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GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

No. 1548
13 December 2002

December 2002

The South African Qualifications Authority in terms of the National Standards Bodies Regulations (Government Gazette No. 18787) published on 28 March 1998, hereby gives notice of additional names of the following Standards Generating Body:
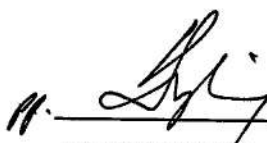
NSB 07: HUMAN AND SOCIAL STUDIES

Additional Names for the SGB for Democracy Human Rights and Peace Education

NOMINEE	WORKPLACE	NOMINATING BODY	EXPERIENCE/ QUALIFICATIONS
Justice Bekebeke	Independent Electoral Commission	Independent Electoral Commission (Northern Cape)	Master of Laws (LLM) (University of South Africa), Baccalaureus Procurationis (B.Proc) Bachelor of Laws (LLB) (University of the western Cape). Manager: Electoral Matters (IEC): Democracy development, Stakeholder management, Financial management; Tutor of Roman Law at the University of the Western Cape; Legal Aid Advisor; Project Assistant: Street Law, Taught at High School level.
Susan Booysen	University of Port Elizabeth	Independent Electoral Commission	D.Litt. et Phil (Rand Afirkaans University), Master of Arts (Rand Afirkaans University), BA Honours (Rand Afirkaans University), BA Communication (Rand Afirkaans University). Currently Programme Leader, Masters Programme at the University of Port Elizabeth: Master's Programme in South African Politics and Political Economy, Independent Political and Research Project Consultant: project evaluation, policy analysis, election and voter studies; Election Observer, Journalist, Publications.
Phiroshaw Camray	Co-operative for Research and Development (CORE)	Co-operative for Research and Development (CORE)	Bachelor of Arts: Public Administration and Political Science (University of South Africa), DPM, Graduate School of Business Administration (University of Witwatersrand) Director of CORE, Programme management skills, teacher development and training for adults at NGO and community level, Designed and taught courses at University level, Established and managed Operation Centres for Peace monitoring and IEC,

			Mediation and Labour Relations training skills, Union experience, Research skills, Published articles
Bongani Blessing Finca	Independent Electoral Commission (Eastern Cape Province)	Independent Electoral Commission (Eastern Cape Province)	Course in Development Studies and International Politics (Selly Oak College, UK), Course in Financial Management (Scotland) Degree in Theology (Federal Theology Seminary, Alice). Provincial Electoral officer, Chairperson of the Border Technikon Governing Council, Truth and Reconciliation Commission: Head of Eastern Cape Office, Financial and human resources management of a multi-departmental publishing house.
Rushdi Nackerdien	Independent Electoral Commission (IEC) (Gauteng)	Independent Electoral Commission (IEC) (Gauteng)	Master of Arts: Archaeology (University of Cape Town), Bachelor of Arts (Honours): Archaeology (University of Cape Town), Bachelor of Arts (University of Cape Town) Manager: Voting & Results, Course Designer: IDASA - Adult education; training manuals, Materials Developer: Rights education. Research skills, Project management: electoral and educational projects, Published articles
Louise Olivier	Independent Electoral Commission (IEC) (Gauteng)	Independent Electoral Commission (IEC) (Gauteng)	Baccalaureus Procurationis (B.Proc) Bachelor of Laws (LLB) (University of Natal). Deputy Manager: Recruitment and Training, Responsible for recruitment and training of all electoral official for by-elections, national, provincial and local government elections in South Africa, Legal education co-ordinator: legal education programmes for communities (KwaZulu Natal), Lecturing to final LLB students, Consultancy work for the Community Law Centre, published articles,

Resignations

Lakha-Makan, P
Kgoroba, C.M.
Liddell, L.E

JOE SAMUELS

DIRECTOR : STANDARDS SETTING AND DEVELOPMENT

No. 1549　　　　　　　　　　　　　　　　　　　**13 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

Nature Conservation

Registered by NSB 01, Agriculture and Nature Conservation, 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 Nature Conservation** 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

SAMUEL B.A. ISAACS
EXECUTIVE OFFICER

THE SOUTH AFRICAN QUALIFICTIONS AUTHORITY

National Certificate in Community Conservation: Practice and Co-ordination NQF Level 5

Field   : Agriculture and nature conservation

Sub-field : Nature conservation

NQF level : 5

Credits   : 130

QUALIFICATION RATIONALE

Community Conservation is an emerging field which currently focuses on three main categories:

⇒ Protected Area Outreach Program – conservation authorities from a protected area engage with neighbouring communities with a focus on community development and minimising impact on the area.
⇒ Collaborative Management – stakeholders jointly manage resources according to conservation principles, often on land outside of protected areas (be it urban, sub-urban, or rural).
⇒ Community Based Natural Resource Management – communities take full responsibility for conservation management activities on their own land.

This qualification seeks to broaden an understanding, appreciation and minimisation of tensions between general land use practices and conservation principles. There is a growing need for democratisation, promoting access, equity, knowledge of ecological principles/processes and social and environmental justice in the field of natural resource management.

There are currently practitioners who are operating in a variety of contexts ranging from formal conservation authorities, environmental NGO's, and community based organisations, who do not have formal qualifications and skills in Community Conservation. This National Certificate in Community Conservation: Practice and Co-ordination is a flexible and accessible means whereby learners can access various career opportunities in, for example, Senior Community Conservation Officers, Senior Environmental Educators, Social Ecologists, Community Conservation Co-ordinators, and other related occupational opportunities. For this reason, elective unit standards have not been specified so that learners can chose appropriate unit standards related to the above fields.

The skills catered for in this Qualification have commonality with National Certificates in Conservation (Natural Resource Management and Natural Resource Guardianship), Captive Wild Animal Management, Fisheries (Resource Guardianship, Resource Management and Fisheries Observation: Deep Sea), as well as agriculture and environmental education, which would allow for portability.

QUALIFICATION PURPOSE

A learner who has achieved this qualification will be able to plan, implement, monitor and evaluate a community-based natural resource management programme that contributes towards sustainable livelihoods and the conservation of natural and/or cultural resources, with due recognition of diverse cultural perspectives and values. This would be of benefit to both the South African economy and society as a whole while contributing to the socio-economic development of communities.

The qualification addresses the integration of environmental, conservation and development concerns through a holistic approach that facilitates education and interaction between various stakeholders and role-players. It improves the learners capacity and the quality of practice in the emerging fields of Community Conservation, and Environment and Development, e.g. Community based natural resource management, nature based tourism, community based tourism, eco-tourism and cultural heritage sites. The benefits of this qualification to these fields include formalising emerging South African practices and integrating these with appropriate international trends.

The qualification gives professional recognition and enables the learner access to or progress in an emerging specialisation and career path, e.g. Senior Community Conservation Officers, Senior Environmental Educators, Social Ecologists and Community Conservation Co-ordinators.

LEARNING ASSUMED TO BE IN PLACE

It is assumed that the learner entering a programme leading to this qualification has achieved:

- An FET Certificate in related fields such as Conservation, Environmental Education, Agriculture and other environmental certificates, or Grade 12
- Operate a computer (NQF 3, credits 8)
- Organise oneself in the workplace (NQF 2, credits 3)

ACCESS TO THE QUALIFICATION

Access for learners who want to pursue a career in Community Conservation is through formal education or informal and non-formal education through the process of Recognition of Prior Learning.

EXIT LEVEL OUTCOMES

1. Apply knowledge of ecological processes to the planning and implementation of a community conservation programme.
2. Acquire and apply competencies required in the management of programmes, for example, land tenure, national policy, cultural resources, agriculture, health, legislation, curriculum, depending on context.
3. Apply knowledge of education, training and development in the planning, implementation, and monitoring of programmes.
4. Identify and consider diverse cultural perspectives and values relevant to the interests and needs of stakeholders, for example, indigenous knowledge, cultural protocols, cultural villages.
5. Plan, implement, manage, monitor, evaluate and report on own programmes.
6. Select and apply "participation tools" for interacting with a range of stakeholders.
7. Network in order to source information and support around the objectives of a programme.
8. Contribute and take part in conflict resolution processes.
9. Further own learning and professional development.
10. Provide leadership and supervision in a team.
11. Understand ethics as it pertains to the environment and develop own set of environmental values.
12. Plan, implement, monitor and evaluate a learning programme.

ASSOCIATED ASSESSMENT CRITERIA

In particular assessors should look for evidence of the learner's ability to:

1. Apply knowledge of ecological processes.
2. Apply knowledge of education and development processes and issues.
3. Access and use required knowledge.
4. Consider diverse cultural perspectives and values.
5. Select and use appropriate and acceptable methodologies for interaction with stakeholders.
6. Ability to lead and supervise.

Practical competence:
The learner must demonstrate an ability to consider a range of options and make decisions about:
1. Intervention strategies.
2. Interaction with a wide range of people.
3. Different cultural values and perspectives.
4. Management of programmes.
5. Provision of leadership and guidance in supervisory or mentoring roles.
6. Learning programmes to be planned, implemented, evaluated and monitored.

Foundational competence:
The learner must demonstrate an understanding of:
1. Ecological processes and natural resource management issues.
2. Educational processes and methods.
3. Development processes and issues.
4. Cultural values and perspectives.
5. Project planning and management.
6. Evaluation and monitoring methods.
7. Career options.
8. Relevant legislation, legislative frameworks and policies.

Reflexive competence:
The learner must demonstrate an ability to:
1. Critically evaluate and justify steps related to planning, development, management and evaluation of a programme.
2. Reflect on adjustments made to a programme.
3. Show sensitivity to cultural perspectives.
4. Draw on experience and knowledge of others and oneself to provide leadership and guidance to others.
5. Identify own needs and opportunities for further learning and professional development.

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 and the context in which the learner works.

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 underpins their demonstrated performance. Some assessment practices will be of a more practical nature, while others will be of a theoretical nature. The ratio between action and interpretation is not fixed, but varies according to the type and level of qualification.

The integrated assessment for this qualification must include the planning, implementation, monitoring and evaluation of a programme in practice, with due sensitivity / ethical consideration to community

development and conservation contexts. The assessment should preferably take place within the context of an internship which provides professional guidance and integration into existing programmes. The programme should also be implemented in the context of a team which includes less experienced individuals.

In addition to theoretical assessments, learners should produce a portfolio of evidence documenting application of theory and aspects of management including planning, implementation, monitoring and evaluation of the programme, and should include a written report.

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.

The learner and assessor should at all times refer to the guidelines for Integrated Assessment as provided by ETQA

INTERNATIONAL COMPARABILITY

The unique environmental and developmental issues of the African have led to the formulation of standards relevant to Africa. These standards are based on experience and expertise in the field of community conservation gleaned from internationally accepted approaches to conservation as well as natural and cultural resource management in Africa. These standards are aimed at meeting the social, economic, environmental and developmental needs of South Africa. Specific areas of focus for international comparability include Community based natural resource management, nature based tourism, community based tourism, eco-tourism and cultural heritage sites.

Practitioners involved in international debates and practises have generated these standards; their knowledge has been captured in the structure and content of the standards.

RECOGNITION OF PRIOR LEARNING

Any learner wishing to be directly assessed may arrange to do so, without attending further training or education. The assessor and learner will decide together:
- on the most appropriate assessment route to be taken;
- on the number of unit standards to be achieved over a specific period of time;
- how the experience of the learner will be evaluated against the unit standards which forms part of the qualification; and,
- on the nature and value of evidence required for the assessment of the various unit standards.

The learner and assessor should at all times refer to the guidelines for Recognition of Prior Learning as provided by ETQA

A range of assessment methods should be used, including:

Direct observation – the learner will be asked to demonstrate his/her ability, perform tasks expected in the working environment.
Product sample – examine the portions of reports filed by the learner in order to ascertain his/her knowledge of the skills covered in this unit standard.
Simulation of a specific task or situation in order to evaluate the learner's knowledge and understanding of the skills required.
Questioning (verbal or written) – ask relevant questions linked to the unit standard
Testimony – collect a portfolio of evidence from suitable people, for example, reports from a third party.

Criteria for the registration of assessors

Anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA. Universities, colleges of education and organisations with well-established environmental education programmes should apply for accreditation in order to be able to carry out these functions. Co-operation between potential groups of assessors will be required in order to standardise assessment, moderation and the awarding of this qualification.

Notes to assessors

In order to ensure that judgements are reliable, assessors should collect evidence from a variety of sources and in a number of ways, for example, direct observation, role-plays and simulations, interviews, review of portfolios of work, testimonies from third parties, and formal written, oral or skills tests. Where possible, assessment of performance should be carried out in authentic situations and in an integrated fashion, enabling the simultaneous assessment of multiple specific outcomes and assessment criteria. So, for example, by observing the candidate during the course of preparing and implementing an environmental learning programme, the assessor will be able to assess not only his/her competence as an environmental education practitioner, but also his/her organisational, administrative and teamwork abilities. Furthermore, by observing how the candidate undertakes a community conservation programme, the assessor will be able to gauge how well the candidate understands the particular issue and related environmental concepts and processes.

The specific outcomes and assessment criteria contained in the unit standards are guidelines for assessors working with practitioners who do not have disabilities or special needs. Special consideration and exemptions should be given to practitioners who cannot fulfil the assessment criteria due to disabilities or other special needs.

ARTICULATION POSSIBILITIES

This qualification has been designed to horizontally articulate with the National Certificate in Natural Resource Management (NQF5), the Certificate in Fisheries Resource Management (NQF5) and the National Certificate in Environmental Education (NQF5). This articulation is made possible by the sharing of fundamental, core and elective standards.

This qualification articulates vertically with Diploma in Environmental Education (NQF5) through the sharing of fundamental, core and elective standards.

MODERATION OPTIONS

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

Any institution offering learning that will enable achievement of these unit standards or will assess these unit standards must be accredited as a provider with the relevant ETQA.
Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines in the relevant qualification and the agreed ETQA procedures.

Therefore anyone wishing to be assessed against these unit standards may apply to be assessed by any assessment agency, assessor or provider institution, which is accredited by the relevant ETQA

NOTES
Values:
1. Committed to social and ecological justice
2. Sustainable development/wise use of resources and heritage conservation
3. Valuing and applying diverse cultural perspectives
4. Committed to on-going learning.

	Level 4	Level 5	Total
Fundamental	4	41	**45**
Core	-	70	**70**
Elective	-	15	**15**
Total	4	**126**	**130**

Unit standards for National Certificate in Community Conservation:

Practice and Co-ordination (NQF5)

Unit Standards at NQF Level 4

* Title: Operate in a business (ID 8553).

Unit Standards at NQF Level 5

* Title: Plan and conduct a research project (ID 8663).
* Title: Examine social features as pertaining to the workplace (ID 8664).
* Title: Apply communication skills in the workplace (ID 8647).
* Title: Analyse and communicate workplace data (ID 8662)
* Title: Demonstrate an understanding of professional values and ethics (ID 8646)
* Title: Analyse external factors influencing people who have special needs (ID 9242)
* Title: Implement policies regarding HIV/AIDS in the workplace (ID 9224).
* Title: Monitor occupational health and safety (ID 9243)
* Title: Understand and develop conservation ethics (ID 8367).
* Title: Select, plan and adapt a contextually relevant environmental programme (ID 13634).
* Title: Implement and evaluate an environmental learning programme (ID 13635).
* Title: Manage cultural heritage resources in conservation areas (ID 8406).
1. Title: Supervise the implementation of a community development programme.
2. Title: Apply community development techniques.
3. Title: Analyze community and conservation issues.
4. Title: Participate in the management of conflict.
5. Title: Demonstrate an understanding of sociological issues.

Unit standards titles and specific outcomes at NQF level 5

1. Title: Supervise the implementation of a community development programme

Specific outcome 1.   Develop a clear understanding of the scope and "terms of reference" of the programme.

Specific outcome 2.   Ensure that stakeholders share a common understanding of the scope and "terms of reference" of the programme.

Specific outcome 3.   Understand the goal and objectives of the programme

Specific outcome 4.   Apply formal programme supervision actions.

Specific outcome 5.   Write reports on programme progress at prescribed frequency.

Specific outcome 6.   Give feedback to stakeholders.

2. Title: Apply community development techniques

Specific outcome 1.   Identify and explain a diverse range of community development techniques.

Specific outcome 2.   Explain how community development can impact on traditional lifestyles.

Specific outcome 3.   Interpret and evaluate information gathered.

Specific outcome 4.   Select and apply appropriate community development techniques.

3. Title: Analyse community and conservation issues

Specific outcome 1.   Apply participatory approaches when dealing with relevant stakeholders.

Specific outcome 2.   Describe sustainable natural and cultural resource utilisation.

Specific outcome 3.   Conduct basic research on natural resource utilisation.

Specific outcome 4.   Suggest alternative technologies and livelihood practises for sustainability.

4. Title: Participate in management of conflict

Specific outcome 1.   Identify and describe existing and potential conflict situations.

Specific outcome 2.   Participate in a conflict resolution / management process.

Specific outcome 3.   Evaluate conflict resolution/ management process.

Specific outcome 4.   Monitor and respond to conflict resolution / management process.

5. Title: Demonstrate an understanding of sociological issues

Specific outcome 1.   Identify and interpret key sociological features in area of operation

Specific outcome 2.   Describe the impact of the sociological features on the environment

Specific outcome 3.   Describe the impact of the environment on the social features of the community within area of operation

Specific outcome 4.   Demonstrate understanding of integrated sociological principles within area of operation

National Certificate in Community Conservation: Practice and Co-ordination
NQF Level 5 – 130 Credits

Fundamental				Core				Elective
Unit standard title	Unit nr.	Level	Credit	Unit standard title	Unit nr.	Level	Credit	
1. Plan and conduct a research project.	8663	5	6	1. Understand and develop conservation ethics	8367	5	4	A minimum of **15 credits** at NQF5 or above can be selected from any fields of learning relevant to the context or responsibilities of the Community Conservation Practitioner.
2. Examine social features as pertaining to the workplace.	8664	5	4	2. Select, plan and adapt a contextually relevant environmental programme.	13634	5	6	
3. Apply communication skills in the workplace.	8647	5	10	3. Implement and evaluate an environmental learning programme.	13635	5	6	These may include conservation management; natural and cultural resource management; environmental studies; education, training and development; information and communication technology; or any other related field.
4. Analyse and communicate workplace data.	8662	5	5	4. Manage cultural heritage resources in conservation areas.	8406	5	2	
5. Demonstrate an understanding of professional values and ethics.	8648	5	4	5. Supervise the implementation of a community development programme.		5	12	
6. Analyse external factors influencing people who have special needs.	9242	5	4	6. Apply community development techniques.		5	12	
7. Operate in a business.	8553	4	4	7. Analyse community and conservation issues.		5	12	
8. Implement policies regarding HIV/Aids in the workplace.	9224	5	4	8. Participate in the management of conflict.		5	4	
9. Monitor occupational health and safety.	9243	5	4	9. Demonstrate an understanding of sociological issues.		5	12	
TOTAL			**45**				**70**	**15**

THE SOUTH AFRICAN QUALIFICTIONS AUTHORITY

National Certificate in Community Conservation Liaison and Support NQF Level 2

Field : Agriculture and nature conservation

Sub-field : Nature conservation

NQF level : 2

Credits : 120

QUALIFICATION RATIONALE

Community Conservation: Liaison is an emerging field which currently focuses on three main categories:

⇒ Protected Area Outreach Program – conservation authorities from a protected area engage with neighbouring communities with a focus on community development and minimising impact on the area.
⇒ Collaborative Management – stakeholders jointly manage resources according to conservation principles, often on land outside of protected areas (be it urban, sub-urban, or rural).
⇒ Community Based Natural Resource Management – communities take full responsibility for conservation management activities on their own land.

This qualification seeks to broaden an understanding, appreciation and minimisation of tensions between general land use practices and conservation principles. There is a growing need for democratisation, promoting access, equity, knowledge of ecological principles/ processes and social and environmental justice in the field of natural resource management.

There are currently practitioners who are operating in a variety of contexts ranging from formal conservation authorities, environmental NGO's and community based organisations, who do not have formal qualifications and skills in Community Conservation. This National Certificate in Community Conservation: Liaison and Support is a flexible and accessible means whereby learners can access various career opportunities in, for example, Community Conservation Assistants, Community Conservation Officers, Community Conservationists, Assistant Environmental Educators and other related occupational categories. For this reason, elective unit standards have not been specified so that learners can chose appropriate unit standards related to the above fields.

The skills catered for in this qualification have commonality with National Certificate's in Conservation (Natural Resource Guardianship and Species Protection in Controlled Environments), agriculture, fisheries and environmental education, which would allow for portability.

QUALIFICATION PURPOSE

A learner who has achieved this qualification will be able to participate in an existing community-based, natural resource management programme that contributes towards sustainable livelihoods

and the management of natural and cultural resources, with due recognition of diverse cultural perspectives and values.

The qualification addresses the integration of environmental conservation and social development concerns through a holistic approach that facilitates education and interaction between various stakeholders and role-players. It improves learner's capacity and the quality of practice in the emerging fields of community conservation, environment and development, within the conservation and development sectors, e.g. Community based natural resource management, nature based tourism, community based tourism, eco-tourism and cultural heritage sites. The benefits to these sectors include aligning practice with emerging international trends in conservation.

The qualification gives professional recognition and hence confidence in a new field and enables the learner access or progress in a previously non-existent specialisation and career path, e.g. Community Conservation Assistants, Community Conservation Officers, Community Conservationists, Assistant Environmental Educators and other related occupational categories.

LEARNING ASSUMED TO BE IN PLACE

It is assumed that the learner entering a programme leading to this qualification has achieved a GET Certificate or Recognition of Prior Learning equivalent, or has several years' relevant industry experience. The learner will have competence in written Communication, Language Proficiency, Numeracy and occupational skills equivalent to at least NQF Level 1 standards.

ACCESS TO THE QUALIFICATIONS

Access for learners who want to pursue a career in Community Conservation is through formal education or informal and non-formal education through the process of Recognition of Prior Learning.

EXIT LEVEL OUTCOMES

On achieving this qualification the learner will be able to:

1. Effectively recognise and describe issues of conflict and assist with the resolution thereof.
2. Implement and support programmes aimed at sustainable use of natural and cultural resources.
3. Demonstrate an understanding of factors that influence programmes at a local level.
4. Identify interests, needs and local perspectives associated with the use and management of natural and cultural resources.
5. Apply knowledge of sustainable natural and cultural resource management.
6. Apply local and cultural perspectives on sustainable use and management of natural and cultural resources.
7. Apply different interaction strategies with different stakeholders.
8. Network and act as a point of contact between communities, authorities and resource people.
9. Report on own work and assist in compiling programme reports.
10. Identify opportunities for further learning and professional development.
11. Work as part of a team.
12. Plan and implement an environmental learning programme for stakeholders.
13. Develop own ethics and values in the context of conservation and community development.

