and use repousse and chasing punches. L3 / Cr20

Specific outcome 1: Forge and fashion punches according to a specification;

Specific outcome 2: Harden and temper steel;

Specific outcome 3: Prepare pitch and bowl;

Specific outcome 4: Repousse sheet metal;

Specific outcome 5: Define detail by chasing.

Title 41: Forge metal to manufacture jewellery. L4 / Cr21

Specific outcome 1: Identify the equipment and tools used to forge metal and describe the application;

Specific outcome 2: Prepare metal sheet and bar for forging;

Specific outcome 3: Forge metal into specified pre- designed forms;

Specific outcome 4: Ensure desired malleability for specified design outcome.

Title 42: Reproduce a piece of jewellery using the lost wax casting technique. L2 / Cr6

Specific outcome 1: Make rubber moulds of metal models;

Specific outcome 2: Produce wax patterns for investment;

Specific outcome 3: Invest and cast patterns in metal; and

Specific outcome 4: Remove and finish metal reproduction.

Title 43: Produce a mould of a piece of jewellery or related artefact for reproduction. L3 / Cr10

Specific outcome 1: Use cold processes to make a mould of a piece of jewellery or related artefact;

Specific outcome 2: Use the vulcanising process to make a mould of a piece of jewellery or related artefact.

Title 44: Manufacture platinum and platinum alloy sheet and bar from granules. L3 / Cr4

Specific outcome 1: Alloy platinum;

Specific outcome 2: Melt platinum in a crucible and extract the button;

Specific outcome 3: Hammer or compress the button to a specified shape to begin rolling;

Specific outcome 4: Compress and elongate the platinum alloy.

Title 45: Pave- and star-set faceted stones. L4 / Cr15

Specific outcome 1: Prepare to pave-set stones;
Specific outcome 2: Prepare to star-set stones;
Specific outcome 3: Pave and star-set stones;
Specific outcome 4: Execute the specified finish.

Title 46: Install a ventilation curtain in an underground coal mine. L1 / Cr1

Specific outcome 1: Prepare to install a ventilation curtain;
Specific outcome 2: Install a ventilation curtain;
Specific outcome 3: Demonstrate teamwork.

Title 47: Place and operate an auxiliary fan in an underground coal mine. L2 / Cr13

Specific outcome 1: Prepare to place and operate an auxiliary fan;
Specific outcome 2: Place and operate an auxiliary fan
Specific outcome 3: Demonstrate teamwork.

Title 48: Load coal using a gathering arm loader in an underground coal mine. L2 / Cr7

Specific outcome 1: Prepare to load coal;
Specific outcome 2: Load coal;
Specific outcome 3: Shut down loading operation and prepare for following shift;
Specific outcome 4: Demonstrate teamwork.

Title 49: Transport coal using shuttle-mining equipment in an underground coal mine. L2 / Cr8

Specific outcome 1: Prepare to transport coal;
Specific outcome 2: Transport coal;
Specific outcome 3: Shut down transport operation and prepare for following shift;
Specific outcome 4: Demonstrate teamwork.

Title 50: Operate a belt conveyor unit to convey coal in an underground coal mine. L1 / Cr2

Specific outcome 1: Prepare to convey coal;
Specific outcome 2: Convey coal;
Specific outcome 3: Demonstrate teamwork.

Title 51: Transport material and equipment using a load haul dumper in an underground coal mine. L2 / Cr13

Specific outcome 1: Prepare to transport material and equipment;
Specific outcome 2: Transport material and equipment;
Specific outcome 3: Shut down the transporting operation and prepare for following shift;
Specific outcome 4: Demonstrate teamwork.

Title 52: Supervise the installation and operation of a belt conveyor in an underground coal mine. L2 / Cr13

Specific outcome 1: Prepare to supervise;
Specific outcome 2: Supervise the installation of a belt conveyor.

Title 53: Support roof using mine pole support in an underground coal mine. L1 / Cr2

Specific outcome 1: Prepare to install mine pole support;
Specific outcome 2: Install mine pole support;
Specific outcome 3: Demonstrate teamwork.