ASSOCIATED ASSESSMENT CRITERIA

In particular assessors should look for evidence of the learner's ability to:

1. Work and interact with a variety of stakeholders.
2. Demonstrate practical understanding of a wide range of dynamics.
3. Contribute towards running of a programme in a local context.

4. Incorporate other peoples interests in the running of a programme with due consideration of needs and aspirations.
5. Demonstrate initiative to acquire more knowledge that could be linked to a development of the programme or a personal development plan.
6. Report on their activities; and
7. Provide evidence of their contribution to a programme for example through a portfolio.

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

1. Co-defined interventions based on the interests and needs of different stakeholders.
2. Interaction with a wide range of people in situations of both conflict and good relationships.
3. Different cultural perspectives.
4. Plan and implement environmental learning programmes.

Foundational competence:
The learner must demonstrate an understanding of:

1. Sustainable natural resource utilisation.
2. Cultural resource utilisation and management.
3. Relevant development theory.

Reflexive competence:
The learner must demonstrate ability to:

1. Critically evaluate and justify decisions taken on the basis of available information.
2. Reflect on the soundness of decisions made.
3. Reflect on any adjustments that are made to programmes.
4. Show sensitivity to cultural perspectives whilst developing own ethical and moral integrity.

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.

The integrated assessment for this qualification must include actual involvement in (where possible) an existing project / programme, with guidance and due sensitivity / ethical consideration to community development and conservation contexts. It is recommended that practical work be part of existing projects and in a community context well known to the learner. Actual involvement should follow a period of observation (role modelling) and reflection, and should not proceed without guidance.

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.

The learner and assessor should at all times refer to the guidelines for Integrated Assessment as provided by ETQA

INTERNATIONAL COMPARABILITY

The African continent with unique environment and development issues, has led to the development of standards of practice unique to Africa. These standards are based on experience in the areas of social ecology, community-based conservation, environmental education and other people-environment programmes on the continent. Development of these standards is therefore based on internationally accepted approaches to conservation and natural and cultural resource management in Africa, and is aimed at meeting the environment and development needs of South Africa. Specific areas of focus for international comparability include Community based natural resource management, nature based tourism, community-based tourism, eco-tourism and cultural heritage sites.

RECOGNITION OF PRIOR LEARNING

Any learner wishing to be directly assessed may arrange to do so, without attending further training or education. The assessor and learner will decide together:
- on the most appropriate assessment route to be taken;
- on the number of unit standards to be achieved over a specific period of time;
- how the experience of the learner will be evaluated against the unit standards which forms part of the qualification; and,
- on the nature and value of evidence required for the assessment of the various unit standards.

The learner and assessor should at all times refer to the guidelines for Recognition of Prior Learning as provided by ETQA

A range of assessment methods should be used, including:

Direct observation – the learner will be asked to demonstrate his/her ability to, perform tasks expected in the working environment.
Product sample – examine the portions of reports filed by the learner in order to ascertain his/her knowledge of the skills covered in this unit standard.
Simulation of a specific task or situation in order to evaluate the learner's knowledge and understanding of the skills required.
Questioning (verbal or written) – ask relevant questions linked to the unit standard
Testimony – collect a portfolio of evidence from suitable people, for example, reports from a third party.

ARTICULATION POSSIBILITIES

This qualification has been designed to horizontally articulate with the National Certificate in Conservation Guardianship (NQF2). This articulation is made possible by the sharing of fundamental, core and elective standards.

This qualification articulates vertically with the National Certificate in Fisheries Guardianship (NQF4), the National Certificate in Community Conservation (NQF5), the National Certificate in Fisheries Resource Management (NQF5), the National Certificate in Natural Resource Management (NQF5) and National Certificate Environmental Education through the sharing of fundamental, core and elective standards.

MODERATION OPTIONS

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

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

3. The criteria for the assessment of the modules associated with this qualification must be approved by Theta. Theta should have a memorandum of understanding with various other Seta's for the assessment and moderation of modules from the different fields (e.g. Local Government, Water and Related Services Sector Education and Training Authority).

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

Therefore anyone wishing to be assessed against these unit standards may apply to be assessed by any assessment agency, assessor or provider institution, which is accredited by the relevant ETQA.

Criteria for the registration of assessors

Anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA. Universities, colleges of education and organisations with well-established environmental education programmes should apply for accreditation in order to be able to carry out these functions. Co-operation between potential groups of assessors will be required in order to standardise assessment, moderation and the awarding of this qualification.

Notes to assessors

In order to ensure that judgements are reliable, assessors should collect evidence from a variety of sources and in a number of ways, e.g. direct observation, role-plays and simulations, interviews, review of portfolios of work, testimonies from third parties, and formal written, oral or skills tests. Where possible, assessment of performance should be carried out in authentic situations and in an integrated fashion, enabling the simultaneous assessment of multiple specific outcomes and assessment criteria. So, for example, by observing the candidate during the course of preparing and implementing an environmental learning programme, the assessor will be able to assess not only his/her competence as an environmental education practitioner, but also his/her organisational, administrative and teamwork abilities. Furthermore, by observing how the candidate undertakes an environmental action project, the assessor will be able to gauge how well the candidate understands the particular issue and related environmental concepts and processes.

The specific outcomes and assessment criteria contained in the unit standards are guidelines for assessors working with practitioners who do not have disabilities or special needs. Special consideration and exemptions should be given to practitioners who cannot fulfil the assessment criteria due to disabilities or other special needs.

	Level 2	Level 4	Total
Fundamental	44	0	**44**
Core	35	12	**47**
Elective	29	0	**29**
Total	**108**	**12**	**120**

Unit standards for National Certificate in Community Conservation Liaison and Support (NQF Level 2)

Unit Standards at NQF Level 2

* Title: Do basic research (ID 8418).
* Title: Operate in a team (ID 8420).
* Title: Apply basic written and oral communication skills (ID 11803).
* Title: Use numeracy for self-organisation (ID 8417).
* Title: Understand and apply personal values and ethics (ID 8416).
* Title: Organise oneself in the workplace (ID 8618).
* Title: Work with people who have special needs (ID 8421).
* Title: Maintain occupational health and safety (ID 8493).
* Title: Demonstrate an understanding of HIV/Aids and its implications (ID 8494).
* Title: Understand and interpret our natural and cultural heritage (ID 8489).
* Title: Describe the sectors of the hospitality, travel and tourism industries (ID 7801).
* Title: Understand nature conservation issues (ID 8348).
* Title: Demonstrate knowledge of conservation ethics (ID 8336).
* Title: Understand social issues (ID 8419).
1. Title: Explain basic ecological principles.
2. Title: Identify and respond to conflict.
3. Title: Demonstrate an understanding of community and development issues.

Unit Standards at NQF Level 4

* Title: Work under supervision to prepare an environmental learning programme (ID 13659).
* Title: Work with others to implement an environmental learning programme (ID 13660).
* Title: Work as a project team member (ID 10135).

Unit standards titles and specific outcomes at NQF level 2

1. Title: Explain basic ecological principles.

Specific outcome 1.   Describe and define the basic components of ecosystems.

Specific outcome 2.   Describe and interpret some key interactions within ecological communities.

Specific outcome 3.   Demonstrate a basic understanding of interactions between and within ecosystems.

Specific outcome 4.   Assess qualitatively the dominant indicator species in local area.

2. Title: Identify and respond to conflict.

Specific outcome 1.   Describe existing and potential conflict.

Specific outcome 2.   Participate in the analysis of the conflict situation.

Specific outcome 3.   Participate in the construction of a conflict management and/ or conflict resolution strategy.

Specific outcome 4.   Provide feedback on post monitoring activities on conflict resolution.

3. Title: Demonstrate an understanding of community development issues.

Specific outcome 1.   Describe the elements of a community.

Specific outcome 2.   Interpret the driving forces in area of operation.

Specific outcome 3.   Contribute to the planning and execution of community development initiatives.

Specific outcome 4.   Report on community development issues.

National Certificate in Community Conservation: Liaison and Support
NQF Level 2 – 120 Credits

Fundamental				Core				Elective			
Unit standard title	Unit nr.	Level	Credit	Unit standard title	Unit nr.	Level	Credit	Unit standard title	Unit nr.	Level	Credit
1. Do basic research.	8418	2	4	1. Work under supervision to prepare an environmental learning programme.	13659	4	4	A minimum of 29 credits at NQF2 or above can be selected from any fields of learning relevant to the context or responsibilities of the community conservation practitioner. These may include conservation management; natural and cultural resource management; environmental studies; education, training and development; information and communications technology; or any other related fields.			
2. Operate in a team.	8420	2	4	2. Work with others to implement an environmental learning programme.	13660	4	4				
3. Apply basic written and oral communication skills.	11803	2	10	3. Work as a project team member.	10135	4	4				
3. Use numeracy for self-organisation.	8417	2	2	4. Explain basic ecological principles.		2	10				
4. Understand and apply personal values and ethics.	8416	2	4	5. Identify and respond to conflict.		2	4				
5. Organise oneself in the workplace.	8618	2	3	6. Demonstrate an understanding of community development issues.		2	10				
6. Work with people who have special needs.	8421	2	4	7. Understand nature conservation issues.	8348	2	4				
7. Maintain occupational health and safety.	8493	2	2	8. Demonstrate knowledge of conservation ethics.	8336	2	3				
8. Demonstrate an understanding of HIV/Aids and its implications.	8494	2	4	9. Understand social issues.	8419	2	4				
9. Understand and interpret our natural and cultural heritage.	8489	2	5								
10. Describe the sectors of the hospitality, travel and tourism industries.	7801	2	2								
TOTAL			44				47				29

No. 1550   **13 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

Administration

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

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

Comment on the unit standards should reach SAQA at the address *below and no later than 30 January 2003* All correspondence should be marked **Standards Setting – SGB for Administration** 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

SAMUEL B.A. ISAACS
EXECUTIVE OFFICER

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

NATIONAL CERTIFICATE IN GENERIC BUSINESS ADMINISTRATION SERVICES: NQF LEVEL 2

FIELD: Business, Commerce and Management studies

SUB-FIELD: Office Administration

LEVEL: 2

CREDITS: 130

ISSUE DATE:

REVIEW DATE:

RATIONALE FOR THE QUALIFICATION

The National Certificate in Generic Business Administration Services: NQF Level 2 is designed to meet the needs of those learners who are already involved, or wish to become involved, in the field of Administration. It is applicable to employed and unemployed learners. It is particularly suited to those learners who are performing secretarial/administrative tasks, in commercial and non-commercial oreganisations across the entire spectrum, but have not had the opportunity to obtain a formal school qualification beyond NQF level 1.

Administration is an essential field of learning as the competences required by people doing administrative tasks are generic in nature and apply to all businesses in all sectors and to many non-business organisations such as sports and cultural clubs and the like. Administrative tasks and administration are done at various levels depending upon the nature and size of the organization and its management structure. People involved in administration are known by such terms as secretaries, administrative assistants, administrators and clerks depending on the organization in which they are employed. There is therefore an on-going need for highly skilled administration personnel and a need for a well developed learning pathway to cater for administrative personnel at the various levels at which they operate.

The National Certificate in Generic Business Administration Services at NQF: Level 2 is the first qualification in a learning pathway that starts at NQF level 2 and ends with the National Certificate in Office Administration Level 5. It is planned to develop degrees in Administration at levels 6, 7 and 8 as the final steps in the learning pathway.

The National Certificate in Generic Business Administration Services at NQF: Level 2 supports the objectives of the NQF in that it gives the learner access to a registered qualification. It will ensure that

the quality of education and training in the sub-field is enhanced and of a world-class standard. The qualification will allow learners not only to develop their knowledge and skills in the field of Administration, but will also enable them to benchmark their competence against international standards.

PURPOSE OF THE QUALIFICATION

This qualification is for any individual who is, or wishes to be, involved in the Administration function in any organization or business in any sector, or field as well as in non-commercial organisations such as clubs and charitable organisations. It contains all the competencies, skills and values required by a learner who wishes to access the National Certificate in Generic Business Administration Services at NQF: Level 3.

The core component contains competencies in Information Handling, Communications, Enterprise/customer service, Technology, Organisation skills, Self-development, Teamwork and Business policies and procedures. The elective component allows the learner to gain specialist knowledge, skills and insight in the areas of Reception, Executive Administration, Financial Services and Banking or in the field in which the learner is employed.

Learners working towards this qualification will find that the acquisition of competence in the unit standards, which make up the qualification, will add value to their work performance. This qualification is intended to enhance the provision of entry-level service within the field of Administration within all sectors.

The qualification will provide the broad knowledge, skills and values needed in the administration field in all sectors and will facilitate access to, and mobility and progression within, education and training for learners who:

- Were previously disadvantaged or who were unable to complete their schooling and were therefore denied access to Further Education and Training.
- Have worked in this field for many years, but have no formal qualifications and would like to achieve this through the process of RPL (Recognition of Prior Learning) and/or formal study
- Wish to extend their range of skills and knowledge of administration within their respective industries so that they can extend their competency levels.

The qualification has building blocks that can be developed further in qualifications at a higher level. It also focuses on the skills, knowledge, values and attitudes required to progress further. The intention is:

- To promote the development of knowledge, skills and values that are required for service excellence within the field of administration.
- To release the potential of people.
- To provide opportunities for people to move up the value chain.

ACCESS TO THE QUALIFICATION

There is open access to the qualification.

LEARNING ASSUMED TO BE IN PLACE

Learners accessing this qualification are assumed to be competent in:

- Communication at NQF level 1
- Mathematical Literacy at NQF level 1.

LEVEL, CREDITS AND LEARNING COMPONENTS ASSIGNED TO THE QUALIFICATION

The certificate is made up of a planned combination of learning outcomes that have a defined purpose and will provide qualifying learners with applied competence and a basis for further learning. It is a building block for the National Certificate in Administration: NQF Level 3.

In keeping with SAQA requirements, the qualification is made up of unit standards that are classified as Fundamental, Core and Elective for the purpose of this qualification. A minimum of 130 credits is required to complete the qualification. A minimum of 72 of the 120 credits must be at level 2 or above.

In this qualification the credits are allocated as follows:

Fundamental	36 credits	28%
Core	81credits	62%
Electives	13 credits	10%
TOTAL	130 credits	100%

Note that 62% of the credits, therefore, relate directly to basic administration and the remainder may be selected from unit standards that are:

- Directly related to the work done by the learner in an organisation.
- Related to specialist areas of administration that the learner might be interested in.

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

MOTIVATION FOR NUMBER OF CREDITS ASSIGNED TO FUNDAMENTAL, CORE AND ELECTIVE COMPONENTS

Credits for the Fundamental Component

SAQA stipulates that at least 36 credits must be allocated to the Fundamental Component with 20 being for Communication and 16 for Mathematical Literacy. These unit standards will add value to learners both socially and economically in terms of their ability to operate as literate and numerate workers in a global economy. All the unit standards are compulsory.

Credits or the Core Component

Eighty-one credits have been allocated to unit standards designated as core for the purpose of this qualification. This is to ensure that the qualification has a strong Administration focus. The Unit Standards classified as Core describe administration knowledge and skills that are generic to all commercial and non-commercial organisations where administrative functions of one kind or another are executed. They provide an opportunity to develop knowledge of administration through research, formal learning and workplace practice and/or simulated situations. The unit standards encourage application of knowledge and skills in real situations. All these unit standards are compulsory.

Credits for the Elective Component

Learners are required to select electives that add up to at least 13 credits. Unit standards may be selected from the unit standards indicated in the elective component, or any other unit standards that relate to the learner's workplace and which will enhance the learner's work performance.

UNIT STANDARDS IN NATIONAL CERTIFICATE IN GENERIC BUSINESS ADMINISTRATION SERVICES: LEVEL 2

TITLE	LEVEL	CREDITS
FUNDAMENTAL COMPONENT		
COMMUNICATION		
Maintain and adapt oral communication	2	5
Access and use information from texts	2	5
Write for a defined context	2	5
Respond to literary texts	2	5
Total Credits for Communication		20
MATHEMATICAL LITERACY		
Use mathematics to investigate and monitor the financial aspects of personal and community life	2	2
Work with a range of patterns and functions to solve problems	2	5
Demonstrate understanding of rational and irrational numbers and number systems within the context of relevant calculations	2	3
Measure, estimate and calculate physical quantities and explore, describe and represent geometrical relationships in 2-dimensions in different life or workplace contexts	2	3
Apply basic knowledge of statistics in order to investigate life and work related problems	2	3
Total Credits for Mathematical Literacy		16
TOTAL CREDITS FOR FUNDAMENTAL COMPONENT		36
CORE COMPONENT		
Identify and maintain the types of records required in own industry and understand why it is necessary to create evidence and maintain confidentiality	2	5
Maintain an existing information system in a business environment	2	4
Process numerical and text data in a business environment	2	2
Receive and execute instructions	2	2
Process incoming and outgoing telephone calls	2	3
Behave in a professional manner in a business environment	2	5
Attend to customer enquiries in an office setting	2	2
Operate a personal computer system	2	6
Operate personal computer peripherals	2	3
Demonstrate knowledge of and produce word processing documents using basic functions	2	3
Demonstrate the ability to use mail software to send and receive messages	2	3
Operate and take care of equipment in an office environment	2	2
Organise oneself in the workplace	2	3
Manage time and work processes within a business environment	2	4
Demonstrate, monitor and manage deportment and the importance of image in the workplace	3	2
Operate in a team	2	4
Maintain effective working relationships with other members of staff	2	1
Demonstrate layout, services and facilities of the organisation	2	1
Investigate the structure of an organisation in the workplace	2	8
Contribute to the health, safety and security of the workplace	2	4

Demonstrate an understanding of a selected business environment	2	10
Keep informed about current affairs related to one's own industry	2	4
TOTAL CREDITS FOR CORE COMPONENT		81
ELECTIVE COMPONENT		
Receive, consult and direct visitors	2	5
Maintain reception area	2	5
Receive, distribute and dispatch mail in an office environment	2	2
Do basic research	2	4
Manage a diary for self and other	2	4
Order and distribute office supplies	2	2
Complete basic financial transactions	2	3
Demonstrate an understanding of the financial services business environment	2	10
TOTAL CREDITS FOR ELECTIVE COMPONENT		35 Minimum 13
TOTAL CREDITS FOR QUALIFICATION		130

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

Unit Standard Title	Critical Cross-field outcomes supported by the Unit Standard							
Core	Solve problems	Team work	Organisation	Information	Communicate	Technology	Related systems	Personal development
Identify and maintain the types of records required in own industry and understand why it is necessary to create evidence and maintain confidentiality			●	●	●	●	●	
Maintain an existing information system in a business environment			●	●		●	●	
Process numerical and text data in a business environment			●	●		●		
Receive and execute instructions			●	●	●			
Process incoming and outgoing telephone calls	●		●	●	●	●	●	
Behave in a professional manner in a business environment		●	●		●		●	●
Attend to customer enquiries in an office setting	●	●	●	●	●	●	●	●
Operate a personal computer system			●	●	●			
Operate personal computer peripherals			●	●	●			
Demonstrate knowledge of and produce word processing documents using basic functions			●	●	●			
Demonstrate the ability to use mail software to send and receive messages			●	●	●			

Operate and take care of equipment in an office environment	●		●	●	●	●	●		
Organise oneself in the workplace		●	●		●				●
Manage time and work processes within a business environment	●		●	●		●	●	●	
Operate in a team		●	●	●	●		●	●	
Maintain effective working relationships with other members of staff	●	●		●	●		●	●	
Demonstrate layout, services and facilities of the organisation			●	●	●		●		
Investigate the structure of an organisation in the workplace			●	●	●		●	●	
Contribute to the health, safety and security of the workplace	●	●	●	●	●		●	●	
Demonstrate an understanding of a selected business environment				●	●		●		
Keep informed about current affairs related to one's own industry				●	●			●	
Receive, consult and direct visitors	●	●	●	●	●		●		
Maintain reception area	●		●				●		
Receive, distribute and dispatch mail in an office environment		●	●						
Do basic research			●	●				●	
Manage a diary for self and others	●		●	●	●	●	●	●	
Order and distribute office supplies		●	●	●	●		●		
Complete basic financial transactions			●	●		●			
Demonstrate an understanding of the financial services business environment			●		●		●		

EXT LEVEL OUTCOMES

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

- Identify and maintain records
- Maintain an information system
- Process numerical and text data
- Receive, distribute and dispatch mail in an office environment
- Receive and execute instructions
- Process incoming and outgoing telephone calls
- Behave in a professional manner in a business environment
- Attend to customer enquiries
- Operate and take care of equipment in an office environment
- Manage time and work processes within a business environment
- Investigate the structure of an organisation
- Demonstrate an understanding of the business environment
- Keep informed about current affairs relating to one's own industry

Learners exiting this qualification before completion, retain the credits for unit standards successfully completed and may carry them over to other qualifications to which they are applicable. Learners may also retain the credits until a later stage should studies be recommenced, provided the unit standards are still relevant to the qualification.

ASSOCIATED ASSESSMENT CRITERIA

In particular, assessors should check that the learner can demonstrate an ability to consider a range of options and make decisions and apply the skills that relate to:

- Record keeping and the related processes
- Information systems in relation to record keeping
- Processing instructions
- Processing telephone calls
- Standards of professionalism in relation to handling customer queries, applying business ethics and behaving appropriately in a business environment
- Ensuring that office equipment is properly maintained
- Managing time and work schedules effectively
- Understanding the work context and how to solve problems within that work context
- Resolving customer problems and queries

INTERNATIONAL COMPARABILITY

Benchmarking was done by comparison with Qualifications and Unit Standards/Outcomes for Administration in:

- Australia
- New Zealand
- England
- Scotland

A direct comparison of the title, specific outcomes, assessment criteria and embedded knowledge was undertaken with each.

The difference in levels across the different countries made direct comparison difficult. However the SGB was able to conclude that this qualification equates well with the Australian Administration qualification entitled, **Certificate in Business (Office Skills) Code BSA 10197**

INTEGRATED ASSESSMENT

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

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

Assessment of the communication, language, literacy and numeracy should be conducted in conjunction with other aspects and should use authentic administration contexts wherever possible. A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working. Where it is not possible to assess the learner in the

workplace or on-the-job, simulations, case studies, role-plays and other similar techniques should be used to provide a context appropriate to the assessment.

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

Assessors must assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience.

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

RECOGNITION OF PRIOR LEARNING

The structure of this Unit Standard based Qualification makes the Recognition of Prior Learning possible. Learners who are able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this qualification and/or any of its constituent unit standards must receive the appropriate credits. Assessment of Prior Learning must be done by means of Integrated Assessment as mentioned in the previous paragraph.

Recognition of Prior Learning may allow:

- For accelerated access to further learning at this or higher levels on the NQF
- Gaining of credits towards a unit standard
- The obtaining in whole or in part of this qualification.

ARTICULATION POSSIBILITIES

This qualification articulates with the following qualifications:

- The National Certificate in Generic Business Administration: Level 3
- The National Certificate in Generic Management: Level 3
- The National Certificate in Public Administration: Level 3

It should also articulate with any other qualification at level 3 in the following fields:

- Secretarial services
- Reception services
- Switchboard operations
- Financial administration
- Banking administration
- Personal/executive secretarial services
- Data capturing

MODERATION OPTIONS

- Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with a relevant Education, Training, Quality, Assurance (ETQA) Body or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- Moderation of assessment will be overseen by the relevant ETQA or by an ETQA that has a Memorandum of Understanding with the relevant ETQA, according to the ETQA's policies and guidelines for assessment and moderation.
- Moderation must include both internal and external moderation of assessments at exit points of the qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual unit standards as well as in the exit level outcomes described in the qualification.

CRITERIA FOR REGISTRATION OF ASSESSORS

For an applicant to register as an assessor for this qualification, the applicant should:
- hold at least the National Certificate in Generic Business Administration Services: Level 3
- be declared competent in all the outcomes of the National Assessor Unit Standards as stipulated by South African Qualifications Authority (SAQA)

UNIT STANDARDS IN NATIONAL CERTIFICATE IN

GENERIC BUSINESS ADMINISTRATION SERVICES:

NQF LEVEL 2

UNIT STANDARDS TITLES AT NQF LEVEL 2

Core

1.	Title	Identify and maintain the types of records required in own industry and understand why it is necessary to create evidence and maintain confidentiality
2.	Title	Maintain an existing information system in a business environment
3.	Title	Process numerical and text data in a business environment
4.	Title	Receive and execute instructions
5.	Title	Process incoming and outgoing telephone calls
6.	Title	Behave in a professional manner in a business environment
7.	Title	Attend to customer enquiries in an office setting
8.	Title	Operate a personal computer system
9.	Title	Develop and use keyboard skills to enter text
10.	Title	Operate personal computer peripherals)
11.	Title	Demonstrate knowledge of and produce word processing documents using basic functions
12.	Title	Demonstrate the ability to use mail software to send and receive messages
13.	Title	Operate and take care of equipment in an office environment
14.	Title	Organise oneself in the workplace
15.	Title	Manage time and work processes within a business environment
16.	Title	Demonstrate, monitor and manage deportment and the importance of image in the workplace
17.	Title	Operate in a team

18.	Title	Maintain effective working relationships with other members of staff
19.	Title	Demonstrate layout, services and facilities of the organisation
20.	Title	Demonstrate an understanding of managerial expertise and administrative capabilities
21.	Title	Investigate the structure of an organisation in the workplace
22.	Title	Demonstrate an understanding of the business environment that you work in
23.	Title	Contribute to the health, safety and security of the workplace
24.	Title	Keep informed about current affairs related to one's own industry

Elective

1.	Title	Receive, consult and direct visitors
2.	Title	Maintain reception area
3.	Title	Handle mail messages and written communications
4.	Title	Provide a collection and delivery service
5.	Title	Do basic research
6.	Title	Manage a diary for self and other
7.	Title	Order and distribute office supplies
8.	Title	Complete basic financial transactions
9.	Title	Demonstrate an understanding of the financial services business environment

UNIT STANDARDS AND SPECIFIC OUTCOMES IN
GENERIC BUSINESS ADMINISTRATION SERVICES NQF LEVEL 2

UNIT STANDARDS AT NQF LEVEL 2

1.	Title	**Identify and maintain the types of records required in own industry and understand why it is necessary to create evidence and maintain confidentiality**

Specific Outcome	1.1	Explain why companies record and keep information
Specific Outcome	1.2	Name and describe the type of records that are specific to a contract or agreement in a selected business sector
Specific Outcome	1.3	Locate and provide records to users on request
Specific Outcome	1.4	Maintain confidentiality of customer and company information

2.	Title	**Maintain an existing information system in a business environment**

Specific Outcome	2.1	Store information using an existing storage system
Specific Outcome	2.2	Retrieve information from an existing storage system
Specific Outcome	2.3	Store valuable documentation and reference materials securely

3.	Title	**Process numerical and text data in a business environment**

Specific Outcome	3.1	Identify and access the correct database
Specific Outcome	3.2	Process and check numerical data on a database used on one's own Organisation
Specific Outcome	3.3	Process and check text on a database used in one's own organisation
Specific Outcome	3.4	Save and store original data

4.	Title	**Receive, distribute and dispatch mail in an office environment**

Specific Outcome	4.1	Receive and sort mail

Specific Outcome	4.2	Distribute and dispatch mail
Specific Outcome	4.3	Know and understand the importance of the process followed in a mailroom and why it is necessary to create evidence
Specific Outcome	4.4	Maintain confidentiality of information in the mail system

5.	Title	**Receive and execute instructions**

Specific Outcome	5.1	Explain the process involved in receiving and executing instructions
Specific Outcome	5.2	Plan for and prepare all activities required to carry out instruction
Specific Outcome	5.3	Execute instruction in a professional and accurate manner

6.	Title	**Process incoming and outgoing telephone calls**

Specific Outcome	6.1	Employ effective telephone etiquette
Specific Outcome	6.2	Answer telephone according to organisational standards
Specific Outcome	6.3	Process incoming calls according to organisational standards
Specific Outcome	6.4	Process outgoing calls in accordance with organisational requirements

7.	Title	**Behave in a professional manner in a business environment**

Specific Outcome	7.1	Know how to behave in a business environment
Specific Outcome	7.2	Interpret body language in a business environment
Specific Outcome	7.3	Meet people in a business setting
Specific Outcome	7.4	Demonstrate an understanding of basic business ethics in the business environment

8.	Title	**Attend to customer enquiries in an office setting**

Specific Outcome	8.1	Greet a customer and identify his/her need or problem
Specific Outcome	8.2	Attend to customer telephone, facsimile and electronic requests
Specific Outcome	8.3	Refer a customer's request
Specific Outcome	8.4	Respond to customer face-to-face and on the telephone

9.	Title	**Operate and take care of equipment in an office environment**

Specific Outcome	9.1	Follow instructions to operate four different items of office equipment
Specific Outcome	9.2	Maintain equipment in a clean and working condition
Specific Outcome	9.3	Monitor and request equipment consumables
Specific Outcome	9.4	Recognise and take steps to minimise risks to safety when operating equipment in an office environment

10.	Title	**Manage time and work processes within a business environment**

Specific Outcome	10.1	Create, use and maintain a task list
Specific Outcome	10.2	Use and maintain a diary
Specific Outcome	10.3	Prioritise tasks
Specific Outcome	10.4	Plan and follow a work schedule

11.	Title	**Investigate the structure of an organisation as a workplace**

Specific Outcome	11.1	Identify the core business activities of a selected organisation
Specific Outcome	11.2	Identify support functions within a selected organisation
Specific Outcome	11.3	Explain the role of a selected department or section in an organisation

		and its contribution to the effectiveness of the organisation
Specific Outcome	11.4	Investigate the different types of work done in the department

12. Title   **Demonstrate an understanding of a selected business environment**

Specific Outcome	12.1	Explain the structure and roles of the different types of organisations within their own industry in South Africa
Specific Outcome	12.2	Demonstrate an understanding of the concept of a market as applied to a selected business sector
Specific Outcome	12.3	Identify and describe the role of professional bodies, associations or regulatory authorities in or affecting a selected business sector
Specific Outcome	12.4	Discuss the market position of a selected organisation in the relevant sub-sector

13. Title   **Contribute to the health, safety and security of the workplace**

Specific Outcome	13.1	Identify potential hazards in the workplace
Specific Outcome	13.2	Know how to limit damage to persons or property in the event of an accident or emergency
Specific Outcome	13.3	Know how to contribute to the maintenance of security in the workplace
Specific Outcome	13.4	Explain emergency procedures in the workplace

14. Title   **Keep informed about current affairs related to one's own industry**

Specific Outcome	14.1	Identify events in the physical environment that could impact on a selected industry
Specific Outcome	14.2	Identify events in the social environment that could impact on a select Industry
Specific Outcome	14.3	Identify events in the economic environment that could impact on a selected business sector
Specific Outcome	14.4	Identify people and companies in the news

15. Title   **Receive, consult and direct visitors in a reception area**

Specific Outcome	15.1	Receive visitors in accordance with organisational requirements
Specific Outcome	15.2	Process visitor requirements according to organisational procedures
Specific Outcome	15.3	Direct visitors according to organisational requirements

16. Title   **Maintain reception area**

Specific Outcome	16.1	Implement security procedures according to organisational requirements
Specific Outcome	16.2	Maintain a clean and safe reception area according to organisational standards
Specific Outcome	16.3	Create a presentable reception area

17. Title   **Manage a diary for self and others**

Specific Outcome	17.1	Demonstrate the ability to manage a diary
Specific Outcome	17.2	Schedule appointments
Specific Outcome	17.3	Communicate relevant diary information

18.	Title		**Order and distribute office supplies**

Specific Outcome	18.1	Explain office supply levels according to organisation requirements
Specific Outcome	18.2	Order office supplies in line with budgetary requirements
Specific Outcome	18.3	Distribute office supply orders

19. Title   Conduct basic financial transactions

Specific Outcome	19.1	Explain and apply the basic procedures for receiving and receipting Payments
Specific Outcome	19.2	Utilise a petty cash system to purchase office items
Specific Outcome	19.3	Conduct basic banking transactions

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

NATIONAL CERTIFICATE IN GENERIC BUSINESS ADMINISTRATION SERVICES: LEVEL 3

FIELD: Business, Commerce and Management Studies

SUB-FIELD: Office Administration

LEVEL: 3

CREDITS: 120

ISSUE DATE:

REVIEW DATE:

RATIONALE FOR THE QUALIFICATION

The National Certificate in Generic Business Administration Services: NQF Level 3 is designed to meet the needs of those learners who are already involved, or wish to become involved, in the field of Administration. It is applicable to employed and unemployed learners. Administration is an essential field of learning as the competences required by people doing administrative tasks are generic in nature and apply to all businesses in all sectors and to many non-business organisitions such as sports and cultural clubs and the like. Administrative tasks and administration are done at various levels depending upon the nature and size of the organization and its management structure. People involved in administration are known by such terms as secretaries, administrative assistants, administrators and clerks depending on the organization in which they are employed. There is therefore an on-going need for highly skilled administration personnel and a need for a well developed learning pathway to cater for administrative personnel at the various levels at which they operate.

The National Certificate in Generic Business Administration Services at NQF: Level 3 is the second qualification in a learning pathway that starts with the National Certificate in Business Administration level 2 and ends, at present, with the National Certificate in Administration Level 5. It is planned to develop degrees in Administration at levels 6, 7 and 8 as the final steps in the learning pathway.

The National Certificate in Generic Business Administration Services at NQF: Level 3 supports the objectives of the NQF in that it gives the learner access to a registered qualification. It will ensure that the quality of education and training in the sub-field is enhanced and of a world-class standard. The qualification will allow learners not only to develop their knowledge and skills in the field of Administration but will also enable them to benchmark their competence against international standards.

PURPOSE OF THE QUALIFICATION

This qualification is for any individual who is, or wishes to be, involved in the Administration function in any organization or business in any sector, or field as well as in non-commercial organisations such as clubs and charitable organisations. It contains all the competencies, skills and values required by a learner who wishes to access the National Certificate in Generic Business Administration Services at NQF: Level 4.

The core component contains competencies in Information Handling, Communications, Enterprise/customer service, Technology, Organisation skills, Self-development, Teamwork and Business policies and procedures. The elective component allows the learner to gain specialist knowledge, skills and insight in the areas of Reception, Executive Administration, Financial Services and Banking, Legal administration and Human Resources.

Learners working towards this qualification will find that the acquisition of competence in the unit standards, which make up the qualification, will add value to their work performance. This qualification is intended to enhance the provision of service within the field of Administration within all sectors.

Through building day-to-day administration skills, as well as general operational competencies, the qualification ensures progression of learning, enabling the learner to meet standards of service excellence required within the administration field of learning.

The qualification will provide the broad knowledge, skills and values needed in the administration field in all sectors and will facilitate access to, and mobility and progression within, education and training for learners who:

- Were previously disadvantaged or who were unable to complete their schooling and were therefore denied access to Further Education and Training.
- Have worked in this field for many years, but have no formal qualifications and would like to achieve this qualification through the process of RPL (Recognition of Prior Learning) and/or formal study
- Wish to extend their range of skills and knowledge of administration within their respective industries so that they can extend their competency levels.

The qualification has building blocks that can be developed further in qualifications at a higher level. It also focuses on the skills, knowledge, values and attitudes required to progress further. The intention is:

- To promote the development of knowledge, skills and values that are required for service excellence within the field of administration.
- To release the potential of people.
- To provide opportunities for people to move up the value chain.

ACCESS TO THE QUALIFICATION

There is open access to the qualification.

LEARNING ASSUMED TO BE IN PLACE

Learners accessing this qualification are assumed to be competent in:

- Communication at NQF level 2
- Mathematical Literacy at NQF level 2.

LEVEL, CREDITS AND LEARNING COMPONENTS ASSIGNED TO THE QUALIFICATION

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

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

In this qualification the credits are allocated as follows

Fundamental	36 credits	30%
Core	72 credits	60%
Electives	12 credits	10%
TOTAL	120 credits	100%

Note that 72% of the credits, therefore, relate directly to basic administration and the remainder may be selected from unit standards that are:

- Directly related to the work done by the learner in an organisation.
- Related to specialist areas of administration that the learner might be interested in.

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

	LEVEL 2	LEVEL 3	TOTAL
FUNDAMENTAL		36	36
CORE	4	68	72
ELECTIVE		50 Min 12	50 Min 12
TOTAL	4	116	120

MOTIVATION FOR NUMBER OF CREDITS ASSIGNED TO FUNDAMENTAL, CORE AND ELECTIVE

Allocation of Fundamental credits

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

Allocation of Core credits

Seventy-two credits have been allocated to unit standards designated as core for the purpose of this qualification. This is to ensure that the qualification has a strong Administration focus. The Unit Standards classified as Core describe administration knowledge and skills that are generic to all commercial and non-commercial organisations where administrative functions of one kind or another are executed. They provide an opportunity to develop knowledge of administration through

research, formal learning and workplace practice and/or simulated situations. The unit standards encourage application of knowledge and skills in real situations. The core unit standards provide the basic knowledge and skills that all workers need to know about administration.

Allocation of Elective credits

There are unit standards totaling 50 credits in this component. Learners are required to select electives that add up to at least 12 credits. Unit standards may be selected from the unit standards indicated in the elective component, or unit standards that relate directly to the work of the learner and which will enhance the learner's work performance.

UNIT STANDARDS IN NATIONAL CERTIFICATE IN GENERIC BUSINESS ADMINISTRATION SERVICES: LEVEL 3

TITLE	LEVEL	CREDITS
FUNDAMENTAL COMPONENT		
Communication		
Accommodate audience and context needs in oral writing	3	5
Interpret and use information from texts	3	5
Write texts for a range of communication contexts	3	5
Communicate verbally and non-verbally in the workplace	3	5
TOTAL FOR COMMUNICATION		20
Mathematics Literacy	3	
Measure, estimate and calculate physical quantities and explore, describe and represent, interpret and justify geometrical relationships in 2- and 3- dimensional space to the life and workplace of the community	3	4
Perform Basic Business Calculations	3	6
Use Mathematics to investigate and monitor the financial aspects of personal and business issues	3	5
Identify and work with simple forms of complex numbers	3	1
TOTAL FOR MATHEMATICS LITERACY		16
TOTAL FOR FUNDAMENTAL		36
CORE COMPONENT		
Maintain booking system	3	5
Plan and prepare meeting communications	3	4
Use communication skills to handle and resolve conflict in the workplace	3	3
Monitor and control the maintenance of office equipment	3	4
Plan and conduct basic research in an office environment	3	6
Coordinate meetings, minor events and travel arrangements	3	3
Operate in a team	2	4
Function in a business environment	3	4
Maintain a secure working environment	3	1
Demonstrate an understanding of employment relations in an organisation	3	3
Introduce new staff to the workplace	3	5
Demonstrate an understanding of a selected business environment	3	10
Produce word processing documents for business	3	5
Produce and use spreadsheets for business	3	5
Demonstrate the ability to use the World Wide Web	3	5

Monitor and control office supplies	3	2
Plan, monitor and control an information system in a business environment	3	3
TOTAL FOR CORE COMPONENT		72
ELECTIVE COMPONENT		
Monitor and control reception area	3	4
Monitor and control the reception and satisfaction of visitors	3	4
Provide first aid	3	4
Attend to customer enquiries face to face and on the telephone	3	4
Apply basic business principles	3	9
Process cheque, credit card and bank transactions	3	14
Manage float	3	4
Prepare and process documents for financial and banking processes	3	5
Outline the legal environment of a selected industry	3	2
TOTAL FOR ELECTIVE COMPONENT		50 Min 18
TOTAL CREDITS FOR QUALIFICATION		120

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

Unit Standard Title Core	Critical Cross-field outcomes supported by the Unit Standard							
	Solve problems	Team work	Organisation	Information	Communicate	Technology	Related systems	Personal development
Maintain booking system			●	●	●	●	●	
Plan and prepare meeting communications		●	●	●	●	●	●	●
Use communication skills to handle and resolve conflict in the workplace	●	●		●	●			●
Monitor and control the maintenance of office equipment			●			●		
Plan and conduct basic research in an office environment	●	●	●	●	●	●	●	●
Coordinate meetings, minor events and travel arrangements		●	●	●	●	●	●	
Operate in a team	●	●			●			
Function in a business environment	●	●	●		●		●	
Maintain a secure working environment	●		●				●	
Demonstrate an understanding of employment relations in an organisation		●		●			●	●
Introduce new staff to the workplace		●		●	●			
Demonstrate an understanding of a selected business environment				●	●		●	●
Produce word processing documents for business				●	●	●		

Produce and use spreadsheets for business				●	●	●		
Demonstrate the ability to use the World Wide Web				●	●	●		
Monitor and control office supplies			●	●	●		●	
Plan, monitor and control an information system in a business environment	●	●	●	●	●	●	●	

EXIT LEVEL OUTCOMES

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

- Gather and report information
- Plan, monitor and control and information system
- Maintain booking systems
- Participate in meetings and process documents and communications related thereto
- Utilise technology to produce information
- Plan and conduct basic research in an office environment
- Coordinate meetings, minor events and travel arrangements
- Set personal goals
- Function in a team and overall business environment
- Demonstrate an understanding of employment relations

Learners exiting this qualification before completion, retain the credits for unit standards successfully completed and may carry them over to other qualifications to which they are applicable. Learners may also retain the credits until a later stage should studies be recommenced, provided the unit standards are still relevant to the qualification.

ASSOCIATED ASSESSMENT CRITERIA

In particular assessors should check that the learner can demonstrate an ability to apply learned competencies, skills and knowledge in an integrated way, as well as an ability to consider a range of options and make decisions about:

- Planning, monitoring and maintaining record keeping via appropriate information systems
- Producing all relevant meeting documentation
- Ensuring that all related office equipment is maintained
- Utilising appropriate technology and related software programmes to produce, transmit and process information
- Setting personal goals and demonstrate an ability to develop self and employment prospects
- Working effectively in a team
- Conducting basic research projects in relation to administrative function
- Demonstrating an overall understanding of the business environment

INTERNATIONAL COMPARABILITY

This qualification was compared with qualifications and standards in administration in:

- Australia
- New Zealand
- England
- Scotland

A direct comparison of the title, specific outcomes, assessment criteria, exit level outcomes and embedded knowledge was undertaken with each. However, it was borne in mind that this qualification was developed for the South African context, while at the same time requiring international comparability.

It was decided that this qualification equated favourably, in terms of the components looked at and in terms of the overall competencies in the qualification, with the administration qualifications in all the countries mentioned.   The qualification that best equates with this one is the Australian **Certificate 2 in Business (Office Administration) Code BSA 20197.**

INTEGRATED ASSESSMENT

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

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

Assessment of communication and mathematical literacy should be integrated as far as possible with other aspects and should use authentic administration contexts wherever possible. A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working or will work. Where it is not possible to assess the learner in the workplace or on-the-job, simulations, case studies, role-plays and other similar techniques should be used to provide a context appropriate to the assessment.

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

Assessors must assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience.

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

RECOGNITION OF PRIOR LEARNING

The structure of this Unit Standard based Qualification makes the Recognition of Prior Learning possible. If the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this qualification the appropriate credits should be assigned to the learner.

Recognition of Prior Learning will be done by means of Integrated Assessment as mentioned in the previous paragraph.

This Recognition of Prior Learning may allow:

- For accelerated access to further learning at this or higher levels on the NQF
- Gaining of credits towards a unit standard
- Obtaining of this qualification in part or in whole.

ARTICULATION POSSIBILITIES

This qualification articulates with the following qualifications:

The National Certificate in Generic Business Administration: Level 4
The National Certificate in Generic Management: Level 3 & 4
The National Certificate in Public Administration: Level 4

It should also articulate with any other qualification at level 3 in the following fields:

- Secretarial services

- Reception services

- Switchboard operations

- Financial administration

- Banking administration

- Personal/executive secretarial services

- Data capturing

MODERATION OPTIONS

- Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with a relevant Education, Training, Quality, Assurance (ETQA) Body or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- Moderation of assessment will be overseen by the relevant ETQA or by an ETQA that has a Memorandum of Understanding with the relevant ETQA, according to the ETQA's policies and guidelines for assessment and moderation.
- Moderation must include both internal and external moderation of assessments at exit points of the qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual unit standards as well as in the exit level outcomes described in the qualification.