Title 54: Support roof using hydraulic chock shields in a wall mining section in underground coal mine. L1 / Cr3

Specific outcome 1: Prepare to operate a chock shield;
Specific outcome 2: Operate a chock shield;
Specific outcome 3: Demonstrate teamwork.

Title 55: Deliver compressed air using a mobile compressor in an underground coal mine. L1 / Cr3

Specific outcome 1: Prepare to deliver compressed air;
Specific outcome 2: Deliver compressed air
Specific outcome 3: Demonstrate teamwork.

Title 56: Construct ventilation structures in an underground coal mine. L2 / C13

Specific outcome 1: Prepare to construct ventilation structures;
Specific outcome 2: Construct ventilation structures;
Specific outcome 3: Shut down the construction operation and prepare for following shift;
Specific outcome 4: Demonstrate teamwork.

Title 57: Apply stone dust using stone dusting equipment in an underground coal mine. L2 / Cr8

Specific outcome 1: Prepare to apply stone dust;
Specific outcome 2: Apply stone dust;
Specific outcome 3: Demonstrate teamwork.

Title 58: Pump water using pumping equipment in an underground coal mine. L1 / Cr3

Specific outcome 1: Prepare to pump water;
Specific outcome 2: Pump water;
Specific outcome 3: Shut down the pumping operation and prepare for following shift;
Specific outcome 4: Demonstrate teamwork.

Title 59: Charge up a work face for blasting in an underground coal mine. L3 / Cr11

Specific outcome 1: Prepare to charge-up a face;
Specific outcome 2: Charge-up a face;
Specific outcome 3: Demonstrate teamwork.

Title 60: Control operations in a wall section in an underground coal mine. L3 / Cr12

Specific outcome 1: Prepare to control operations in a wall mining section;
Specific outcome 2: Control operations in a wall mining section;
Specific outcome 3: Demonstrate teamwork.

Title 61: Transport personal, material or equipment using approved self-propelled mobile machines in an underground coal mine. L2 / Cr12

Specific outcome 1: Prepare to transport personnel, material or equipment;
Specific outcome 2: Transport personnel, material or equipment;
Specific outcome 3: Demonstrate teamwork.

Title 62: Drill holes by means of an electro hydraulic drill rig in an underground workplace. L3 / Cr8

Specific outcome 1: Explain the specified requirements pertaining to the drilling of holes using an electro-hydraulic development drill rig.
Specific outcome 2: Prepare to drill holes.
Specific outcome 3: Drill holes.

Title 63: Remove an obstruction from a drawpoint using a water canon. L2 / Cr3

Specific outcome 1: Explain specified requirements pertaining to the removal of an obstruction from a drawpoint with a water canon;

Specific outcome 2: Prepare to remove an obstruction from a drawpoint with a water canon;

Specific outcome 3: Remove an obstruction from a drawpoint with a water canon.

Title 64: Bar and break big rocks using a mobile scaler. L2 / cr6

Specific outcome 1 Explain specified requirements pertaining to the barring and breaking of big rocks with a mobile scaler;

Specific outcome 2: Prepare to bar and break big rocks with a mobile scaler;

Specific outcome 3: Bar and break big rocks with a mobile scaler.

Title 65: Break big rocks by means of drilling and blasting using a secondary breaker. L2 / Cr7

Specific outcome 1: Explain specified requirements pertaining to the breaking of big rocks by means of drilling and blasting with a secondary breaker;

Specific outcome 2: Prepare to break big rocks by means of drilling and blasting with a secondary breaker;

Specific outcome 3: Break big rocks by means of drilling and blasting with a secondary breaker.

Title 66: Break big rocks using a secondary breaker. L2 / Cr3

Specific outcome 1: Explain specified requirements pertaining to the breaking of big rocks with a secondary breaker;

Specific outcome 2: Prepare to break big rocks with a secondary breaker

Specific outcome 3: Break big rocks with a secondary breaker.

Title 67: Control an elution process in a metallurgical plant. L4 / Cr22

Specific outcome 1: Demonstrate knowledge relating to the controlling of an elution process;

Specific outcome 2: Demonstrate knowledge relating to the operation of an elution process;

Specific outcome 3: Control an elution process;

Specific outcome 4: Complete the duties pertaining to the controlling of an elution process.