CRITERIA FOR REGISTRATION OF ASSESSORS

For an applicant to register as an assessor for this qualification, the applicant should:

- hold a similar qualification to this at NQF level 4 or above
- be declared competent in all the outcomes of the National Assessor Unit Standards as stipulated by South African Qualifications Authority (SAQA)

UNIT STANDARDS IN NATIONAL CERTIFICATE IN
GENERIC BUSINESS ADMINISTRATION SERVICES
NQF LEVEL 3

UNIT STANDARD TITLE AT NQF LEVEL 2

1.   Title   Operate in a team

UNIT STANDARD TITLES AT NQF LEVEL 3

Core

1.	Title	Gather and report information
2.	Title	Plan, monitor and control an information system in a business environment
3.	Title	Process postal articles
4.	Title	Maintain booking system
5.	Title	Participate in meetings
6.	Title	Manage interpersonal conflict
7.	Title	Plan and prepare meeting communications
8.	Title	Monitor and control the maintenance of office equipment
9.	Title	Produce word processing documents for business
10.	Title	Produce and use spreadsheets for business
11.	Title	Demonstrate the ability to use the World Wide Web
12.	Title	Plan and conduct basic research in an office environment
13.	Title	Coordinate meetings, minor events and travel arrangements
14.	Title	Set personal goals
15.	Title	Identify ways of improving employment prospects
16.	Title	Function in a team
17.	Title	Function in a business environment
18.	Title	Maintain a secure working environment
19.	Title	Demonstrate an understanding of employment relations in an organisation
20.	Title	Introduce new staff to the workplace
21.	Title	Demonstrate an understanding of the business environment that you work in

Elective

1.	Title	Monitor and control reception area
2.	Title	Monitor and control the reception and satisfaction of visitors
3.	Title	Provide for first aid
4.	Title	Attend to customer enquiries face to face and on the telephone
5.	Title	Apply basic business principles
6.	Title	Process cheque, credit card and bank transactions
7.	Title	Manage float
8.	Title	Demonstrate an understanding of contracts and their sources
9.	Title	Represent stakeholders in consultations and discussions on matters that arise at shop floor level
10	Title	Monitor and control office supplies
11.	Title	Prepare and process documents for financial and banking processes
12.	Title	Outline the legal environment of a selected industry

UNIT STANDARDS AND SPECIFIC OUTCOMES IN
GENERIC BUSINESS ADMINISTRATION SERVICES: NQF LEVEL 3

UNIT STANDARDS AT NQF LEVEL 3

1.	Title		**Plan, monitor and control an information system in a business environment**
Specific Outcome	1.1		Plan storage and retrieval system
Specific Outcome	1.2		Monitor the implementation of the filing and retrieval system
Specific Outcome	1.3		Control the implementation of a filing and retrieval system

2.	Title		**Plan and prepare meeting communications**
Specific Outcome	2.1		Demonstrate an understanding of the agenda of meetings
Specific Outcome	2.2		Explain the purpose and objective of minutes of meetings
Specific Outcome	2.3		Take minutes of meetings

3.	Title		**Monitor and control the maintenance of office equipment**
Specific Outcome	3.1		Demonstrate an understanding of office equipment maintenance procedures processes
Specific Outcome	3.2		Monitor and liaise with maintenance providers
Specific Outcome	3.3		Conduct routine maintenance on designated office equipment

4.	Title		**Plan and conduct basic research in an office environment**
Specific Outcome	4.1		Plan a simple research project
Specific Outcome	4.2		Gather and collate data relevant to the research question of problem
Specific Outcome	4.3		Analyse the data obtained from the research
Specific Outcome	4.4		Prepare and present a report and recommendations based on the findings of the research
Specific Outcome	4.5		Evaluate the effectiveness and utility of the research

5.	Title		**Coordinate meetings, minor events and travel arrangements**
Specific Outcome	5.1		Identify a date, venue and time for a meeting or event
Specific Outcome	5.2		Arrange venue and catering
Specific Outcome	5.3		Make travel, car hire and accommodation arrangements
Specific Outcome	5.4		Assemble and distribute documentation for meeting or event in good/sufficient time to attendees

6.	Title		**Demonstrate an understanding of a selected business environment**
Specific Outcome	6.1		Explain the structure and roles of the different types of organisations within their own industry in South Africa
Specific Outcome	6.2		Demonstrate an understanding of the concept of a market as applied to a selected business sector
Specific Outcome	6.3		Identify and describe the role of professional bodies, associations or regulatory authorities in or affecting a selected business sector
Specific Outcome	6.4		Discuss the market position of a selected organisation in the relevant sub-sector

7.	Title		**Monitor and control reception area**
Specific Outcome	7.1	Monitor the maintenance of a clean and safe reception area as per organisational requirements
Specific Outcome	7.2	Monitor presentation of reception area
Specific Outcome	7.3	Monitor the implementation of security procedures in reception area

8.	Title		**Monitor and control the receiving and satisfaction of visitors**
Specific Outcome	8.1	Oversee the reception of visitors
Specific Outcome	8.2	Ensure that visitors are consulted according to organisational Requirements
Specific Outcome	8.3	Monitor visitors' satisfaction

9.	Title		**Monitor and control office supplies**
Specific Outcome	9.1	Monitor office supplies levels
Specific Outcome	9.2	Maintain office supplies processes and procedures
Specific Outcome	9.3	Monitor and control the distribution of office supplies

10.	Title		**Prepare and process documents for financial and banking processes**
Specific Outcome	10.1	Explain the petty cash procedures according to organisational requirements
Specific Outcome	10.2	Process petty cash transactions
Specific Outcome	10.3	Explain the banking procedures conducted within the organisational Context
Specific Outcome	10.4	Process payments
Specific Outcome	10.5	Process banking transactions

11.	Title		**Outline the legal environment of a selected industry**
Specific Outcome	11.1	Identify the statutory elements in the structure of an organisation in a selected business sector
Specific Outcome	11.2	Describe the structure of an organisation within their own business sector
Specific Outcome	11.3	Explain how their own business sector is regulate
Specific Outcome	11.4	Identify legislation that applies to their own business sector

No. 1551   **13 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 03, Business, Commerce and Management Studies, 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 for General Education and Training and Further Education and Training** 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
> 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 03, BUSINESS, COMMERCE AND MANAGEMENT STUDIES, TO REGISTER AN SGB FOR GENERAL EDUCATION AND TRAINING AND FURTHER EDUCATION AND TRAINING: BUSINESS, COMMERCE AND MANAGEMENT STUDIES

NSB 03 hereby registers an SGB for General Education and Training and Further Education and Training: Business, Commerce and Management Studies for a period of three years, until 1 February 2006.

BRIEF OF THE SGB

1. Identify transformation, development and equity issues relevant to the General Education and Training and Further Education and Training Bands in NQF organising field 03 and develop mechanisms to include these issues within qualifications as envisaged in 3 below *[Regulation 24(1)(e)]*.

2. Develop learning pathways for potential qualifications and standards in Business, Commerce and Management Studies for NQF levels 1 through 4. *[Regulation 24(1)(a)]*.

3. Generate the following qualifications and unit standards in Business, Commerce and Management Studies in the General Education and Training and Further Education and Training bands from levels 1 through 4 that integrate different elements in the areas of Finance, Human Resource Management, Marketing, Project Management, Administration, Procurement, Business Practice inter alia, within two or more sub-fields in NSB03:
   - National Certificate in Bookkeeping: Levels 2, 3 and 4
   - National Certificate in Auditing Technical Assistance: Levels 3 & 4
   - National Certificates in Business, Commerce and Management Studies (Levels 1 to 4) *[Regulation 24(1)(a)]*.
   - Unit Standards (Levels 1 through 4) *[Regulation 24(1)(a)]*.

4. Recommend the standards and qualifications generated in 2 and 3, above, to National Standards Body 03 *[Regulation 24(1)(c)]*.

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

6. Review, add to and update qualifications in Business, Commerce and Management Studies in the General Education and Training and Further Education and Training bands, as required *[Regulation 24(1)(b)]*.

7. Perform such other functions as may be delegated by NSB 03 *[Regulation 24(1)(e)]*.

8. Liaise with all other SGBs in the NSB03 organising field *[Regulation 24(1)(a) & (e)]*.

COMPOSITION OF THE SGB

NAME	WORKPLACE	NOMINATING BODY	QUALIFICATION or EXPERIENCE
Mr Carlsson, A	Institute of Certified Bookkeepers	Institute of Certified Bookkeepers	Diploma in Management Fellow of, and 15 years experience at the Institute
Mr Dawood, S	Western Cape Education Department	Western Cape Education Department	B Com: Accounting CTA National Higher Diploma: Post School Education
Ms du Toit, J	TEAM Consultants	TEAM Consultants	Higher Diploma in Education Vocational and Skills Assessor (City and Guilds UK) Moderator Assmt 01 &02 (ETDP SETA) Chairperson: Motor Industrial Foundation 1998 & 1999
Ms Ellis, M	Damelin Management School	Damelin Education Group	B Com B ED (Education Management) Higher Education Diploma
Ms Geyer, J	Technikon Pretoria	Accountancy and Financial Management SGB (ACFIST)	National Diploma in Government Finance B Tech: Cost and Management Accounting Lecturer at Pretoria Technikon since 1995 Member of IPFA
Ms Groenewald, S	Seyfferdt Publishers	Seyfferdt Publishers	B Com (Acc) HOD B Ed Involved in developing OBE Curricuum for technical Colleges for Accountancy and Income Tax
Ms Naidoo, M	Lumina Business College	Lumina Business College	National Diploma: Clothing Design and Technology Diploma in Public Relations Lecture in Business Administration at Lumina College
Mr Ndwalane, B.M	Kwa-Zulu Natal Department of Education and Culture	Kwa-Zulu Natal Department of Education and Culture	Senior Secondary Teachers Certificate Diploma in management B Compt
Mr Nel, J	Education	Education Quality	BA Hons: Public

	Quality Management	Management	Administration MBL
Mr Scheun, A.C	Gauteng Department of Education	Gauteng Department of Education	B Com B Ed M Ed Certificate in Business Management Higher Education Diploma
Ms Smit, P	Institute of Municipal Finance Officers (IMFO)	Institute of Municipal Finance Officers (IMFO)	Higher Education Diploma Manager: Education and Training at IMFO since 1997
Ms Tloubatla, P.P	Gauteng Department of Education	Gauteng Department of Education	B Com Secondary Teachers Diploma
Ms Updhadaya, K	Cato Manor Technical College	Cato Manor Technical College	National Diploma: Credit Management B Tech: Post School
Dr van der Merwe, J	Technikon Northern Gauteng	Committee for Technikon Principals	D Ed
Ms van Heerden, A	Pretoria College	Pretoria College	B Com Diploma in Tertiary Education
Ms van Rooyen, J. H. P	Pretoria College	Pretoria College	B Com Higher Education Diploma

No. 1552   **13 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

Generic Degrees in Humanities and Social Sciences

Registered by NSB 04, Communication Studies and Language, publishes the following unit standards for public comment.

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

Comment on the unit standards should reach SAQA at the address *below and no later than 30 January 2003.* All correspondence should be marked **Standards Setting – SGB Generic Degrees in Humanities and Social Sciences** 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

SAMUEL B.A. ISAACS
EXECUTIVE OFFICER

Standard for the generic formative First Bachelor's Degree in the Humanities and Social Sciences[1]
NQF Level 6

1. Title of qualification

Formative First Bachelor's Degree in the Humanities and Social Sciences

(This is a general Bachelor's degree qualification (as designated variant of the Bachelor's Degree Qualification) in the General Track with a minimum total of 360 credits and a minimum of 120 credits at NQF Level 6).

2. Field

The qualification standard is being launched via NSB04 but, in view of the fact that this is a generic, formative degree, it would be inappropriate to delimit the fields too closely as components from practically all fields of learning can be incorporated in a learning programme leading to this qualification. Its major substance will, however, come from the fields commonly associated with the humanities and social sciences.

3. Sub-field(s)

Sub-fields: All the recognized sub-fields of the relevant NSBs will be covered by this generic bachelor's degree in the arts and humanities.

4. Level

There will be a minimum of 360 credits awarded for the qualification from an entry level at Level 5 (immediately following on Level 4). There should be a minimum of 120 credits at the exit level, which is at Level 6 on the NQF in terms of the level descriptors.[2]

When specific programmes are designed by providers aiming to achieve the outcomes of the standard as proposed here, due attention should be given to the spread of disciplines within the programme to satisfy the requirements in terms of fundamental, core and elective components. Cognisance should therefore be taken of the relevant documentation.

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[1]   This qualification does not impact in any way on professional qualifications in the relevant fields, such as psychology and theology. It covers the first, formative degree in these fields with the assumption that a relevant professional qualification such as a diploma or certificate might follow on this qualification.

[2]   Further prescription in terms of allocation of credits (for fundamentals, core and electives) was considered by the stakeholders from providers to be too restrictive in a qualification of this nature.

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5.   Credits

The minimum credits for this qualification are 360 with 120 pegged at the exit level (6).

6.   Rationale

This Formative First Bachelor's Degree in the Humanities and Social Sciences is intended to assist all relevant role players, such as potential employers, curriculum developers and providers of learning programmes, all education and training bodies and relevant moderators as well as learners and their parents, to understand the notion of and criteria determining the level and the outcomes associated with a first formative bachelor's degree in the arts, humanities and social sciences. The term 'generic' is used to indicate that the basic minimum of the outcomes as well as their associated assessment criteria has been identified. In keeping with the points of departure of the generic degrees project, the standard has been developed abstractly. The standard is not bound by discipline-specific knowledge, but rather by consensus on the depth and complexity of learning and competencies to be acquired by learners in such programmes of study. This has the implication that a student could build a learning programme at the appropriate level by using a wide variety of disciplines leading to the desired outcomes. In this process care should be taken that the construction of a specific study programme should make provision for depth and that the level descriptors should be kept in mind very closely so as to allow a student to proceed to more complex post-learner work and not unnecessarily fragment the qualification.

This generic qualification standard proposes a minimum standard for the Formative First Bachelor's Degree in the Humanities and Social Sciences consisting of at least 360 credits within the 'general track' of the NQF.

This standard would be subject to review in the cycle proposed within the NQF.

7.   A statement of the purpose of the qualification

The purposes of this qualification include:
- to familiarise learners with the content and basic theories of a number of disciplines in the humanities and social sciences, at the basic and intermediate level, and to provide them with a deeper grasp of one or more of these disciplines taken at exit level (level 6), as well as to enable them to place new knowledge in context and to use appropriate methods for seeking resolution of problems;
- to provide learners with a variety of basic scholarly and intellectual competencies, including the ability to question critically the assumptions of a limited range of theories and authorities, and to develop an understanding of elementary research methods used within one or more disciplines;
- to equip learners with the ability to give an accurate account of scholarly positions and the competence to express their own opinions clearly and coherently, both in written and oral communication;
- to prepare learners for post learner study;
- to provide learners with a well-rounded and broad education across a number of disciplines, thus preparing them for a wide range of professions crucial to the welfare of society;
- to produce learners who are able to think laterally, critically and creatively;
- to produce learners who are prepared for life-long learning;
- to produce learners who understand the principles of, and are capable of critical citizenship.

8.   Admission requirements

Admission to programmes of study leading to this qualification will have to be determined by
- formal requirements in terms of university exemption or other requirements set by institutional discretion;
- additional institution-specific requirements related to minimum access requirements for particular disciplines;
- appropriate RPL to provide access to candidates not complying with the formal requirements.[3]

9.   Assumptions of learning already in place

Apart from the formal requirement related to university exemption requirements, learners who register for entry into this qualification at level 5 should:
- have the information-gathering, analysis and presentation skills required at exit level 4 on the NQF[4]
- be able to comprehend what they have learned and to communicate it reliably, accurately, and comprehensively in the required medium of instruction;
- be able to begin to take responsibility for their own learning and its progress within a well-structured and managed learning environment;
- be able to evaluate their own performance.

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[3]   The issue of intermediate access was discussed, but it was felt that this is an institution-discretionary issue. Some concern was voiced about the determination of the extrapolatability of levels, but it was suggested that this should be linked to the exit-level outcomes and the appropriate assessment criteria.

[4]   In this context it is crucially important to align this requirement with the exit-level outcomes of level 4 (FET-band)

10.   Exit-level outcomes and their associated assessment criteria

Typically, a programme leading to the award of a Formative First Bachelor's Degree in the Humanities and Social Sciences aims to develop learners who will:

- have a systematic and well-rounded knowledge and understanding of important theories, scholarly positions and basic methodologies.
- act innovatively and pro-actively within a career;
- be using his/her critical attitude and communication skills to participate and contribute to the economy and general society; and
- have the capacity to interact effectively with others, operate in variable and unfamiliar contexts with responsibility, and become increasingly self-directed.

Specific exit-level outcomes	Assessment criteria	Implied competence & range[5]
Learners who have a Formative First Bachelor's Degree in the Humanities and Social Sciences can:	Assessors will know that the learner meets the requirements for the specific exit-level outcome based on the following critical evidence:	Critical evidence for assessment purposes imply competence at the following:
1. Demonstrate familiarity with and have an informed outline knowledge and understanding of the content, theories, and scholarly positions of the critical core[6] of a number of disciplines at a basic and intermediate level (level 5) *Range:* *The critical core of a number of disciplines should be appropriately represented in the learning programme*	Familiarity, knowledge and understanding are - reflected in the correct use of the terminology, concepts, principles and theories in written and/or oral communication; - represented in analysis, evaluation and synthesis of recent and relevant research findings in the disciplines included; - effectively applied to propose solutions to well-structured and practical problems based on theory-driven arguments; and - communicated clearly using scholarly discourse and discipline-specific conventions efficiently.	**Note:** - The learner needs to know the basic principles of discipline-specific conventions at the relevant level of complexity (level 5) in order to provide evidence for this outcome. - Different cognitive domains can be used to critically compare, analyse, and evaluate theoretical knowledge. - The critical core of a number of disciplines included in the learning programme is determined by the scope of specific concepts, principles and theories included up to this level.
2. Demonstrate a systematic and well-rounded knowledge, and the ability to critically question the basic assumptions of the most important	Familiarity, knowledge and understanding are - reflected in the correct use of the terminology, concepts, principles and	**Note:** - The learner should have ample competence at using the relevant discipline-specific conventions at this

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[5]   This column reflects the competence and skills that the student will acquire through education and training in order to provide the evidence required in the assessment criteria. It involves also the underpinning knowledge and fundamental skills necessary to perform adequately and achieve optimally.

[6]   The critical core of a discipline involves the relevant concepts, theories, terms and principles before specific applications are involved.

theories, scholarly positions and basic methodologies of one or more disciplines[7] (level 6) *Range:* *The one or more disciplines presented at level 6 should not exceed 60% of the learning for the programme across the full duration thereof.*	theories in written and/or oral communication; • represented in the critical appraisal of the relationship among concepts and principles of the disciplines included; • effectively applied to propose solutions to well-structured and practical problems (both concrete and abstract); and • communicated clearly using scholarly discourse and discipline-specific conventions efficiently.	level of complexity (level 6). • Different cognitive domains should be incorporated in the training process to equip student to critically compare, analyse, and evaluate theoretical knowledge. • The critical core of one or more disciplines included in the learning programme is determined by the scope of specific concepts, principles and theories included up to this level.
3. **Show competence with the basic and elementary modes of inquiry of at least one or more core disciplines to specified, less complex problems (both concrete and abstract)**	Competence with the basic and elementary modes of inquiry • is reflected in well-defined and coherent representation of identified problems; • is represented in the selection and application of appropriate methods, techniques, tools and procedures relevant to the discipline; • proposes possible solutions based on theory-driven arguments and using the relevant modes of inquiry consistently; and • demonstrates scholarly and critical reasoning skills.	Note: • Cognitive domains involve ability to analyse, evaluate and synthesise recent and relevant research findings. • Access to various kinds of information resources, such as the library, Internet, and primary and secondary sources related to the core disciplines is needed. • Reading skills should be at the level required for making use of the different sources, such as hard copy and electronic literature. • Reasoning skills should include the ability to clearly substantiate arguments in reports on findings.
4. **Analyse and locate her/his own work in contemporary contexts (such as the South African and African contexts) regarding specific issues and/or problems**	Analysis of contemporary contexts and ability to locate work in those contexts • is reflected in explicit recognition of the diversity, complexity and multi-dimensionality of a context and how that affects the particular work being undertaken; • is demonstrated through the provision of relevant information pertaining to the strengths, weaknesses and opportunities of the context for addressing specific	Note: • The qualifying learner should be able to explain the reasons for changes in knowledge and understanding in a discipline, and to recognise the significance of contested knowledge in a specific context. • Skills and competence should include, where apposite, the ability to perform empirical context-specific analyses in order to obtain the relevant information.

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[7] At this level the critical core of a discipline as well as specific applications relevant to the level of complexity for this learning programme is implied, and it represents the major substance of the programme.

	problems; • clearly identifies relevant role players and resources that will contribute to resolution of specific problems; • describes all relevant factors pertaining to the context and people's performance(s) in these contexts and how they affect the particular work being undertaken; and • identifies critical factors impacting on practical problems to be investigated from the perspective of the discipline.	• The qualifying learner should be able to interact with others in a learning group, understand variable and unfamiliar contexts, act with responsibility and initiative, and become increasingly self-directed in addressing own learning needs.
5. **Interpret topical issues using different perspectives in the disciplines included at level 6**	Interpretation of topical issues from different perspectives • is based on results from analyses of relevant national contexts and research findings; • is clearly described and explained making effective use of comparing diverse theories; • evaluates and defines the boundaries and limitations of theory and recognises the provisional nature of research findings; • involves ethical and responsible solutions for practical problems; and • is clearly communicated using scholarly discourse and different modes of communication effectively.	Note: The qualifying learner • should know different techniques and strategies for communicating results such as electronic media, written and oral persuasion. • Should be able to recognise the significance of contested knowledge in a specific context; • Should show competence in an understanding of how, why and under what circumstances new information comes to be accepted as knowledge.
6. **Interpret, explain and/or develop an argument around and an understanding of newly-encountered material and demonstrate an ability to marshal an approach used in one or more disciplines included at the exit-level (level 6)**	Interpretation, explanation and argumentation are used by learners in order to, ▪ communicate reflecting competence in higher-order cognitive domains and/or meta-cognition; ▪ demonstrate knowledge and comprehension of discipline-specific conventions and scholarly discourse; ▪ give an accurate account of scholarly positions, viewpoints and solutions;	Note: • Reasoning skills should include the ability to express own opinions clearly and coherently, justify a position and present it logically, systematically using properly substantiated arguments. • Communication should show an awareness of audience, and capability in using different modes of communication (oral and written) and discipline-specific conventions, and utilisation of different

	• identify and differentiate between current perspectives and scholarly debates pertaining to the discipline and in different relevant contexts;
	• reflect critical appraisal of recent and relevant literature including both primary and secondary sources.
		techniques and strategies for communicating results.
		• Access to various kinds of information resources, such as the library, Internet, and primary and secondary sources related to the core disciplines is needed.
		• The qualifying learner should be able to demonstrate key scholarly skills through:
		  • logical thinking (including identification of flawed reasoning in a text);
		  • inductive and deductive thinking skills;
		  • thinking and reasoning (self-reflexivity is demonstrated at the appropriate level);

7. **Write an extended essay/design a minor research project aimed at engaging with a well-defined problem/issue within a particular discipline**	The writing of an extended essay/design of a minor research project aimed at engaging with a well-defined issue within a particular discipline that
	• is based on the findings from the analysis and evaluation of relevant literature;
	• clearly states and contextualises an identified problem for research purposes
	• describes the essential modes of inquiry relevant to the discipline/s in which the essay/project is developed;
	• clearly describes all procedures (e.g., research strategies, data collecting, etc.) in coherent fashion and appropriately for undertaking the minor research project;
	• OR: clearly describes the appropriate research strategies (such as analysis, interpretation, evaluation) in coherent fashion and appropriately for the writing of the essay;
	• reflects awareness of ethical accountability and cultural sensitivity pertaining to all related aspects (people, context, etc.).
		Note:
		• The qualifying learner should be able to use different procedures to generate scholarly information. These should include:
		  • applying standard procedures within the specific discipline, such as experimental or computational techniques, or deductive or inductive reasoning;
		  • collecting and recording appropriate data truthfully and in the appropriate format;
		  • analysing and interpreting materials;
		  • arguing persuasively about such analyses and interpretations;
		  • drawing valid conclusions; and
		  • presenting these conclusions appropriately;
		• The qualifying learner should know the ethical implications of various kinds of research and be able to act accordingly.

11. International comparability

This Formative First Bachelor's Degree in the Humanities and Social Sciences qualification standard is comparable to similar qualifications from around the world with regard to outcomes and assessment criteria, the level of depth and complexity involved in the study process, and with due regard to notional learning time.

In setting the standard for this generic, formative degree, the following requirements were considered and taken into account:

- To ensure international comparability, these Level Descriptors were benchmarked against the standards and norms contained in the qualifications frameworks developed for Scotland, England and Northern Ireland, New Zealand and Australia.
- this qualification standard was constructed using the qualification descriptors for the general, formative, first bachelor's degree in the arts, humanities and social sciences.

The process followed in developing this qualification standard is in line with the process envisaged in the General Qualification Standards Setting Project launched and driven by SAUVCA.

12. Integrated assessment[8]

Learning and assessment should be integrated throughout this qualification. Continuous formative assessment is required to ensure that learners get feedback on their progress towards the achievement of specific learning outcomes. Summative assessment is concerned with the judgement of the learning in relation to the exit-level outcomes of the qualification. Such judgement should include 'integrated assessments' which assess the learners' ability to integrate the larger body of knowledge, competencies and attitudes that are represented by the exit-level outcomes, either as a whole or as components of the qualification.

Assignments designed to meet the requirements of integrated assessment must be such as to achieve:

- an integration of the achievement of exit-level outcomes in a way that demonstrates that the purpose of the qualification as a whole has been achieved, either in toto or in the component parts of the programme of study;
- evaluation of learner performance to demonstrate applied competence; and
- criterion-referenced assessment, which is clearly explained to and understood by the learners and that can be applied in the recognition of prior learning.

It is essential that a wide range of knowledge, skills, competencies and attitudes be integrated using innovative methods – and in the assessment of outcomes due recognition should be given to criteria and methods of assessment that assess these appropriately and adequately

13. Recognition of prior learning (RPL)

13.1 Formal prior learning

Prior accredited learning of a learner at the FET or HET level in relevant domains which constitute credit-bearing units or modules should be recognised if evidence can be produced that shows that the learner has achieved, at a satisfactory level, the outcomes and associated assessment criteria specified for admission to programmes of study leading to the BA/BSocSci qualification, and, if appropriate, allow the recognition of prior learning for the achievement of the qualification in part or in

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[8] Integrated assessment refers both to horizontal assessment across disciplines (not in terms of content but in terms of competences) as well as vertically within a discipline where depth and complexity become important considerations.

full. Access through RPL and/or credit exemption through RPL is to be determined and explained in the RPL policy documents of providers.

13.2   Non-formal and informal prior experiential learning

An applicant whose level of knowledge, skills, competencies and attitudes have not been assessed earlier in terms of the formal qualification in question, but who can demonstrate in appropriate ways, through an assessment designed by the institution to which application is made, that she/he has acquired those skills and competencies, may be considered for admission to a programme of study leading to this qualification. An applicant who, after such assessment, is deemed to have sufficient potential but is in need of further academic development, must be directed to other suitable learning programmes prior to admission, or to parallel programmes after admission

14.   Articulation possibilities

Early exit:

This will be possible through a Diploma in Arts/Social Science that requires 240 credits at least 120 of them at Level 5, subject to the availability of such an exit level qualification at provider institutions.

Horizontal:
Completion of a Formative First Bachelor's Degree in the Humanities and Social Sciences
will allow access to Level 7 specific area-focussed programmes of learning in the career-focussed track, subject always to institutional discretionary entrance requirements having been met.

Diagonal:
Completion of a specific disciplinary-focused programme leading to a Post learner Certificate or Post learner Diploma at Level 7 allows access thereafter to specific area-focused programmes of study in the Career-focused Track, subject always to institutional discretionary entrance requirements having been met.

Vertical:
Completion of a Formative First Bachelor's Degree in the Humanities and Social Sciences will allow access to Level 7 programmes of study towards a Bachelor's Honours Degree, usually in the discipline forming the major substance of the programme, or entry to a related Post learner Diploma in a new area of study in either track, and subject always to institutional discretionary entrance requirements having been met.

15.   Moderation options including recommendation of a moderating body or bodies and criteria for the registration of assessors

As band ETQA for higher education the HEQC has primary responsibility for all higher education qualification functions. The HEQC programme accreditation framework is currently in a developmental phase and is expected to make provision for ongoing accreditation through a process of programme evaluation. This BA/BSocSci qualification (not based on unit standards) will have to comply with the HEQC framework and regulations. Moderation of learners' achievements and the overall award of the qualification at the exit level must be based on the well-established procedures of moderation (including, for example, the use of accredited/registered external examiners (external to the provider).

No. 1553 **13 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

Audio - Visual Production

Registered by NSB 04, Communication Studies and Language, publishes the following unit standards for public comment.

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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 Audio-Visual Production** and addressed to

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

SAMUEL B.A. ISAACS
EXECUTIVE OFFICER

CORE AUDIO VISUAL PRODUCTION UNIT STANDARDS FOR THE NATIONAL CERTIFICATE IN TELEVISION TECHNICAL OPERATIONS (LEVEL 5)

Purpose of the Unit Standards:
The aim of unit standards is to produce knowledgeable, multi-skilled workers who will be able to improve productivity and efficiency within the Film and Television industry. It provides the means for current workers to receive recognition of prior learning and to upgrade their production skills. The unit standards are the building blocks of knowledge and production skills that are necessary for the National Diploma in Television Technical Operations (Level 5)

Qualification in Television Technical Operations (Level 5)

1. **Title:**   Apply editing aesthetics in film and television
    Level: 5
    Credits: 6

    Specific Outcome 1.1   Accommodate the effect editing decisions have on audiences
    Specific Outcome 1.2:   Consider the effect of continuity when editing pictures
    Specific Outcome 1.3:   Consider editing techniques
    Specific Outcome 1.4:   Consider other elements, which can be used in relation to audience interest

2. **Title:**   Assemble pictures and sound to specification
    Level: 5
    Credits: 7

    Specific Outcome 2.1   Agree on editing requirements
    Specific Outcome 2.2   Select and assemble materials
    Specific Outcome 2.3   Review the content and quality of assembled material

3. **Title:**   Conform pictures and sound to video tape
    Level: 5
    Credits: 5

    Specific Outcome 3.1   Prepare materials and equipment to perform edits
    Specific Outcome 3.2   Implement editing decisions
    Specific Outcome 3.3   Complete editing operations

4. **Title:** Prepare and operate off-line video editing equipment

 Level: 5
 Credits: 7

 Specific Outcome 4.1 Prepare media and equipment
 Specific Outcome 4.2 Assemble and review materials
 Specific Outcome 4.3 Complete editing operations

5. **Title:** Prepare and operate on-line video editing equipment

 Level: 5
 Credits: 7

 Specific Outcome 5.1 Prepare on-line editing equipment for use
 Specific Outcome 5.2 Assemble and review materials
 Specific Outcome 5.3 Complete editing operations

6. **Title:** Capture quality sound with a handheld pole microphone

 Level: 5
 Credits: 5

 Specific Outcome 6.1 Position the pole microphone
 Specific Outcome 6.2 Capture sound with a handheld pole microphone
 Specific Outcome 6.3 Capture sound during a performer's movement

7. **Title:** Capture quality sound with a boom microphone
 Level: 5
 Credits: 5

 Specific Outcome 7.1 Position the boom microphone
 Specific Outcome 7.2 Capture sound with a boom microphone
 Specific Outcome 7.3 Capture sound during a performer's movement

8. **Title:** Programme and operate lighting console
 Level: 5
 Credits: 4

 Specific Outcome 8.1 Programme the console
 Specific Outcome 8.2 Operate the console during the shoot

9. **Title:** Select and assemble sound to support visual images

 Level: 5
 Credits: 7

 Specific Outcome 9.1 Assess and select sounds
 Specific Outcome 9.2 Lay sound tracks in preparation for mixing

CORE UNIT STANDARDS FOR A DIPLOMA IN WEB DESIGN NQF LEVEL: 5

PURPOSE OF UNIT STANDARDS

The aim of these unit standards is to produce knowledgeable, multi-skilled workers who will be able to improve productivity and efficiency within the audio-visual environment. It provides the means for current workers to receive recognition of prior learning to upgrade their production skills. The unit standards are the building blocks of knowledge and production skills that are necessary for a level 5 qualification.

Qualification in Web Design NQF Level 5

10. **Title:**   Code a web page layout

   Level: 5

   Credits: 4

   Specific Outcome 10.1   Interpret a brief

   Specific Outcome 10.2   Write code using one of the accepted web page code languages

   Specific Outcome 10.3   Test the coded web page for full functionality and layout

   Specific Outcome 10.4   Maintain records of work completed

11. **Title:**   Design Graphics for Multimedia

   Level: 5

   Credits: 8

   Specific Outcome 11.1   Identify the key requirements within a brief

   Specific Outcome 11.2   Research and evaluate the information relevant to the design/project

   Specific Outcome 11.3   Develop and agree design solutions

   Specific Outcome 11.4   Evaluate the viability of the design ideas against the brief

   Specific Outcome 11.5   Execute the design for presentation and approval prior to production

12. Title:	Edit and prepare Audio, Video and 3D Content for Multimedia
Level:	5
Credits:	6

Specific Outcome 12.1	Transfer and assemble content into digital formats
Specific Outcome 12.2	Select edits to meet the specifications of the project
Specific Outcome 12.3	Edit content to meet project specifications
Specific Outcome 12.4	Back-up and store the final material and file all documentation

13. Title:	Identify and set up technology solutions for multimedia
Level:	5
Credits:	5

Specific Outcome 13.1	Source technology solutions
Specific Outcome 13.2	Test technology solutions for their efficacy in meeting the requirements of the Multimedia project
Specific Outcome 13.3	Apply and modify the selected technology solutions to meet design and production requirements

CORE UNIT STANDARDS FOR A QUALIFICATION IN RADIO PRODUCTION – NQF LEVEL: 5

Purpose of the Unit Standards

The aim of these unit standards is to produce knowledgeable, multi-skilled workers who will be able to improve productivity and efficiency within the audio-visual environment. It provides the means for current workers to receive recognition of prior learning to upgrade their production skills. The unit standards are the building blocks of knowledge and production skills that are necessary for the National Diploma in Radio Production (Level 5)

Qualification in Radio Production Level 5

14. Title:	Prepare and operate sound equipment from a location for a radio broadcast
Level:	5
Credits:	5

Specific Outcome 14.1	Prepare for outside broadcast
Specific Outcome 14.2	Set up equipment
Specific Outcome 14.3	Test technical equipment

Specific Outcome 14.4   Monitor the technical quality of sound during broadcast

Specific Outcome 14.5   Complete work operations

15. **Title:**   Package a radio programme using digital sound equipment

    Level: 5

    Credits: 6

Specific Outcome 15.1   Record sound using digital sound equipment

Specific Outcome 15.2   Edit analogue sound

Specific Outcome 15.3   Package the inserts using digital sound equipment

16. **Title:**   Package a radio programme using analogue sound equipment

    Level: 5

    Credits: 6

Specific Outcome 16.1   Record sound using analogue sound equipment

Specific Outcome 16.2   Edit analogue sound

Specific Outcome 16.3   Package the inserts using analogue sound equipment

17. **Title:**   Record sound for radio

    Level: 4

    Credits: 5

Specific Outcome 17.1   Set up to record sound with a stationary microphone

Specific Outcome 17.2   Record sound with a stationary microphone

Specific Outcome 17.3   Record sound with a moving handheld microphone

18. **Title:**   Record a radio drama

    Level: 5

    Credits: 6

Specific Outcome 18.1   Prepare for recording of the drama

Specific Outcome 18.2   Record radio drama

Specific Outcome 18.3   Edit and prepare recording for broadcast

CORE AUDIO VISUAL PRODUCTION UNIT STANDARDS FOR THE NATIONAL DIPLOMA IN FILM MANAGEMENT (LEVEL 6)

Purpose of the Unit Standards:

The aim of unit standards is to produce knowledgeable, multi-skilled workers who will be able to improve productivity and efficiency within the Film and Television industry. It provides the means for current workers to receive recognition of prior learning and to upgrade their production skills. The unit standards are the building blocks of knowledge and production skills that are necessary for the National Diploma in Film Management (Level 6)

19. **Title:**	Plan and schedule film, video and television
Level:	6
Credits:	22

Specific Outcome 191	Identify the resources required to meet the production brief
Specific Outcome 19.2	Specify the production plan
Specific Outcome 19.3	Agree and distribute the production schedule
Specific Outcome 19.4	Capture schedule on an industry standard schedule package

20. **Title:**	Prepare budget plans for film and video productions
Level:	6
Credits:	15

Specific Outcome 20.1	Estimate the costs of the production
Specific Outcome 20.2	Plan the production budget
Specific Outcome 20.3	Capture financial data on an industry standard budget package

21. **Title:**	Obtain estimates and select suppliers and crew to meet film and video production requirements
Level:	6
Credits:	12

Specific Outcome 21.1	Obtain estimates for the provision of creative, production and technical resources
Specific Outcome 21.2	Evaluate estimates and select suppliers to meet production needs

22. **Title:**   Negotiate, agree and monitor contracts with crew and suppliers to productions

   Level: 6

   Credits: 12

   Specific Outcome 22.1   Negotiate and agree contracts with crew, suppliers and support services

   Specific Outcome 22.2   Monitor and review suppliers' contribution against contracts

23. **Title:**   Negotiate, agree and monitor contracts with crew and suppliers to productions

   Level: 6

   Credits: 12

   Specific Outcome 23.1   Monitor and control production quality against specification

   Specific Outcome 23.2   Monitor and control compliance with legal regulations and non-statutory requirements

   Specific Outcome 23.3   Monitor and control progress against production schedule

No. 1554   **13 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 06, Manufacturing, Engineering and Technology, 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 for Food** and be addressed to:

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

SGB INFORMATION

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

SGBs shall:

a.   generate standards and qualifications in accordance with the Authority requirements in identified sub-fields and levels;

b.   update and review standards;

c.   recommend standards and qualifications to National Standards Bodies;

d.   recommend criteria for the registration of assessors and moderators or moderating bodies; and

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

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

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

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

(a)   will be able to consider issues of productivity, fairness, public interest and international comparability as related to education and training in the sub-field;

(b)   enjoy credibility in the sub-field in question, who enjoy respect; have the necessary expertise and experience in the sub-field and have the support or backing of the nominating body;

(c)   are able to advocate and mediate the needs and interests of all levels within the sub-field covered by the Standards Generating Body;

(d)   are able to exercise critical judgement at a high level; and

(e)   are committed to a communication process between the Standards Generating Body, the National Standards Body and the Constituency.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

PUBLIC NOTICE BY NSB 06, MANUFACTURING, ENGINEERING AND TECHNOLOGY TO AMALGMATE DAIRY TECHNOLOGIES, BEVERAGES, BAKING AND FOOD SGBs

National Standards Body (NSB 06) –Manufacturing, Engineering and Technology hereby recommends the amalgamation of Dairy Technologies, Beverages, Baking and Food SGBs.

1. Generate and/or source unit standard based qualifications in the sub-field Manufacturing and Assembly in support of generic learning pathways identified in industry, in accordance of the Authority requirements, at NQF levels 1 to 8 *[Regulation 24 (1) (e)]*.

   - National Certificate in Baking Entrepreneurial Practices NQF level 2
   - National Certificate in Butchery NQF level 3
   - National Certificate in Biscuit Manufacturing NQF level 3 or 4
   - National Certificate in Food and Beverage Manufacturing NQF level 5, 6 & 7
   - National Diploma in Brewing NQF level 6

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

3. Liaise with relevant SGBs to source or develop unit standards within the following focus areas to add as electives to existing qualifications. *[Regulation 24 (1) (e)*
   - Bulk milk collection
   - Certifying food factories for export purposes
   - Food and beverage merchandising
   - Cake Decorating
   - Dough and pie manufacturing
   - Sorghum brewing

4. Liaise with relevant SGBs to source or develop qualifications within the following focus areas *[Regulation 24 (1) (e)]*
   - National Certificate in FMCG processing technology NQF level 4 or 5
   - National Certificate in FMCG processing technology NQF 5 or 6
   - National Certificate in FMCG packaging technology NQF 5
   - National Diploma in supply chain management NQF level 6
   - National Certificate in analytical laboratory practices NQF 5 or 6

5. Review existing qualifications and unit standards developed by the Baking, Food manufacturing, Dairy Technology and Beverages SGBs. *[Regulation 24 (1) (b)]*

   - National Certificate: Food and Beverages Processing: Raw Milk and Cream Receiving and Storing NQF 2, NLRD ID 20207
   - National Certificate: Craft Bread and Flour Confectionery Baking NQF 2, NLRD ID 20883
   - National Certificate: Food and Beverages Processing: Plant Baking Processing NQF 2, NLRD ID 20657

- National Certificate: Food and Beverages Processing: Cereals, Snacks, Pasta Condiments and Culinary Processing NQF 3, NLRD ID 20197
- National Certificate: Food and Beverages Packaging NQF 3, NLRD ID 20507
- National Certificate: Food and Beverages Processing: Confectionery Processing NQF 3, NLRD ID 20199
- National Certificate: Food and Beverages Processing: Plant Baking Processing NLRD ID 20793
- National Certificate: Craft Bread Baking NQF 3, NLRD ID 20655
- National Certificate: Flour Confectionery Baking NQF 3, NLRD ID 20656
- National Certificate: Food and Beverages Processing: Soft Drinks Processing NQF 3, NLRD ID 20508
- National Certificate: Food and Beverages Processing: Spirits Processing NQF 3, NLRD ID 20509
- National Certificate: Food and Beverages Processing: Wine Processing NQF 3, NLRD ID 20510
- National Certificate: Food and Beverages Processing: Malting Processing NQF 3, NLRD ID 20506
- National Certificate: Food and Beverages Processing: Brewing Processing NQF 3, NLRD ID 20505
- National Certificate: Food and Beverages Processing: Dairy Primary Processing NQF 3, NLRD ID 20214
- National Certificate: Food Laboratory Processes: Dairy Laboratory Analyst NQF 3, NLRD ID 20212
- National Certificate in Food and Beverages Processing: Oil and Fat Based Products Processing NQF 3, NLRD ID 20198
- National Certificate: Food and Beverages Processing: Oil Milling Processing NQF3, NLRD ID 20200
- National Certificate: Food and Beverages Processing: Oil Refining NQF 3, NLRD ID 20195
- National Certificate: Food and Beverages Processing: Fish and Seafood Processing NQF 3, NLRD ID 20194
- National Certificate: Food and Beverages Processing: Meat Processing NQF 3, NLRD ID 20196
- National Certificate: Food and Beverages Processing: Fruit and Vegetable Processing NQF 3, NLRD ID 20504
- National Certificate in Food and Beverage Manufacturing Technology: Yeast Manufacturing Technologist, NQF 3, NLRD 22630
- National Certificate in Food and Beverage Laboratory Practices: Food and Beverage Laboratory Analysis NQF 3, NLRD ID
- National Certificate: Food and Beverages Manufacturing Technology: Sweetened Condensed Milk Products Technologist NQF 4, NLRD ID 20514
- National Certificate: Food and Beverages Manufacturing Technology: Ripened Cheese Technologist NQF 4, NLRD ID 20515
- National Certificate: Food and Beverages Manufacturing Technology: Processed Cheese Technologist NQF 4, NLRD ID 20517
- National Certificate: Food and Beverages Manufacturing Technology: Liquid Long Life Dairy Products Technologist NQF 4, NLRD ID 20518

- National Certificate: Food and Beverages Manufacturing Technology: Frozen Ice Cream and Frozen Ice Cream Related Products Technologist NQF 4, NLRD ID20519
- National Certificate: Food and Beverages Manufacturing Technology: Fermented Dairy Products Technologist NQF 4, NLRD ID 20520
- National Certificate: Food and Beverages Manufacturing Technology: Dried Dairy Products Technologist NQF 4, NLRD ID 20521
- National Certificate: Food and Beverages Manufacturing Technology: Cottage Cheese Technologist NQF 4, NLRD ID 20533
- National Certificate: Food and Beverages Manufacturing Technology: Butter and Butter Related Spreads Technologist NQF 4, NLRD ID 20516
- National Certificate: Food and Beverages Manufacturing Technology: Spray Dried Food Products NQF4, NLRD ID 20206

6. Liaise with GMET SGB in order to collate and align generic unit standards within Manufacturing and Assembly. [Regulation 24 (i) (e)]