Title 68: Oversee the process of uranium recovery from solution in a metallurgical plant. L4 / Cr22

Specific outcome 1: Demonstrate knowledge relating to the overseeing of the uranium recovery process;

Specific outcome 2: Demonstrate knowledge relating to the operation of the uranium recovery process;

Specific outcome 3: Oversee the uranium recovery process;

Specific outcome 4: Complete the duties pertaining to the overseeing of the uranium recovery process.

Title 69: Dispatch platinum group metals. L2 / CR4

Specific outcome 1: Demonstrate knowledge relating to the dispatch process;

Specific outcome 2: Prepare for the dispatch process;

Specific outcome 3: Dispatch platinum group metals; and

Specific outcome 4: Complete the duties pertaining to the dispatch process.

Title 70: Reclaim material from a tailings dam by means of high pressure monitoring. L2 / Cr3

- Specific outcome 1: Demonstrate knowledge relating to the reclamation of material;
Specific outcome 2: Prepare to reclaim material;
Specific outcome 3: Reclaim material;
Specific outcome 4: Complete the duties pertaining to the reclamation of material.

Title 71: Oversee a crushing and screening operation in a metallurgical plant. L4 / Cr24

- Specific outcome 1: Demonstrate knowledge relating to the overseeing of a crushing and screening operation;
Specific outcome 2: Demonstrate knowledge relating to the operation of a crushing and screening process;
Specific outcome 3: Oversee a crushing and screening operation
Specific outcome 4: Complete the overseeing duties of a crushing and screening operation.

Title 72: Deposit waste rock onto a waste dump by means of a belt conveyor system. L2 / Cr3

- Specific outcome 1: Demonstrate knowledge relating to the deposition of waste rock;
Specific outcome 2: Prepare to deposit waste rock;
Specific outcome 3: Deposit waste rock;
Specific outcome 4: Complete the duties pertaining to the deposition of waste rock.

Title 73: Make-up a cyanide solution in a metallurgical plant. L3 / Cr6

- Specific outcome 1: Demonstrate knowledge relating to the making up of a cyanide solution;
Specific outcome 2: Prepare to make-up a cyanide solution;
Specific outcome 3: Make-up a cyanide solution;
Specific outcome 4: Complete the duties pertaining to the making up of a cyanide solution.

Title 74: Make-up a caustic soda solution in a metallurgical plant. L2 / Cr4

- Specific outcome 1: Demonstrate knowledge relating to making up a caustic soda solution;
Specific outcome 2: Prepare to make-up a caustic soda solution;
Specific outcome 3: Make-up a caustic soda solution;
Specific outcome 4: Complete the duties pertaining to making up a caustic soda solution.

Title 75: Leach gold from a gravity concentrate by means of an inline leach reactor. L3 / Cr7

- Specific outcome 1: Demonstrate knowledge relating to leaching of gold from a gravity concentrate by means of an inline leach reactor;
Specific outcome 2: Prepare to leach gold;
Specific outcome 3: Leach gold;
Specific outcome 4: Complete the duties pertaining to the leaching process.

Title 76: Make-up a hydrochloric acid solution in a metallurgical plant. L2 / Cr4

- Specific outcome 1: Demonstrate knowledge relating to making up a hydrochloric acid solution;
Specific outcome 2: Prepare to make-up a hydrochloric acid solution;
Specific outcome 3: Make-up a hydrochloric acid solution;
Specific outcome 4: Complete the duties pertaining to making up a hydrochloric acid solution.

Title 77: Make-up a sodium bromate solution in a metallurgical plant. L2 / Cr4

- Specific outcome 1: Demonstrate knowledge relating to making up a sodium bromate solution;
- Specific outcome 2: Prepare to make-up a sodium bromate solution;
- Specific outcome 3: Make-up a sodium bromate solution;
- Specific outcome 4: Complete the duties pertaining to making up a sodium bromate solution.