7. Maintain and support the activities of the HET workgroups within the scope of the Food Manufacturing SGB. [Regulation 24 (ii) (e)]

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

Proposed composition of the Food Manufacturing SGB

Title	Nominee Surname, name	Nominating body	Workplace	Experience/qualifications
Mr.	Norton, Mike	Beverages SGB	SAB Training Institute	• Post Graduate Diploma: Business Management • 11years training & development experience SAB TI • 6 years experience in packaging • 10 years experience in brewing laboratory • Served on FoodBev SETA learnership, ETQA committee and Beverages SGB
Mr.	Collier, Dave	Baking SGB	Advanced Bakery Management School (ABMS)	• O Levels • City & Guild Baking 120 9444
Mr.	Lonsdale, Clive	Baking SGB	SA Chamber of Baking	• City & Guild bread and confectionary • IBB master craftman in confectionary
Mrs.	Metcalf-Sher, Denise	Baking SGB	Technikon Witswatersrand	• National Diploma Food Technology • National Higher Diploma: Food Technology • M.Sc: Biotechnology • 12 years experience as lecturer and consultant in Food Technology • Served on Baking SGB since inception
Mr.	Eloff, Krappie	FoodBev SETA	FoodBev SETA	• B.Sc degree • HED Diploma • 4 Years Experience in Skills development • 7 Years Experience in QA of Training and Development

Mrs.	Riffle, Audri	Beverages SGB	Coca Cola canners SA (CCCSA)	• Social science degree • Post graduate diploma: management Advanced Programme • 10 years HR experience • 4 years skills development experience
Mr.	Nkomo, Zola	FAWU	FAWU	• BBA • Certificate: Industrial relations • Medical technology diploma • Industrial psychology (current study)
Dr	Zondagh, Beryl	Food SGB	ARC Irene	• Phd: Food Science & Nutrition • 32 years Lecture and research experience • 3 years on Food SGB (vice chairperson)
Mrs.	Jordan, Celia	Food SGB	Cadbury's	• BA Hons: Industrial Psychology • 12 years training experience • 1year on Food SGB
Mr	Van der Walt, Tommy	Food SGB	Unilever Bestfoods Robertsons (UBR)	• N6 qualification • Fitter and Turner • 17 year training experience (13 years in management position) • 3 years skills development experience • Chairperson of Food SGB • Vice chairperson of foodprep chamber • Representative on FoodBev SETA council
Mr.	Giba Lancelot	FAWU	FAWU	• Certificate: Training • Certificate: training officer • National diploma: adult education • Certificate: Human resources • 10 years training experience • Was involved in the

				formation of the skills development act (member of the task team) • Was involved in the formation of FoodBev SETA and THETA • Represented organized labour on NSB 01 for 4 years • Represents organized labour on the SAQA board
Mr	Riding, Jeffrey	SAFATU	SAFATU	• Certificate: Industrial marketing management • Grade 12 • 16 years Shop Stewart training • 14 years marketing experience – Willards Foods
Mr.	Makhapela, Max	Beverages SGB	SAB (FAWU rep)	• Grade 12 • 15 year experience as BOP operator • 10 years experience as an artisan aid
Mr.	Liebenberg, Frikkie	Beverages SGB	Consultant	• BEcon. Hons: industrial relations • Industrial relations development programme (USB) • Management consultant: HR training & development • Represented SFW/Distel on beverages SGB and Chamber from 1999 to date
Mr.	Plaatjies, Chris	FAWU	FAWU	• Grade 10 • 13 years in baking industry • 3years on Baking SGB • 2 Years on Food SGB • Served on BCCS chamber for 3 years • 2 years on FoodBev SETA council
Mr.	Vlok, Hugo	Food SGB	Penninsula Technikon	• M. Tech: Food technology • National higher diploma: microbiology • 18 Years in food production and quality assurance

				• 14 years in teaching Food Technology at the Cape Technikon • 8 years in skills development
Mrs	Prinsloo, Mareli	Dairy SGB	SA Dairy Foundation [Milk SA in future]	• MSc (Agric) Food Science. • 3,5 years research experience. • 1,5 years industry experience. • 4 years experience in development of unit standards, qualifications, skills programmes, assessment guides and learning material.
Mrs	Van Vuuren, Jacqueline	Dairy SGB	SA Dairy Foundation [Milk SA in future]	• BSc (Agric) Food Science. • 2 years experience in development of unit standards, qualifications, skills programmes, assessment guides and learning material. • 2 years industry experience.
Mr	Venter, Gerhard	Dairy SGB	SA Dairy Foundation [Milk SA in future]	• MSc (Agric) Food Science. • 9 years research experience (dairy chem) • 10.5 years training and training management experience • 2 years SDF & training management experience • Trained in learning material development, assessment & SDF
Mrs.	v Schalkwyk, Elize Agnes	Dairy SGB	Tiger Brands	• BSc Food Science • 4 years experience in skills development, learnership and qualification and unit standard design

Mr.	Theron Charl Wynand	Beverages SGB	Vino Fino	• B.SC Agric • B.Sc. Agric. Hons • M.Sc. Agric • 33 years lecturing experience • 3 years on beverages SGB
Mr.	Davies Mike	Committee of Technicon Principals (Training Provider)	Natal Technikon	• Master business practice (MBP) • Masters: Human resource management • B com economics and accounting • Advanced business programme • Member of SA board of personnel practice (SABPP) • 14 years of training and development experience • 10 years skills development experience

No. 1555 **13 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

Manufacturing and Assembly

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.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 Manufacturing and Assembly** and addressed to

> The Director: Standards Setting and Development
> SAQA
> *Attention: Mr. D Mphuthing*
> Postnet Suite 248
> Private Bag X06
> Waterkloof
> 0145
> or faxed to 012 – 482 0907
> e-mail: mmphuthing@saqa.co.za

SAMUEL B.A. ISAACS
EXECUTIVE OFFICER

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

National Certificate in Servicing Vehicles (Earthmoving Equipment)–: NQF Level 2

Field: Manufacturing, Engineering and Technology

Sub-field: Manufacturing & Assembly

Level: 2

Credit: 120

Issue date:

Review date:

Rationale of the qualification

The field of vehicle servicing (earthmoving equipment) is characterised by the provision of servicing (removal, dismantling and replacement of components and minor adjustments to systems) and support to a variety of small businesses in the earthmoving equipment and related industries. The equipment requiring such service and support are Off-highway trucks, Tractor-Loader-Backhoes, Excavators, Wheel loaders, Track-type loaders, Track type tractors and Articulated dump trucks. People working in the earthmoving vehicle servicing field require technical skills and knowledge, as well as highly developed hand skills.

This is the first qualification in a series for learners who want to follow a career in the field of servicing earthmoving equipment. This qualification focuses on developing skills and knowledge necessary to begin such a career.

It also provides learners who have gained relevant experience in the workplace with an opportunity to obtain credits through an RPL process. The qualification also forms the basis for further learning in field of vehicle technology.

Purpose:

The purpose of the qualification is to provide learners, education and training providers and employers with the standards and the range of learning required to work effectively in various industries making use of earthmoving equipment servicing skills and to meet the challenges of the earthmoving equipment and related industries.

The primary skill that is recognised in this qualification is the ability to apply the fundamentals of basic earthmoving equipment servicing technology to recognise and respond to typical earthmoving equipment servicing defects. This capability requires an understanding of basic servicing theory, names and functions of fluids and lubricants, auto-electrical circuits and automotive battery functioning, and how to read and interpret workshop manuals and workshop procedures. A thorough knowledge of earthmoving equipment components and an ability to read, interpret and understand task instructions and job cards is required. Hand skills play a large role in this qualification.

Qualified learners will also understand:

- the basics of how a business functions
- their role in the business, i.e. in engineering and related activities
- how they are affected by legislation, regulations, agreements and policies related to their particular work environment.

With this understanding learners will be able to participate in workplace activities.

What learners achieve in this qualification will also serve as a basis for further learning where they will engage in more complex maintenance and repair activities in the field of earthmoving equipment technology

Access to the Qualification

Open access.

This qualification series recognises skills, knowledge and values relevant to a workplace. It is designed for learners who:

- Have attended courses and then apply the knowledge gained to activities in the workplace
- Are already workers and have acquired the skills and knowledge without attending formal courses
- Are part of a Learnership programme which integrates structured learning and work experience.

Learning assumed to be in place

This qualification assumes learners have a General Education and Training Certificate at NQF level 1, or alternatively, an ABET level 4 qualification

If the learner does not already have such a qualification, learning in preparation for this qualification would also have to include:

- Literacy and numeracy
- Basic concepts of science and technology

Exit Level Outcomes and Assessment Criteria:

Exit level outcome 1

Demonstrate an understanding of the basic fundamentals of earthmoving equipment inspection and the properties and functions of fluids and lubricants, and the ability to perform minor tests and adjustments on earthmoving equipment systems, recognising and responding to workshop and quality procedures that will result in increased levels of safety, efficiency, productivity and customer satisfaction.

Associated Assessment Criteria

- Task instructions and appropriate workshop manuals are obtained
- Earthmoving equipment is prepared in accordance with workshop procedures
- Appropriate inspection, lubrications and minor adjustments are performed on the earthmoving equipment systems
- Non-conformances and actions taken are reported accurately and clearly
- Can respond to questions and discuss issues related to inspecting, lubricating and performing minor adjustments on the earthmoving equipment.

Exit level outcome 2

Understand and use appropriate hand and power tools, machinery and equipment to:

- make simple adjustments to earthmoving equipment systems
- service earthmoving equipment and systems
- remove, dismantle, inspect and replace components

Associated Assessment Criteria

- Adjustments made are according to workshop manual procedures
- Workshop schedules and flat rate manual times are adhered to
- No component is damaged or its quality compromised
- Quality, safety and environmental procedures are followed

Exit level outcome 3

Demonstrate an understanding of how to remove, fit and service an automobile battery and related components with care, in a safe and environmentally aware manner

Associated Assessment Criteria

- Appropriate tools, personal and automobile protective equipment are correctly chosen and used.
- Removal and fitting procedures are followed.
- Appropriate leads and terminals are correctly chosen and used.
- Safe working practices are adhered to.
- Relevant documentation is used and completed correctly.
- Can respond to questions and discuss issues related to automobile batteries and related components.

Exit level outcome 4

Demonstrate an understanding of electrical concepts and an ability to build basic auto-electrical circuits in a safe and environmentally aware manner.

Associated Assessment Criteria

- Auto-electrical circuits are correctly wired and working.
- Components and conductors are correctly selected.
- Tools and equipment are correctly selected and used.
- Safe working practices are adhered to.
- Can respond to questions and discuss issues related to the construction of auto-electrical circuits.

Exit level outcome 5

Recognise and respond to typical problems related to the servicing of the earthmoving equipment.

Associated Assessment Criteria

- Various options are considered before a solution is chosen
- Lessons learnt in previous performances are used
- Responses are appropriate to the nature of the problem
- Problems are accurately reported to relevant personnel in a timely manner
- Can respond to questions and discuss issues related to routine problems encountered while working

Exit level outcome 6

Communicate with peers and members of supervisory/management levels by demonstrating the ability to summarise information and express opinions on given information in spoken or written form

Associated Assessment Criteria

- Communication is effective, regular and ongoing
- Information is clear and accurate and conveyed in a timely manner
- Relationships with peers and supervisory/management levels are established and functioning

Exit level outcome 7

Demonstrate an understanding of options for further learning in this or a related field of learning and preparation requirements for such learning

Associated Assessment Criteria

- Options are explained
- Preparation requirements are explained.
- Learning plan is developed

International comparability

As a starting point, the series of qualifications in the field of earthmoving equipment technology including, servicing, maintenance, repairs and diagnostics, was compared to other, similar outcomes-based qualifications, certifications or skills standards in New Zealand and Australia. It was found to be difficult to compare the New Zealand and Australian narrow focus qualifications with these broad-based qualifications that also include fundamentals and generic core standards. It was further difficult to undertake such comparisons given that the New Zealand and Australian qualifications, although they are in the same field of earthmoving equipment technology and cover the same areas of specialisation (thus containing a large degree of similar content) are conceptualised as three year qualifications without exit level outcomes at the intermediate levels (NQF levels 2 and 3). This notwithstanding, the technical content of this series of qualifications for earthmoving equipment technology (with the various specialisations) of which the highest qualification is at level 5 does correspond with the equivalent level of qualification in earthmoving equipment technology (with the various specialisations) in Australia and New Zealand.

Integrated Assessment

Integrated assessment at the level of the qualification provides an opportunity for learners to show they are able to integrate concepts, actions and ideas achieved across a range of unit standards and contexts. Integrated assessment must evaluate the quality of observable performance as well as the thinking behind the performance.

Some assessment aspects will demand practical demonstration while others may not. In some case inference will be necessary to determine competence depending on the nature and context within which performance takes place.

Since this is a foundational qualification, it is necessary to ensure that the fundamental part of the qualification is also targeted to ensure that while the competence may have been achieved in a particular context, learners are able to apply it in a range of other contexts and for further learning. The assessment should also ensure that all the critical cross-field outcomes have been achieved.

Recognition of prior learning

This qualification may be obtained through a process of RPL. The learner should be thoroughly briefed prior to the assessment and support provided to assist in the process of developing a portfolio. While this is primarily a workplace-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit-level outcomes.

Articulation possibilities

The qualification has been designed and structured so that qualifying learners can move from one context to another. Employers or institutions should be able to evaluate the outcomes of this qualification against the needs of their context and structure top-up learning appropriately.

Equally, holders of other qualifications may be evaluated against this qualification for the purpose of RPL.

Moderation Options

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

- Any institution or learning provider offering learning towards the achievement of this qualification should be accredited as a provider with the relevant ETQA

- Moderation of assessment should be overseen by the relevant ETQA according to the moderation guidelines provided for in this qualification as well as the agreed ETQA procedures

Criteria for registration of assessors

The following criteria should be applied by the relevant ETQA:

- Appropriate qualification and a minimum of 3 years experience in the field of servicing earthmoving equipment or a similar environment. The subject matter experience of the assessor can be established by recognition of prior learning.

- Appropriate experience and understanding of assessment theory, processes and practices

- Good interpersonal skills and the ability to balance the conflicting requirements of:

- Maintaining national standards

- The interests of the learner

- The need for transformation and redressing the legacies of the past

- The cultural background and language of the learner

- Registration as an assessor with the relevant ETQA

- Any other criteria required by the relevant ETQA

National Certificate in Servicing Vehicles (Earthmoving Equipment)–: NQF Level 2

	Fundamental		
NLRD	**Title**		
		Level	**Credits**
	Communication		
8962	Maintain and adapt oral communication	2	5
8963	Access and use information from texts	2	5
8964	Write for a defined context	2	5
	Communicate at work	2	5
	Mathematics		
8982	Demonstrate an understanding of rational and irrational numbers and number systems within the context of relevant calculations	2	3
8983	Use mathematics to investigate and monitor the financial aspects of personal and community life	2	2
9009	Apply basic knowledge of statistics and probability in order to investigate life and work related problems	2	3
9008	Measure, estimate and calculate physical quantities and explore, describe and represent geometrical relationships in two dimensions in different life or workplace contexts	2	3
9007	Work with a range of patterns and basic functions to solve related problems	2	5
	Total fundamental		36
	Core		
NLRD	**Title**		
		Level	**Credits**
	Remove, dismantle, install and service		
	Inspect and lubricate a vehicle	2	4
	Remove, test, fit and service automobile batteries	2	8
	Build basic auto-electrical circuits	2	16
	Remove earthmoving equipment components	2	10
	Install earthmoving equipment components	2	14
	Conduct an inspection on earthmoving equipment	2	4
	Carry out a service	2	10

	Life Skills		
	Develop a learning plan and a portfolio for assessment	2	6
	Total Core		72
	Elective		

NLRD	Titles	Level	Credits
	Tools, equipment and machines		
	Perform basic welding / joining of metals	2	8
	Cut materials using the oxy-fuel gas cutting process (manual cutting)	2	6
	Select, use and care for engineering measuring equipment	2	4
	Take fluid samples from a vehicle	2	3
	Select, use and care for engineering hand tools	2	8
	Select and use automobile lifting equipment	2	3
	Select, use and care for engineering power tools	2	6
	Dismantle		
	Dismantle earthmoving equipment components	2	10
	Safety, health, environment and quality assurance		
	Keep the work area safe and productive	2	8
	People interacting, leading and developing		
	Participate in work group activities	2	4
	Business Relations		
	Explain the individual's role within business	2	4
	Working with information		
	Collect and use information	2	5
7547	Operate a personal computer system	2	6
7548	Use a personal computer operating system	2	3

	Suggested additional learning		
9268	Manage basic personal finance	2	6
	Understand and deal with HIV / Aids	2	3
	Minimum elective credits required		12
	Total for qualification		120

NATIONAL CERTIFICATE IN SERVICING VEHICLES (EARTHMOVING EQUIPMENT)–: NQF LEVEL 2

UNIT STANDARDS ON NQF LEVEL 2

CORE

Title 1:   Inspect and lubricate a vehicle

Title 2:   Remove earthmoving equipment components

Title 3:   Install earthmoving equipment components

Title 4:   Conduct an inspection on earthmoving equipment

Title 5:   Carry out a service

ELECTIVE

Title 6:   Take fluid samples from vehicle systems

Title 7:   Dismantle earthmoving equipment components vehicle components

UNIT STANDARDS AND SPECIFIC OUTCOMES IN SERVICING VEHICLES (EARTHMOVING EQUIPMENT)–: NQF LEVEL 2

Core

Title 1: Inspect and lubricate a vehicle

Specific outcome 1.1:   Plan and prepare to inspect and lubricate

Specific outcome 1.2:   Drain, refill or top up fluids and apply lubricants

Specific outcome 1.3:   Inspect and identify leaks and defects

Specific outcome 1.4:   Restore work area

Specific outcome 1.5:   Complete and process documentation

Specific outcome 1.6:   Discuss and explain reasons and purpose for lubrication

Title 2: Remove earthmoving equipment components

Specific outcome 1.1:   Plan and prepare work area and machine for component removal

Specific outcome 1.2:   Remove earthmoving equipment component

Specific outcome 1.3:   Apply safety procedures during component removal task

Specific outcome 1.4:   Restore work area, complete and process documentation

Specific outcome 1.5:   Discuss and explain component removal task

Title 3: Install earthmoving equipment components

Specific outcome 1.1:   Plan and prepare work area and machine for component installation

Specific outcome 1.2:   Install earthmoving equipment component

Specific outcome 1.3:   Test earthmoving equipment component installation

Specific outcome 1.4:   Apply safety procedures during component installation task

Specific outcome 1.5:   Restore work area, complete and process documentation

Title 4: Conduct an inspection on earthmoving equipment

Specific outcome 1.1:   Plan and prepare work area and machine for inspection

Specific outcome 1.2:   Inspect machine for defects with engine not running

Specific outcome 1.3:   Inspect machine for defects and system functionality with engine running

Specific outcome 1.4:   Apply safety procedures during machine visual inspection

Specific outcome 1.5:   Apply quality checks on completed visual inspection

Specific outcome 1.6:   Restore work area, complete and process documentation

Title 5: Carry out a service

Specific outcome 1.1:   Plan and prepare for servicing task

Specific outcome 1.2:   Service vehicle

Specific outcome 1.3:   Apply quality checks on completed service

Specific outcome 1.4:   Apply safe and environmental concepts

Specific outcome 1.5:   Restore work area and complete documentation

Specific outcome 1.6:   Discuss and explain reasons for servicing vehicles

Elective

Title 6: Take fluid samples from vehicle systems

Specific outcome 1.1:   Plan and prepare vehicle and equipment for fluid sampling

Specific outcome 1.2:   Take a fluid sample

Specific outcome 1.3:   Apply quality concepts and standards

Specific outcome 1.4:   Apply safety concepts relating to sampling

Specific outcome 1.5:   Restore work area and prepare documentation

Specific outcome 1.6:   Discuss and explain reasons for taking fluid samples

Title 7: Dismantle earthmoving equipment components vehicle components

Specific outcome 1.1:   Plan and prepare work area and component for dismantling

Specific outcome 1.2:   Dismantle earthmoving equipment component

Specific outcome 1.3:   Apply safety procedures during component dismantling task

Specific outcome 1.4:   Restore work area, complete and process documentation

Specific outcome 1.5:   Discuss and explain component removal task

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

National Certificate in Servicing Vehicles (Passenger, Light Delivery or Commercial)–: NQF Level 2

Field: Manufacturing, Engineering and Technology

Sub-field: Manufacturing & Assembly

Level: 2

Credit: 125

Issue date:

Review date:

Rationale of the qualification

The field of vehicle servicing (passenger, light delivery or commercial vehicles) is characterised by the provision of servicing (removal, dismantling and replacement of components and minor adjustments to vehicle systems) and support to a variety of small businesses in the retail motor and related industries. The vehicles requiring such service and support range from Passenger and Light Delivery Vehicles to Commercial vehicles.   People working in the vehicle servicing field require technical skills and knowledge, as well as highly developed hand skills.

This is the first qualification in a series for learners who want to follow a career in the field of servicing vehicles. This qualification focuses on developing skills and knowledge necessary to begin such a career. It also provides learners who have gained relevant experience in the workplace with an opportunity to obtain credits through an RPL process. The qualification also forms the basis for further learning in the field of vehicle technology.

Purpose:

The purpose of the qualification is to provide learners, education and training providers and employers with the standards and the range of learning required to work effectively in various industries making use of vehicle servicing skills and to meet the challenges of the retail motor and related environments.

The primary skill that is recognised in this qualification is the ability to apply the fundamentals of basic vehicle servicing technology to recognise and respond to typical vehicle servicing defects. This capability requires an understanding of basic servicing theory, names and functions of fluids and lubricants, auto-electrical circuits and automotive battery functioning, and how to read and interpret workshop manuals and workshop procedures. A thorough knowledge of vehicle components and systems, workshop equipment and an ability to read, interpret and understand task instructions and job cards is required. Hand skills play a large role in this qualification.

Qualified learners will also understand:

- the basics of how a business functions
- their role in the business, i.e. in engineering and related activities
- how they are affected by legislation, regulations, agreements and policies related to their particular work environment.

With this understanding learners will be able to participate in workplace activities.

What learners achieve in this qualification will also serve as a basis for further learning where they will engage in more complex maintenance and repair activities in the field of vehicle technology

Access to the Qualification

Open access.

This qualification series recognises skills, knowledge and values relevant to a workplace. It is designed for learners who:

- Have attended courses and then apply the knowledge gained to activities in the workplace
- Are already workers and have acquired the skills and knowledge without attending formal courses
- Are part of a Learnership programme which integrates structured learning and work experience.