Title 78: Make-up a sodium chlorate solution in a metallurgical plant. L2 / Cr4

- Specific outcome 1: Demonstrate knowledge relating to making up a sodium chlorate solution;
- Specific outcome 2: Prepare to make-up a sodium chlorate solution;
- Specific outcome 3: Make-up a sodium chlorate solution;
- Specific outcome 4: Complete the duties pertaining to making up a sodium chlorate solution.

Title 79: Make-up an ammonium chloride solution in a metallurgical plant. L2 / Cr4

- Specific outcome 1: Demonstrate knowledge relating to making up an ammonium chloride solution;
- Specific outcome 2: Prepare to make-up an ammonium chloride solution;
- Specific outcome 3: Make-up an ammonium chloride solution;
- Specific outcome 4: Complete the duties pertaining to making up an ammonium chloride solution

Title 80: Control a blending and reclaiming process in a beneficiation plant. L2 / Cr4

- Specific outcome 1: Demonstrate knowledge relating to the control of the blending and reclaiming process;
- Specific outcome 2: Prepare to control the blending and reclaiming process;
- Specific outcome 3: Control the blending and reclaiming process;
- Specific outcome 4: Complete the duties pertaining to the controlling of the blending and reclaiming process

Title 81: Make-up an ammonium sulphate solution in a metallurgical plant. L2 / Cr4

- Specific outcome 1: Demonstrate knowledge relating to making up an ammonium sulphate solution;
- Specific outcome 2: Prepare to make-up an ammonium sulphate solution;
- Specific outcome 3: Make-up an ammonium sulphate solution;
- Specific outcome 4: Complete the duties pertaining to making up an ammonium sulphate solution.

Title 82: Make-up an ammonia solution in a metallurgical plant. L2 / Cr4

- Specific outcome 1: Demonstrate knowledge relating to making up an ammonia solution;
- Specific outcome 2: Prepare to make-up an ammonia solution;
- Specific outcome 3: Make-up an ammonia solution;
- Specific outcome 4: Complete the duties pertaining to making up an ammonia solution.

Title 83: Dry material by means of a thermal process. L3 / C7

- Specific outcome 1: Demonstrate knowledge relating to the drying process;
- Specific outcome 2: Prepare to dry material;
- Specific outcome 3: Dry material;
- Specific outcome 4: Complete the duties pertaining to the drying process.

Title 84: Slake lime. L2 / Cr4

- Specific outcome 1: Demonstrate knowledge relating to slaking lime;
- Specific outcome 2: Prepare to slake lime;
- Specific outcome 3: Slake lime;
- Specific outcome 4: Complete the duties pertaining to the lime slaking process.

Title 85: Control a drying operation in a metallurgical plant. L4 / C13

- Specific outcome 1: Demonstrate knowledge relating to the controlling of a drying operation;
- Specific outcome 2: Demonstrate knowledge relating to the operation of a drying process;
- Specific outcome 3: Control a drying operation;
- Specific outcome 4: Complete the duties pertaining to the controlling of a drying operation.

Title 86: Control a sulphuric acid operation in a metallurgical plant. L4 / Cr13

- Specific outcome 1: Demonstrate knowledge relating to the controlling of a sulphuric acid operation;
- Specific outcome 2: Demonstrate knowledge relating to the operation of a sulphuric acid process;
- Specific outcome 3: Control a sulphuric acid operation;
- Specific outcome 4: Complete the duties pertaining to the controlling of a sulphuric acid operation.

Title 87: Make-up an ammonium bisulphite solution in a metallurgical plant. L3 / Cr6

- Specific outcome 1: Demonstrate knowledge relating to making up an ammonium bisulphite solution;
- Specific outcome 2: Prepare to make-up an ammonium bisulphite solution;
- Specific outcome 3: Make-up an ammonium bisulphite solution;
- Specific outcome 4: Complete the duties pertaining to making up an ammonium bisulphite solution.

Title 88: Make-up a diethylenetriamine solution in a metallurgical plant. L3 / Cr6

- Specific outcome 1: Demonstrate knowledge relating to making up a diethylenetriamine solution;
- Specific outcome 2: Prepare to make-up a diethylenetriamine solution;
- Specific outcome 3: Make-up a diethylenetriamine solution;
- Specific outcome 4: Complete the duties pertaining to making up a diethylenetriamine solution.

Title 89: Make-up a sodium metabisulphite solution in a metallurgical plant. L2 / Cr4

- Specific outcome 1: Demonstrate knowledge relating to making up a sodium metabisulphite solution;
- Specific outcome 2: Prepare to make-up a sodium metabisulphite solution;
- Specific outcome 3: Make-up a sodium metabisulphite solution;
- Specific outcome 4: Complete the duties pertaining to making up a sodium metabisulphite solution.

Title 90: Make-up a sodium sulphide solution in a metallurgical plant. L2 / Cr4

- Specific outcome 1: Demonstrate knowledge relating to making up a sodium sulphide solution;
- Specific outcome 2: Prepare to make-up a sodium sulphide solution;
- Specific outcome 3: Make-up a sodium sulphide solution;
- Specific outcome 4: Complete the duties pertaining to making up a sodium sulphide solution.

Title 91: Make-up a sodium thiosulphate solution in a metallurgical plant. L2 / Cr4

- Specific outcome 1: Demonstrate knowledge relating to making up a sodium thiosulphate solution;
- Specific outcome 2: Prepare to make-up a sodium thiosulphate solution;
- Specific outcome 3: Make-up a sodium thiosulphate solution;
- Specific outcome 4: Complete the duties pertaining to making up a sodium thiosulphate solution.

Title 92: Make-up a flocculent solution in a metallurgical plant. L2 / Cr4

- Specific outcome 1: Demonstrate knowledge relating to making up a flocculent solution;
- Specific outcome 2: Prepare to make-up a flocculent solution;
- Specific outcome 3: Make-up a flocculent solution;
- Specific outcome 4: Complete the duties pertaining to making up a flocculent solution.

Title 93: Make-up a magnetite suspension in a metallurgical plant. L2 / Cr4

- Specific outcome 1: Demonstrate knowledge relating to making up a magnetite suspension;
- Specific outcome 2: Prepare to make-up a magnetite suspension;
- Specific outcome 3: Make-up a magnetite suspension;
- Specific outcome 4: Complete the duties pertaining to making up a magnetite suspension.

Title 94: Treat misfires. L2 / Cr2

- Specific outcome 1: Explain specified requirements pertaining to the treatment of misfires
- Specific outcome 2: Prepare to treat misfires
- Specific outcome 3: Treat misfires

Title 95: Remove an accumulation of water from an orepass. L2 / Cr1

- Specific outcome 1: Explain the specified requirements regarding the removal of an accumulation of water from an orepass;
- Specific outcome 2: Prepare to remove an accumulation of water from an orepass;
- Specific outcome 3: Remove an accumulation of water from an orepass.

Title 96: Install tendon support by means of a roofbolter. L2 / Cr4

- Specific outcome 1: Explain the specified requirements pertaining to the installation of tendon support with a roofbolter
- Specific outcome 2: Prepare to install tendon support with a roofbolter
- Specific outcome 3: Install tendon support with a roofbolter

Title 97: Support an underground workplace by means of grout packs. L2 / Cr2

- Specific outcome 1: Explain the specified requirements pertaining to the installation of grout packs
- Specific outcome 2: Prepare to install grout packs
- Specific outcome 3: Install grout packs

Title 98: Install a swing barricade. L1 / Cr1

- Specific outcome 1: Explain the specified requirements regarding the installation of a swing barricade
- Specific outcome 2: Prepare to install the swing barricade
- Specific outcome 3: Install the swing barricade

Title 99: Construct and install a platform. L2 / Cr1

- Specific outcome 1: Explain specified requirements regarding the construction and installation of a platform
- Specific outcome 2: Prepare to construct and install the platform
- Specific outcome 3: Construct and install the platform

No. 1509

6 December 2002

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In order to proceed with the recognition of Standards Generating Bodies in terms of Government Regulations 19(1)(c) and 22(2) of 28 March 1998, National Standards Body 08, Law, Military Science and Security, invites public comment with respect to *the acceptability of the nominees and the representativeness of the key education and training stakeholder interest groups* listed as SGB applicants below.

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

All nominations/ applications should be accompanied by curricula vitae.