Learning assumed to be in place

This qualification assumes learners have a General Education and Training Certificate at NQF level 1, or alternatively, an ABET level 4 qualification

If the learner does not already have such a qualification, learning in preparation for this qualification would also have to include:

- Literacy and numeracy
- Basic concepts of science and technology

Exit Level Outcomes and Assessment Criteria:

Exit level outcome 1

Demonstrate an understanding of the basic fundamentals of vehicle inspection and the properties and functions of fluids and lubricants, and the ability to perform minor tests and adjustments on vehicle systems, recognising and responding to workshop and quality procedures that will result in increased levels of safety, efficiency, productivity and customer satisfaction.

Associated Assessment Criteria

- Task instructions and appropriate workshop manuals are obtained
- The vehicle is prepared in accordance with workshop procedures
- Appropriate inspection, lubrications and minor adjustments are performed on the vehicle systems
- Non-conformances and actions taken are reported accurately and clearly
- Can respond to questions and discuss issues related to inspecting, lubricating and performing minor adjustments on the vehicle.

Exit level outcome 2

Understand and use appropriate hand and power tools, machinery and equipment to:

- make simple adjustments to vehicle systems
- service vehicle and systems
- remove, dismantle and replace components

Associated Assessment Criteria

- Adjustments made are according to workshop manual procedures
- Workshop schedules and flat rate manual times are adhered to
- No component is damaged or its quality compromised
- Quality, safety and environmental procedures are followed

Exit level outcome 3

Demonstrate an understanding of how to remove, fit and service an automobile battery and related components with care, in a safe and environmentally aware manner

Associated Assessment Criteria

- Appropriate tools, personal and automobile protective equipment are correctly chosen and used.
- Removal and fitting procedures are followed.
- Appropriate leads and terminals are correctly chosen and used.
- Safe working practices are adhered to.
- Relevant documentation is used and completed correctly.
- Can respond to questions and discuss issues related to automobile batteries and related components.

Exit level outcome 4

Demonstrate an understanding of electrical concepts and an ability to build basic auto-electrical circuits in a safe and environmentally aware manner.

Associated Assessment Criteria

- Auto-electrical circuits are correctly wired and working.
- Components and conductors are correctly selected.
- Tools and equipment are correctly selected and used.
- Safe working practices are adhered to.
- Can respond to questions and discuss issues related to the construction of auto-electrical circuits.

Exit level outcome 5

Recognise and respond to typical problems related to the servicing of the vehicle.

Associated Assessment Criteria

- Various options are considered before a solution is chosen
- Lessons learnt in previous performances are used
- Responses are appropriate to the nature of the problem
- Problems are accurately reported to relevant personnel in a timely manner
- Can respond to questions and discuss issues related to routine problems encountered while working

Exit level outcome 6

Communicate with peers and members of supervisory/management levels by demonstrating the ability to summarise information and express opinions on given information in spoken or written form

Associated Assessment Criteria

- Communication is effective, regular and ongoing
- Information is clear and accurate and conveyed in a timely manner
- Relationships with peers and supervisory/management levels are established and functioning

Exit level outcome 7

Demonstrate an understanding of options for further learning in this or a related field of learning and preparation requirements for such learning

Associated Assessment Criteria

- Options are explained
- Preparation requirements are explained.
- Learning plan is developed

International comparability

As a starting point, the series of qualifications in the field of passenger, light delivery or commercial vehicle technology including, servicing, maintenance, repairs and diagnostics, was compared to other, similar outcomes-based qualifications, certifications or skills standards in New Zealand and Australia. It was found to be difficult to compare the New Zealand and Australian narrow focus qualifications with these broad-based qualifications that also include fundamentals and generic core standards. It was further difficult to undertake such comparisons given that the New Zealand and Australian qualifications, although they are in the same field of vehicle technology and cover the same areas of specialisation (thus containing a large degree of similar content) are conceptualised as three year qualifications without exit level outcomes at the intermediate levels (NQF levels 2 and 3). This notwithstanding, the technical content of this series of qualifications for vehicle technology (with the various specialisations) of which the highest qualification is at level 5 does correspond with the equivalent level of qualification in vehicle technology (with the various specialisations) in Australia and New Zealand.

Integrated Assessment

Integrated assessment at the level of the qualification provides an opportunity for learners to show they are able to integrate concepts, actions and ideas achieved across a range of unit standards and contexts. Integrated assessment must evaluate the quality of observable performance as well as the thinking behind the performance.

Some assessment aspects will demand practical demonstration while others may not. In some case inference will be necessary to determine competence depending on the nature and context within which performance takes place.

Since this is a foundational qualification, it is necessary to ensure that the fundamental part of the qualification is also targeted to ensure that while the competence may have been achieved in a particular context, learners are able to apply it in a range of other contexts and for further learning. The assessment should also ensure that all the critical cross-field outcomes have been achieved.

Recognition of prior learning

This qualification may be obtained through a process of RPL. The learner should be thoroughly briefed prior to the assessment and support provided to assist in the process of developing a portfolio. While this is primarily a workplace-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit-level outcomes.

Articulation possibilities

The qualification has been designed and structured so that qualifying learners can move from one context to another. Employers or institutions should be able to evaluate the outcomes of this qualification against the needs of their context and structure top-up learning appropriately.

Equally, holders of other qualifications may be evaluated against this qualification for the purpose of RPL.

Moderation Options

- Anyone assessing a learner against this qualification must be registered as an assessor with the MERS ETQA or any other relevant ETQA

- Any institution or learning provider offering learning towards the achievement of this qualification should be accredited as a provider with the MERS ETQA or any other relevant ETQA

- Moderation of assessment should be overseen by the MERS ETQA or any other relevant ETQA according to the moderation guidelines provided for in this qualification as well as the agreed ETQA procedures

Criteria for registration of assessors

The following criteria should be applied by the relevant ETQA:

- Appropriate qualification and a minimum of 3 years experience in the field of vehicle servicing or a similar environment. The subject matter experience of the assessor can be established by recognition of prior learning.

- Appropriate experience and understanding of assessment theory, processes and practices

- Good interpersonal skills and the ability to balance the conflicting requirements of:

- Maintaining national standards

- The interests of the learner

- The need for transformation and redressing the legacies of the past

- The cultural background and language of the learner

- Registration as an assessor with the relevant ETQA

- Any other criteria required by the relevant ETQA

	Fundamental		
NLRD	**Title**	**Level**	**Credits**
	Communication		
8962	Maintain and adapt oral communication	2	5
8963	Access and use information from texts	2	5
8964	Write for a defined context	2	5
	Communicate at work	2	5
	Mathematics		
8982	Demonstrate an understanding of rational and irrational numbers and number systems within the context of relevant calculations	2	3
8983	Use mathematics to investigate and monitor the financial aspects of personal and community life	2	2
9009	Apply basic knowledge of statistics and probability in order to investigate life and work related problems	2	3
9008	Measure, estimate and calculate physical quantities and explore, describe and represent geometrical relationships in two dimensions in different life or workplace contexts	2	3
9007	Work with a range of patterns and basic functions to solve related problems	2	5
	Total fundamental		36
	Core		
NLRD	**Title**	**Level**	**Credits**
	Remove, dismantle, install and service		
	Select and use automobile lifting equipment	2	3
	Inspect and lubricate a vehicle	2	4
	Remove, test, fit and service automobile batteries	2	8
	Balance a wheel	2	4
	Select, use and care for engineering power tools	2	6
	Adjust headlights	2	2

NLRD	Titles	Level	Credits
	Build basic auto-electrical circuits	2	16
	Remove and fit automobile mechanical and electrical components	2	12
	Dismantle vehicle components	2	6
	Carry out a service	2	10
	Life Skills		
	Develop a learning plan and a portfolio for assessment	2	6
	Total Core		77
	Elective		
NLRD	**Titles**	**Level**	**Credits**
	Tools, equipment and machines		
	Perform basic welding / joining of metals	2	8
	Cut materials using the oxy-fuel gas cutting process (manual cutting)	2	6
	Select, use and care for engineering measuring equipment	2	4
	Take fluid samples from vehicle systems	2	3
	Select, use and care for engineering hand tools	2	8
	Fit and repair		
	Assemble, fit and repair automobile auxiliary harnesses	2	12
	Safety, health, environment and quality assurance		
	Keep the work area safe and productive	2	8
	People interacting, leading and developing		
	Participate in work group activities	2	4
	Business Relations		
	Explain the individual's role within business	2	4
	Working with information		
	Collect and use information	2	5
7547	Operate a personal computer system	2	6

7548	Use a personal computer operating system	2	3
	Suggested additional learning		
9268	Manage basic personal finance	2	6
	Understand and deal with HIV / Aids	2	3
	Minimum elective credits required		**12**
	Total for qualification		**125**

NATIONAL CERTIFICATE IN SERVICING VEHICLES (PASSENGER, LIGHT DELIVERY OR COMMERCIAL)–: NQF LEVEL 2

UNIT STANDARDS ON NQF LEVEL 2

CORE

Title 1:   Inspect and lubricate a vehicle

Title 2:   Balance a wheel

Title 3:   Adjust headlights

Title 4:   Dismantle vehicle components

Title 5:   Carry out a service

ELECTIVE

Title 6:   Take fluid samples from vehicle systems

UNIT STANDARDS AND SPECIFIC OUTCOMES IN NATIONAL CERTIFICATE IN SERVICING VEHICLES (PASSENGER, LIGHT DELIVERY OR COMMERCIAL)–: NQF LEVEL 2

Core

Title 1: Inspect and lubricate a vehicle

Specific outcome 1.1:	Plan and prepare to inspect and lubricate
Specific outcome 1.2:	Drain, refill or top up fluids and apply lubricants
Specific outcome 1.3:	Inspect and identify leaks and defects
Specific outcome 1.4:	Restore work area
Specific outcome 1.5:	Complete and process documentation
Specific outcome 1.6:	Discuss and explain reasons and purpose for lubrication

Title 2: Balance a wheel

Specific outcome 1.1:	Plan and prepare work area and vehicle for wheel balancing task
Specific outcome 1.2:	Prepare wheel balancing machine
Specific outcome 1.3:	Balance wheel
Specific outcome 1.4:	Apply safety procedures relating to wheel balancing
Specific outcome 1.5:	Restore vehicle and work area

Title 3: Adjust headlights

Specific outcome 1.1:	Plan for the adjusting of the headlights
Specific outcome 1.2:	Prepare the vehicle and headlight aimer
Specific outcome 1.3:	Adjusting the headlights
Specific outcome 1.4:	Restore the work area
Specific outcome 1.5:	Complete and process documentation
Specific outcome 1.6:	Discuss and explain reasons and purpose for adjusting headlights

Title 4: Dismantle vehicle components

Specific outcome 1.1:	Plan the procedure and prepare the component and workplace
Specific outcome 1.2:	Dismantle component and prepare for inspection and evaluation
Specific outcome 1.3:	Apply quality checks on completed work
Specific outcome 1.4:	Apply safety concepts
Specific outcome 1.5:	Restore work area and complete documentation
Specific outcome 1.6:	Discuss and explain procedures followed for dismantling components

Title 5: Carry out a service

Specific outcome 1.1:	Plan and prepare for servicing task
Specific outcome 1.2:	Service vehicle
Specific outcome 1.3:	Apply quality checks on completed service
Specific outcome 1.4:	Apply safe and environmental concepts
Specific outcome 1.5:	Restore work area and complete documentation
Specific outcome 1.1:	Discuss and explain reasons for servicing vehicles

Elective

Title 6: Take fluid samples from vehicle systems

Specific outcome 1.1:	Plan and prepare vehicle and equipment for fluid sampling
Specific outcome 1.2:	Take a fluid sample
Specific outcome 1.3:	Apply quality concepts and standards
Specific outcome 1.4:	Apply safety concepts relating to sampling
Specific outcome 1.5:	Restore work area and prepare documentation
Specific outcome 1.6:	Discuss and explain reasons for taking fluid samples

No. 1556　　　　　　　　　　　　　　　　　　　**13 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 07, Human and Social Studies, 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 for Archaelogy** and be addressed to:

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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
      mmphuthing@saqa.co.za
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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 07, HUMAN AND SOCIAL STUDIES, FOR THE REGISTRATION OF A STANDARDS GENERATING BODY (SGB) FOR ARCHAEOLOGY

The National Standards Body (NSB) 07 has received an application to recognise and register an SGB for Archaeology in the sub-field of Traditions History and Legacies for a period of three years until November 2005.

PROPOSED BRIEF OF THE SGB

1. Identify transformation, development, access and equity issues relevant to Archaeology and develop mechanisms to include these issues within the standards and qualifications as envisaged in (4) below *[Regulation 24 (1)(e)]*.

2. Develop learning and career pathways for potential standards and qualifications in Archaeology from NQF levels 2 to 8 *[Regulation 24 (1)(e)]*.

3. Review, add to and update existing qualifications and standards *[Regulation 24 (1)(b)]*.

4. Generate the following qualifications and standards generated in accordance with Authority requirements at NQF levels 2 to 8 *[Regulation 24 (1)(a)]*.
    *   National Certificate in Archaeology (NQF levels 2-4)
    *   National Diploma in Archaeology (NQF level 5)
    *   First Degree in Archeology (NQF level 6) – for generic BA or Generic BSc
    *   Honours Degree in Archaeology (NQF level 7)
    *   National Higher Certificate and National Higher Diploma in Archeology (NQF level 7)
    *   Masters Degree in Archaeology (NQF level 8)
    *   Doctoral Degree in Archaeology (NQF level 8+)

5. Recommend the qualifications and/or standards generated under 3 and 4 above to NSB 07 *[Regulation 24 (1)(c)]*.

6. Liaise with other Standard Generating Bodies (SGBs) in the sub-fields whose briefs mandate them to generate archaeological qualifications *[Regulation 24 (1)(a) & (e)]*.

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

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

9. Accept and perform other related functions as requested by NSB 07 *[Regulation 24 (1)(e)]*.

Proposed Composition of the SGB

Name of Nominee	Workplace	Nominating Body	Qualifications/Experience
DEACON, Janette	Archaeology Consultant	SA Association of Archaeologists (SA3)	Ph.D. Archaeology (UCT), M.A. Archaeology (UCT), B.A. (UCT). Consultant, Former National Monuments Council archaeologist, Lecturer, External examiner.
ESTERHUY-SEN, Amanda	University of Witwatersrand (Wits)	SA Association of Archaeologists (SA3)	Ph.D. candidate (Wits), M.A. Archaeology (Wits), B.A. Honours: Archaeology (Wits). Cultural Resources Management; Teaching and lecturing experience; Public archaeology.
GRIBBLE, John	South African Heritage Resources Agency (SAHRA)	SA Association of Archaeologists (SA3)	M.A. Archaeology (UCT), B.A. Honours: Archaeology (UCT), B.A. Archaeology (UCT). Maritime Archaeologist: South African Heritage Resources Agency (SAHRA), Consultant; Cultural Resources Management, Lecturing experience.
HALKETT, David	Archaeology Contracts Office, UCT	SA Association of Archaeologists (SA3)	M.A. Archaeology (UCT), B.A. Honours: Archaeology (UCT), B.A. (UCT). Archaeologist, consultant, Cultural Resources Management.
HANISCH, Edwin	University of Venda	SA Association of Archaeologists (SA3)	Currently completing Ph.D. (University of Witwatersrand), M.A. (University of Pretoria), B.A. Honours: Archaeology (University of Pretoria), B.A. African Studies (University of Pretoria. Head of Department of Anthropology, Research experience in archaeology and anthropology.

HUFFMAN, Tom	University of Witwatersrand	SA Association of Archaeologists (SA3)	Ph.D. Anthropology, MA: Anthropology. Professor: Department of Archaeology, Excavation projects, Director of Archaeological Resources Management.
MAFUNE, Irene	Robben Island Museum	SA Association of Archaeologists (SA3)	Currently enrolled in M.Phil. (UCT), B.A. Honours: Archaeology (University of Pretoria), B.A. Archaeology (University of Venda). Currently Museum Curator: Robben Island, Lecturing experience, Excavation experience.
MEYER Andrie	University of Pretoria	SA Association of Archaeologists (SA3)	D.Phil. Archaeology (University of Pretoria), M.A. Archaeology, B.A. Honours, B.A. Professor of Archaeology, archaeological excavations, training course development,
MGUNI, Siyakha	University of Witwatersrand (Wits)	SA Association of Archaeologists (SA3)	M.A. Rock Art Studies (University of Witwatersrand), B.A. Archaeology (UCT). Research Officer: Rock Art Research Institute, Teaching experience at Secondary level.
MNGQOLO, Sephai	McGregor Museum	SA Association of Archaeologists (SA3)	Diploma Museum & Heritage Studies (University of Western Cape) Currently Museum Curator, Archaeology Assistant.
MORRIS, Alan	University of Cape Town Medical School	SA Association of Archaeologists (SA3)	Ph.D. Anatomy, Honours Equivalent: Anthropology (Mc Master University), BA Biology. Associate Professor Anatomy (UCT), Honorary Curator of Physical Anthropology (South African Museum, Cape Town).
NOVEMBER Ntsize	SAHRA	SA Association of Archaeologists (SA3)	M.A. Honours (University of the Free State), B.A. Honours M.A. (University of the Free State), B.A Education (Vista University)

			Professional Officer: South African Heritage Resources Agency, Teaching experience at High School level, Lecturing experience.
POGGEN-POEL Cedric	University of Cape Town (UCT)	SA Association of Archaeologists (SA3)	M.A. in Archaeology (UCT). Chief Scientific Officer, Curator: Archaeological Collections (UCT), archaeological experience.
SEALY, Judith	University of Cape Town (UCT)	SA Association of Archaeologists (SA3)	Ph.D. (UCT), M.Sc. Archaeology, B.A. (UCT), B.Sc. Honours (UCT), B.Sc (UCT). Associate Professor of Archaeology, Editorial experience.
STEYN, Maryna	Univ Pretoria Medical School	SA Association of Archaeologists (SA3)	Ph.D. (University of Witwatersrand), M.B.Ch.B. (University of Pretoria). Associate Professor: Anatomy Department, External examiner, Senior Medical officer, Forensic experience.
TLHAPI, Gabriel	National Museum	SA Association of Archaeologists (SA3)	B.A. (University of the Western Cape) Higher Diploma in Education (University of the Western Cape). Research Assistant: Rock Art Department, Lecturing experience.
VAN DER RYT, Maria	University of South Africa (UNISA)	SA Association of Archaeologists (SA3)	Ph.D. Candidate (University of Witwatersrand), M.A. (Witwatersrand), B.A. Honours (University of Pretoria). Senior Lecturer: Archaeology, Involved in excavations in Mpumalanga.
VAN SCHALK-WYK, John	African Window Museum	SA Association of Archaeologists (SA3)	DLitt et Phil. Anthropology (University of Pretoria), M.A. Anthropology, B.A. Honours Archaeology, B.A. Museum Curator, Researcher, Involved in Heritage Impact Assessment Studies.
VOIGT,	Retired	SA Association of	M.A. Archaeology

Elizabeth		Archaeologists (SA3)	(University of Pretoria), B.A. Archaeology (UCT). Former Museum Director, Graduate Assistant, Lecturing experience.
WEBLEY, Lita	Albany Museum	SA Association of Archaeologists (SA3)	Ph.D. Archaeology (UCT), M.A. Archaeology (University of Stellenbosch), B.A. Honours Archaeology (University of Stellenbosch). Acting Director: Albany Museum, Archaeologist, Lecturing experience.
WHITELAW, Gavin	Natal Museum	SA Association of Archaeologists (SA3)	M.Sc. Archaeology (Wits), B.Sc. Honours (Wits). Museum Curator, Head of Archaeology Department.
ZWANE, Godfrey Themba	Amafa (KwaZulu Natal)	SA Association of Archaeologists (SA3)	M.A. (Fort Hare), B.A. (Hons) (Fort Hare)., B.A. (Fort Hare). Professional Officer: Heritage, Excavation experience.

No. 1557 **13 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 09, Health Sciences and Social Services invites public comment with respect to *the acceptability of the nominees and the representativeness of the key education and training stakeholder interest groups* listed as SGB applicants below.

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

All nominations/ applications should be accompanied by curricula vitae.

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

Comment should reach the NSB at the address below by not later than **30 January 2003.** All correspondence should be marked **SGB for Pharmacy** 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
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 09, HEALTH SCIENCES AND SOCIAL SERVICES, OF AN APPLICATION TO REGISTER AN SGB FOR PHARMACY

NSB 09 has received an application to recognise and register an SGB for Pharmacy for NQF levels 3 - 8

Proposed Brief of the SGB

1. Develop learning pathways for a potential qualification and unit standards in the area of Pharmacy from level 3 through to level 8 *[Regulation 24 (1)(a)]*.

    2. Generate qualifications and standards in the areas of pharmacy in terms of requirements of relevant legislation and the establishment of best practices and ethics across the working environment. These will include
        -   Certificate for Pharmacist's Assistants at level 3
        -   Certificate for Pharmacist's Assistants at level 4
        -   Bachelor's Degree in Pharmacy at level 7
        -   Master's and Doctoral Degrees in Pharmacy at level 8
        -   Other qualifications e.g. for health care professionals other than pharmacists who are authorised to dispense medicine and/or compound medicine *[Regulation 24 (1)(a)]*.

3. Ensure that practicing professionals fulfil the requirements for registration with the Pharmacy Council of South Africa *[Regulation 24 (1)(e)]*.

4. Recommend the qualification and standards generated under 1 and 2 above to the NSB *[Regulation 24 (1)(c)]*.

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

6. Liaise with other NSBs and SGBs – within and outside NSB 09 – which have vested interests in the subject of pharmacy *[Regulation 24 (1)(e)]*.

7. Perform such other functions as may from time to time be delegated by NSB 09: Health Sciences and Social Services *[Regulation 24 (1)(e)]*.