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

Comment should reach the NSB at the address below by not later than **30 January 2003**. All correspondence should be marked **SGB Formation for Forensic Sciences** and be addressed to:

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

SGB INFORMATION

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

SGBs shall:

- a. generate standards and qualifications in accordance with the Authority requirements in identified sub-fields and levels;
- b. update and review standards;
- c. recommend standards and qualifications to National Standards Bodies;
- d. recommend criteria for the registration of assessors and moderators or moderating bodies; and

- e. perform such other functions as may from time-to-time be delegated by their National Standards Body.

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

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

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

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

PUBLIC NOTICE BY NSB 08, LAW MILITARY SCIENCE AND SECURITY OF THE APPLICATION TO REGISTER A STANDARDS GENERATING BODY (SGB) IN FORENSIC SCIENCES

PROPOSED BRIEF OF THE SGB

The National Standards Body 08 has received an application to recognise and register an SGB in Forensic Sciences in the sub-field of Safety in Society from NQF levels 5 to 6, in order to:

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

PROPOSED COMPOSITION OF THE SGB IN FORENSIC SCIENCES

Nominee	Workplace	Nominating Body	Qualifications/Experience
Babst, Schéan	South African Police Services	South African Police Services	B Sc Hon Development, presentation and management of forensic DNA training. Management of FSL Training
Chauke, Hendrik	South African Police Services	South African Police Services	National Diploma Police Administration. Criminal Record keeping
Davey, PR	Fire Protection Association of Southern Africa	South African Police Services	Fellow of the South African Emergency Graduate Member of the Institute of Fire Engineers Fire Business
Fourie, FJ	Self	South African Police Services	35 yrs Commander of unit of Questioned Documents
Gouws, PR	South African Police Services	South African Police Services	National Diploma Police Admin, Dip in Firearm Identification and Investigation Advanced Certificate in Criminalistics Firearms and Toolmarks examiner
Kokot, ML	Department of Health	Department of Health	M Sc, MBL Forensic investigations Chemistry since 1965
Lekotjolo, SJ	South African Police Services	South African Police Services	BA Police Science Fire Investigation
Naidoo, Jason	South African Police Services	South African Police Services	B Sc, IDTT, First year M Phil Chemistry
Nel, Pieter	Armscor	Armscor	Ph D Ballistics
Nieuwenhuys, J	South African Police Services	South African Police Union	Grade12
Pike, Talita	South African Police Services	South African Police Services	BA Hons Training Administration
Rehder, Marius	South African Police Services	South African Police Services	Advanced Certificate in Questioned Documents Examination Questioned Documents
Smith, BJ	South African Police Services	South African Police Services	B Ing (Electronic/Electrical) Forensic analysis of audio magnetic tapes, electronic/electrical devices, electronic related crime scenes and electrical related crime scenes.
Smith, JH	South African Police Services	South African Police Services	National Higher Diploma Business Administration, National Higher Diploma Chemistry M Tech Grade Business Administration

			Forensic Biology
Stoltz, MDE	South African Police Services	South African Police Services	Diploma Analytical Chemistry, B Tech
Van den Berg, JL	South African Police Services	South African Police Services	National Diploma Police Admin Education and Training Diploma
Van Niekerk, DD	South African Police Services	South African Police Services	Diploma Patametrics Forensic Science Diploma Ballistics
Vermeulen, Gerhard	South African Police Services	South African Police Services	M Sc Chemistry Forensic Science Licentiate diverse analysis of organic material Explosives and arson investigations
Wurm, Gerhof	South African Police Services	South African Police Services	National Higher Diploma Chemistry B Sc Hons (Med) Pharmacology

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In order to proceed with the recognition of Standards Generating Bodies in terms of Government Regulations 19(1)(c) and 22(2) of 28 March 1998, National Standards Body 08, Law, Military Science and Security, invites public comment with respect to *the acceptability of the nominees and the representativeness of the key education and training stakeholder interest groups* listed as SGB applicants below.

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

All nominations/ applications should be accompanied by curricula vitae.

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

Comment should reach the NSB at the address below by not later than **30 January 2003**. All correspondence should be marked **SGB Formation for Resolving of Crime** and be addressed to:

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

SGB INFORMATION

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

SGBs shall:

- a. generate standards and qualifications in accordance with the Authority requirements in identified sub-fields and levels;
- b. update and review standards;
- c. recommend standards and qualifications to National Standards Bodies;
- d. recommend criteria for the registration of assessors and moderators or moderating bodies; and

- e. perform such other functions as may from time-to-time be delegated by their National Standards Body.

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

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

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

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

**PUBLIC NOTICE BY NSB 08, LAW MILITARY SCIENCE AND SECURITY OF THE
APPLICATION TO REGISTER A STANDARDS GENERATING BODY (SGB) FOR
RESOLVING OF CRIME**

PROPOSED BRIEF OF THE SGB

The National Standards Body 08 has received an application to recognise and register an SGB for Resolving of Crime in the sub-field of Safety in Society from NQF levels 5 to 8, in order to:

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

PROPOSED COMPOSITION OF THE SGB IN RESOLVING OF CRIME

Nominee	Workplace	Nominating Body	Qualifications/Experience
Kotze, CM	South African Police Services	South African Police Services	BA HED, Certificate in outcomes based assessment Teacher, Educational Officer, SAPS Museum, Training Manager, Commercial Branch SAPS
Swart, K	South African Police Services	South African Police Services	Dip Police Administration, Diploma Human Resources, Skills Development Facilitator
Ledwaba, TJ	South African Police Services	Police and Prisons Civil Rights Union	Dip Public Relations Management, Dip Soccer Administration, Policing, Communication, Finance and Sports Administration
Reddy, R	South African Police Services	South African Police Services	BA Police Science, Diploma Theology, Detective, Education, Training and Development Practitioner, Skills Development Facilitator
Olivier, NJC	South African Police Services	South African Police Services	Diploma Police Science, 30 yrs Police officer, Chief lecturer
Marais, CW	University of South Africa	University of South Africa	D Litt et Phil Police Officer, Security in Kentron Lecturer
Mali, NPM	South African Revenue Services	South African Revenue Services	Dip Iur, B Iuris LLB, LLM Prosecutor, Attorney Manager
Giani, C	ESKOM	ESKOM	Advanced Diploma Labour Law, Dip Criminal Justice and Auditing, Management Development Programme, Senior Management Development Programme Forensic Investigator
Naidoo, S	ESKOM	ESKOM	National Diploma Police Practice, BBA SAPS detective, Forensic Investigation
Ndaba, T	South African Police Services	South African Police Services	Grade12 Junior Secondary Teachers Certificate, Bachelor of Business Administration Detective
Jacobie D	South African Police Services	South African Police Services	Education, Training and Development Diploma Vehicle Crime Investigation
Du Plooy C	South African Revenue Services	South African Revenue Services	B COMPT, B COMPT HONS CA Auditing, Special Investigations
Motlana, SD	South African Police Services	South African Police Services	Grade12 Investigations Training
Van Rooyen,	HJN Training	Technikon Pretoria	BA Police Science, MA Police Science Lecturer
Letsoko, MJ	South African	South African	Grade12 Education, Training and

	Police Services	Police Services	Development Diploma Coordinator of Training Courses
Nkomo, JM	South African Police Services	South African Police Services	Diploma Police Admin, LLB Strategic Development
Ras, H	South African Police Services	South African Police Services	B Sc, B SC Hon, Forensic Analyst
Pretorius, J	South African Police Services	South African Police Services	Diploma Purchasing Management Coordinator Organized Crime Training
Matsena, P	South African Police Services	South African Police Services	Grade 12 Education, Training and Development Diploma Teaching, Instructor, Facilitator Performance Management, Facilitator Mentorship
Powrie, C	Legacy Private Investigation	South African Police Services	National Diploma Police Admin, End user computing Accounting, B Com
Richards, RR	Directorate of Special Investigations	Directorate of Special Investigations	B Soc, M Theology BD, Ph D
Van Rensburg, AV	South African Police Services	South African Police Services	National Diploma Police Admin, Forensic Science Certificate Training
Van Zyl, ME	South African Police Services	South African Police Services	Honours Criminology Detective Services, Lecturer

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