PROPOSED COMPOSITION OF THE SGB

NOMINEE	WORKPLACE	NOMINATING BODY	QUALIFICATION / EXPERIENCE
de Lange, C	S Buys Training & Development (Pty) Ltd	Business Sector	Pharmacist's Assistant; 3 years' experience as workplace assessor
Enslin, G M	Technikon Pretoria	Committee of Technikon Principles (CTP)	M Pharm; 18 years' clinical; 4 years' lecturing
Futter, W T	Rhodes University	South African Universities Vice Chancellors' Association (SAUVCA)	M Comm; 4 years' clinical; 18 Years lecturing
Govender, V	AFROX Pharmacy Management Services	Business Sector	B Sc Pharmacy; MBA; 11 years' clinical
Gush, J	School of Pharmacy: MEDUNSA	SAUVCA	B Sc Pharmacy; 27 years' clinical; 4 years' part-time lecturing
Hadebe, M M	Dawn Park Pharmacy	Business Sector	B Sc Pharmacy; 22 years' clinincal
Helberg, E A	School of Pharmacy: MEDUNSA	SAUVCA	Dip Pharm; 20 years' clinical; 1 year lecturing
Inderlall, R	Dept of Health: Free State	Provincial Government Sector	B Pharm; 8 years' clinical
Kgaka, N A	University of the North	SAUVCA	B Sc; B Pharm; 17 years' clinical; 5 years' lecturing
Lowes, M M J	Technikon Pretoria	South African Pharmacy Council (SAPC)	D Sc; MBA; 7 years' clinical; 15 years' lecturing; 8 years management of school of pharmacy
Malan, S F	Potchefstroom University for CHE	Pharmaceutical Society of South Africa	Ph D in Pharmaceutical Chemistry; 4 years' clinical; 12 years' lecturing
Marais, A F	Potchefstroom University for CHE	SAUVCA	Ph D; 1 year clinical; 11 years' lecturing
Naidoo, P	University of Durban Westville (UDW)	Pharmaceutical Society of South Africa	B Pharm; M Med Sc; 16 years' clinical; 7 years' lecturing
Peteni, L N	Dept of Health – Eastern Cape	Provincial Government Sector	B Sc; B Pharm; MA; 20 years' clinical
Radebe, W T	South African Youth Council	NGO sector	Public & Development Management; 4 years as deputy and acting president of the Youth Council

Regensberg, D J	School of Comprehensive Health Education	Business Sector	B A Cur (Hons); MBA; 8 years' clinical; 12 years' lecturing
Rothman, JC	S Buys Training & Development (Pty) Ltd	Business Sector	Ph D; 14 years' clinical; 7 years' lecturing; 2 years' managerial
Summers, R S	MEDUNSA	SAPC	Ph D; 11 years' lecturing; 23 years as deputy and head of Pharmacy schools
Thupana M	Dept of Health: Limpopo	South African Pharmacy Council	B Pharm; 22 years' clinical
van der Colff, J J	S Buys Training & Development (Pty) Ltd	Business Sector	M Cur; 13 years' clinical; 7 years' lecturing
van Wyk, C J	Potchefstroom University for CHE	SAUVCA	D Sc in Industrial Pharmacy; 34 years' lecturing and research
van Wyk, H	Renalcare Services (Pty) Ltd	Business Sector	M Pharm; 25 years' clinical
Vasuthevan, S	AFROX Healthcare	Business Sector	B Cur Hons; M Sc in Health Education; 5 years' clinical; 10 years' lecturing; 6 years' as professional officer and manager
Walker, R B	Rhodes University	SAUVCA	Ph D Biopharmaceutics; 8 years' clinical; 11 years lecturing; 2 years as head of pharmacy school

No. 1558   **13 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

Hygiene and Cleaning

Registered by NSB 11, Services, publishes the following qualifications and unit standards for public comment.

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

Comment on the unit standards should reach SAQA at the address *below and no later than 30 January 2003.* All correspondence should be marked **Standards Setting – SGB for Hygiene and Cleaning** 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

SAMUEL B.A. ISAACS
EXECUTIVE OFFICER

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

TITLE: **GETC: Domestic Services at NQF Level 1**

FIELD: Services

SUB-FIELD: Cleaning, Domestic, Hiring, Property and Rescue Services

CREDITS: 141

RATIONALE FOR THE QUALIFICATION

Where it was at first envisaged that domestic services could be incorporated under the qualification, National Certificate in Hygiene and Cleaning Services Level 1, as one of the elective modules, it became apparent that there is a need for a separate qualification after the findings of the CASE study (commissioned by the Department of Labour) were published and the Domestic Services Chamber Board was consulted. Due to the fact that the articulation options are significantly different, this qualification needs to be constructed accordingly.

Factors that impact on this qualification are:

- The fact that there is a need for Recognition of Prior Learning within the domestic services industry, as a large number of domestic workers already have the skills and knowledge required by the qualification.
- The minimum wage for domestic servants as determined by the Department of Labour, created the perception amongst employers that they have the right to value-for-money.
- The fact that Domestic Services are busy formalizing as an industry.

A formal qualification registered on the NQF would allow for:

1. Recognition of learners working within this multi-faceted and multi-skilled industry
2. Articulation, progression and mobility along nationally recognized career paths
3. Formal access to related industries such as cleaning and hospitality.
4. Dignity and recognition of the productive contribution made by domestic workers.

PURPOSE OF THE QUALIFICATION

The primary purpose of this qualification is to develop competencies in a learner as required for a career in the Domestic Services Industry.

The qualification is aimed at:

- Raising the self esteem, personal growth and income of domestic workers
- Creating new learning and career paths and progression opportunities for domestic workers, either as employees or through starting their own businesses
- Improving the support systems available to employers in their households
- Achieving recognition for the contribution of domestic services to the economy
- Improving domestic services within homes and communities
- Formalising the domestic services industry
- Increasing employment opportunities for the unemployed and new entrants into the labour market.

ACCESS TO THE QUALIFICATION

The typical learners will be semiliterate or illiterate employees within the domestic services industry. Special provisions were made to facilitate access by providing public finance for the training and assessment of domestic workers.

LEARNING ASSUMED TO BE IN PLACE

As this is an NQF Level 1 qualification, and therefore the starting point of a career and of training and development in various industries, no formal learning is assumed to be in place.

UNIT STANDARD TITLES, LEVELS AND CREDITS

TITLE	CREDITS	NO.	LEVEL
FUNDAMENTALS			
Demonstrate an understanding of and use the numbering system	1	13487	1
Solve simple realistic and abstract problems involving the combination, separation, comparison, equalization, sharing and grouping of numbers	3	13488	1
Extract and use information derived from simple tables and organize information into tables	2	13489	1
Working with numbers in various contexts	6	7447	1
Manage personal finances	8	12509	1
Perform basic calculations	3	7812	2
TOTAL NUMERACY COMPONENT	**23**		
Show a critical awareness of language usage	3	7524	1
Engage in a range of speaking and listening interactions	6	12462	1
Read and respond to a range of text types	6	12469	1
Write for a variety of different purposes	6	12470	1
Plan and manage time in the workplace	4	12513	1
TOTAL LANGUAGE/COMMUNICATION COMPONENT	**25**		
TOTAL	**48**		

CORE			
Maintain effective work relationships in a cleaning environment	4	12510	1
Prepare beds and handle linen and bed coverings	2	7602	2
Service guest bedroom areas	1	7605	2
Use chemicals in cleaning procedures	4	12517	1
Handle and store cleaning chemicals	4	12518	1
Clean floors in a domestic environment.	4	*	1
Clean and maintain toilets and urinals	4	12519	1
Clean and maintain restrooms and bathrooms	4	12522	1
Understand basic cleaning principles	6	12520	1
Maintain personal hygiene, health, & presentation	4	12514	1
Identify surfaces, soilage and its cleaning procedures	4	12515	1
Maintain a domestic housekeeping service	4	*	1
TOTAL	**45**		

ELECTIVES			
Apply quality principles in everyday cleaning tasks	4	12511	1
Practise environmental awareness	4	12512	1
Clean above the floor surfaces	4	12523	1
Remove spots from carpets	4	12530	1
Clean windows, frames and glass panels	4	12529	1
Clean small kitchens, kitchenettes and tea kitchens	10	12528	1
Identify, collect, classify and handle waste	4	12525	1
Wash items in a laundry	5	12113	1
Iron and press laundered items	3	12117	1
Finish and store pressed and ironed items	5	12115	1
Prepare fruit for hot and cold dishes	1	7659	2
Prepare vegetables for hot and cold dishes	2	7660	2
Prepare cold and hot sandwiches and rolls	2	7661	2
Prepare and microwave food	1	7662	2
Prepare and grill food	1	7665	2
Prepare and cook battered fish and chipped potatoes	1	7678	2
Prepare and bake food	1	7697	2
Prepare and boil, poach or steam foods	1	7701	2
Handle and store food	2	7748	2
Prepare and cook basic rice dishes	2	7762	2
Prepare and cook basic egg dishes	2	7802	2
Prepare and cook basic pasta dishes	2	7805	2
Prepare and cook vegetables for basic hot dishes and salads	2	7808	2
Prepare and cook basic fruit dishes	2	7809	2
Prepare and cook starch	1	7810	2
Prepare and cook basic vegetable protein dishes	1	7811	2
Prepare, cook and assemble food for quick service	2	7677	2

Discuss entrepreneurship and identify, assess and develop entrepreneurial qualities	2	10006	1
Identify, analyse and select business opportunities	3	10007	1
Demonstrate an understanding of a general business plan and adapt it to a selected business idea	7	10008	1
Demonstrate an ability to start and run a business and adapt it to a changing environment	3	10009	1
TOTAL	**88**		

NOTE: To obtain this qualification, learners are required to select a minimum number of:

- 48 credits from the elective titles listed.

TOTAL NUMBER OF CREDITS REQUIRED = 141

QUALIFICATION SUMMARY

TOTAL	Fundamentals	Core	Elective
	48	45	88

EXIT LEVEL OUTCOMES AND ASSOCIATED ASSESSMENT CRITERIA

This qualification was constructed by relying heavily on unit standards already incorporated in two existing qualifications within the Commercial Cleaning and Hospitality Industries. The unit standards pitched at Level 2 for the Hospitality Industry were critically reviewed and found to be suitable as the basic cooking skills needed in a Domestic Qualification were covered. These unit standards have also been tested and are currently forming part of the curricula of two leading training providers, providing training on Level 1. The unit standards incorporated from the Commercial Cleaning industry were tested against a target group similar to the expected domestic target group and it was decided that these standards would perfectly fit the purpose of this qualification.

The critical cross-field outcomes are integrated into the assessment criteria of each individual unit standard. Whilst each unit standard is designed to be assessed on its own, (including the critical cross-field outcomes), we have combined unit standards into modules of marketable skills which can be assessed accordingly – within the structure of a skills programme, for example.

Learners aiming to obtain the full qualification will complete all fundamentals and core unit standards, together with the required number of electives. However, learners wishing to complete only certain marketable skills "pockets", will be able to select one or more of the modules in any of skills areas and/or combination of skills areas in identifiable skills programmes.

The assessment of critical cross-field outcomes are integrated with the modules and thus the module serves as an exit level outcome.

The exit level outcomes for this qualification are that the learner will be able to effectively and efficiently perform the cleaning, cooking, laundry and household tasks within a domestic environment, and will be able to start a small business using the skills acquired within this environment.

In terms of the modular structure, the exit level outcomes for this qualification are:

MODULE 1:   CLEANING

Unit Standard Title	Notional Hours
Clean floors in a domestic environment	40
Clean above the floor surfaces	40
Remove spots from carpets	40
Clean windows, frames and glass panels	40
Clean small kitchens, kitchenettes and tea kitchens daily	100
Plan and manage time in the workplace	40
Maintain effective work relationships in a cleaning environment	40
Service guest bedroom areas	20
Use chemicals in cleaning procedures	40
Handle and store cleaning chemicals	40
Understand basic cleaning principles	60
Identify surfaces, soilage and its cleaning procedures	40
Maintain personal health, hygiene and presentation	40
Apply quality principles in everyday cleaning tasks	40

MODULE 2: COOKING

Unit Standard Title	Notional Hours
Maintain personal health, hygiene and presentation	40
Plan and manage time in the workplace	40
Clean small kitchens, kitchenettes and tea kitchens	100
Prepare fruit for hot and cold dishes	10
Prepare vegetables for hot and cold dishes	20
Prepare cold and hot sandwiches and rolls	20
Prepare and microwave food	10
Prepare and grill food	10
Prepare and cook battered fish and chipped potatoes	10
Prepare and bake food	10
Prepare and boil, poach or steam foods	10
Handle and store food	20
Prepare and cook basic rice dishes	20
Prepare and cook basic egg dishes	20
Prepare and cook basic pasta dishes	20

Prepare and cook vegetables for basic hot dishes and salads	20
Prepare and cook basic fruit dishes	20
Prepare and cook starch	10
Prepare and cook basic vegetable protein dishes	10
Prepare, cook and assemble food for quick service	20
Demonstrate an understanding of and use the numbering system	10
Read and respond to a range of text types	80

MODULE 3: RUNNING A SMALL BUSINESS
Note: This module should be combined with other skills options, i.e. cooking or cleaning.

Unit Standard Title	Notional Hours
Discuss entrepreneurship and identify, assess and develop entrepreneurial qualities	20
Identify, analyse and select business opportunities	30
Demonstrate an understanding of a general business plan and adapt it to a selected business idea	70
Demonstrate an ability to start and run a business and adapt it to a changing environment	30
Demonstrate an understanding of and use the numbering system	10
Solve simple realistic and abstract problems involving the combination, separation, comparison, equalization, sharing and grouping of numbers	30
Extract and use information derived from simple tables and organize information into tables	20
Manage personal finance	80
Perform basic calculations	30
Engage in a range of speaking and listening interactions	60
Read and respond to a range of text types	80
Write for a variety of different purposes and contexts	60
Plan and manage time in the workplace	40
Maintain personal health, hygiene and presentation	40

MODULE 4:   LAUNDERING

Unit Standard Title	Notional Hours
Use chemicals in cleaning procedures	40
Handle and store cleaning chemicals	40
Understand basic cleaning principles	60
Maintain personal health, hygiene and presentation	40

Plan and manage time in the workplace	40
Wash items in a laundry	50
Iron and press laundered items	30
Finish and store pressed and laundered items	50

INTERNATIONAL COMPARABILITY

The SGB used the New Zealand and Australian cleaning standards as a point of departure in comparing the standards internationally. In addition, the appropriate UK Cities & Guilds standards (general cleaning) were reviewed.

Principles from a range of other international standards of practice were incorporated into the unit standards. These include the HACCP and the International Sanitary Supply Association (general cleaning practice).

In addition, the following SABS Codes of Practice were consulted:
- SABS 049 - Hygiene Management
- SABS 0330 - HACCP Food Safety
- SABS 0245 - Maintenance of Textile Floor Coverings
- SABS 0247 - Cleaning of Textile Upholstered Furniture

We also consulted the following standards developed by the National Contract Cleaners' Association:
- NCCA Cleaning Equipment Standard
- NCCA Window Cleaning Safety Standard

INTEGRATED ASSESSMENT

The assessment of competence in the domestic industry needs to remain practical in nature, and should – as far as possible - be conducted in the workplace.

1. NATURE AND TYPE OF ASSESSMENT REQUIRED

Assessment needs to be of two kinds:

1.1. ONGOING FORMATIVE ASSESSMENT

This kind of assessment work will typically take place during training and merely serves to guide the learner towards full competence. Such assessment covers areas such as:
- Hygiene
- Communication skills
- Individual skills under different circumstances
- Combinations of skills under different circumstances
- Critical outcomes such as problem solving, communicating with clients and colleagues, practicing environmental awareness, working effectively as a member of a team in a cleaning context, practicing personal time management and ensuring that there is always sufficient stock on hand to perform the tasks required

Assessment can be done in any agreed upon method of assessment of the knowledge required to perform the various competencies.

1.2. SUMMATIVE ASSESSMENT

To be allowed access to the final qualifying assessment a learner must show that she/he has reached a level of overall **integrated** competence. The elements of importance here are overall abilities, problem solving capability and time management. In addition industry assessors should be satisfied that the learner has achieved that level of competence in all matters in and surrounding the learning fields to be able to take charge of any aspect of domestic work in the chosen field.

The learner's ability to demonstrate competence against a particular unit standard, under real life working conditions and in the presence of an industry-based assessor, will be assessed. The summative assessment can also be used as a diagnostic assessment tool aimed at identifying the learner's skills gaps.

2. ASSESSMENT CENTERS FOR ASSESSMENT AGAINST UNIT STANDARDS AND SUMMATIVE ASSESSMENTS

2.1. WORKPLACE ASSESSMENT

Learning and assessment should preferably take place on the job as the skills are practical. Assessment against individual unit standards will therefore take place in the workplace in terms of the assessment policy of the Services SETA ETQA. The SGB encourages assessment to take place at the lowest possible level. We will therefore, with the support of the Services SETA ETQA, approach the SGB responsible for the generation of assessment standards with a request to develop an Assessor standard at NQF Level 3.

Workplaces can be used for assessment purposes provided that the appropriate facilities, tools, equipment, chemicals and support systems are available and accessible to both the assessor and the learner. Workplace assessment is required by the domestic industry for the following reasons:

- Assessment needs to occur in a familiar environment so that the learner is not asked to cope with different equipment and a strange environment at the time of assessment.
- Assessment needs to take place at the request of the learner, completely voluntary, at a time and venue mutually agreed to by the assessor and the learner.

2.2. ASSESSMENT CENTRES

In the absence of workplace assessment capacity, assessment centres can be used. These will have to be registered and accredited by the Services SETA ETQA, in addition to meeting the quality, document and learner guidance criteria set out by the Services SETA ETQA. It is also expected that the centers will have adequate physical facilities resembling actual cleaning contexts for use in assessment that satisfies domestic industry requirements. These centers could be the centers where

domestic workers receive training or workplaces created in an environment providing easy access to the learner (eg. a kitchen built into a cupboard or into a vehicle).

3. ASSESSORS

There is a need for assessors and moderators.

3.1 ASSESSORS WILL PERFORM ASSESSMENTS OF COMPETENCE AGAINST THE UNIT STANDARDS

Assessments of competence against the unit standards include all kinds of assessment. It is foreseen that these assessors will be accredited at NQF Level 3. The degree of integrated competence required at this level does not require a final integrated assessment.

As agreed with the Services SETA ETQA, assessors must meet the following requirements:
- Be an accredited and registered assessor in terms of the Services SETA ETQA Assessment Policy.
- Be fluent in the official language in which the learner prefers to be assessed.
- Be able to adequately record assessment responses, minutes of meetings between learner and assessor and any other information that may be needed for the performance of moderation activities.
- Be competent and accredited against the unit standard to be assessed.
- Be a fair and approachable person and have time available for assessment activities.
- In the event of an outstanding appeal against an assessment decision, (lodged with the Services SETA ETQA or a duly constituted Workplace Education and Training Committee), the assessor will not be allowed to perform further assessments.

In addition assessors must meet the requirements as described in paragraph 2.1.

3.2 MODERATORS

The moderator has the following functions:

- Monitoring and evaluating the standard of all summative assessments in terms of the Services SETA ETQA policy.
- To review both substantive and process related matters in the case of an appeal against an assessment decision.
- Maintaining standards by exercising appropriate influence and control over assessors to ensure good standards of practice.
- Exercising a moderation function in case of a dispute between assessors, or between any assessor and learner.
- Giving written feedback to Workplace Education and Training Committees and the Services SETA as and when required.
- Submitting reports to the Services SETA ETQA in terms of the ETQA policy.

The moderator does not necessarily have to be competent against the unit standards assessments under moderation, as his / her primary function is to ensure quality and due process.

RECOGNITION OF PRIOR LEARNING (RPL)

Learners who already work in the domestic industry and who believe that they possess the competencies to enable them to meet all of the outcomes listed in the unit standard will be able to present themselves for assessment against the unit standards of their choice. Once found competent, these learners will be credited.

ARTICULATION POSSIBILITIES

Depending on the elective combinations pursued by candidates, this qualification articulates well with the envisaged NQF Level 1 National Certificate in Hygiene and Cleaning.

In the absence of NQF Level 1 qualifications in a number of related fields of learning, this qualification can serve as a useful building block or basis of progression into these industries at NQF Level 2. The industries referred to include:

1. Health Care
2. Waste Management
3. Hospitality (accommodation Services)
4. Food Production
5. Retail and Merchandising
6. Ancillary Health Care
7. Transport

As the NQF becomes populated over the next few years, the SGB would be in a better position to put into place articulation agreements that grant recognition of credits from one qualification to another.

UNIT STANDARDS FOR GETC: DOMESTIC SERVICES NQF LEVEL 1

UNIT STANDARDS TITLES AT NQF LEVEL 1

* Title: Demonstrate an understanding of and use the numbering system (ID 13487)

* Title: Solve simple, realistic and abstract problems involving the combination, separation, comparison, equalization, sharing and grouping of numbers (ID 13488)

* Title: Extract and use information derived from simple tables and organize information into tables (ID 13489)

* Title: Working with numbers in various contexts (ID 7447)

* Title: Manage personal finances (ID 12509)

* Title: Show a critical awareness of language usage (ID 7524)

* Title: Engage in a range of speaking and listening interactions (ID 12462)

* Title: Read and respond to a range of text types (ID 12469)

* Title: Write for a variety of different purposes (ID 12470)

* Title: Plan and manage time in the workplace (ID 12513)

* Title: Maintain effective work relationships in a cleaning environment (ID 12510)

* Title: Use chemicals in cleaning procedures (ID 12517)

* Title: Handle and store cleaning chemicals (ID 12518)

* Title: Clean and maintain toilets and urinals (ID 12519)

* Title: Clean and maintain restrooms and bathrooms (ID 12522)

* Title: Understand basic cleaning principles ((ID 12520)

* Title: Maintain personal hygiene, health and presentation (ID 12514)

* Title: Identify surfaces, soilage and its cleaning procedures (ID 12515)

* Title: Apply quality principles in everyday cleaning tasks (ID 12511)

* Title: Practise environmental awareness (ID 12512)

* Title: Clean above the floor surfaces (ID 12523)

* Title: Remove spots from carpets (ID 12530)

* Title: Clean windows, frames and glass panels (ID 12529)

* Title: Clean small kitchens, kitchenettes, and tea kitchens (ID 12528)

* Title: Identify, collect, classify and handle waste (ID 12525)

* Title: Wash items in a laundry (ID 12113)

* Title: Iron and press laundered items (ID 12117)

* Title: Finish and store pressed and ironed items (ID 12115)

* Title: Discuss entrepreneurship and identity, assess and develop entrepreneurial

qualities (ID 10006)

* Title: Identify, analyse and select business opportunities (ID 10007)

* Title: Demonstrate an understanding of a general business plan and adapt it to a selected business idea (ID 10008)

* Title: Demonstrate an ability to start and run a business and adapt it to a changing environment (ID 10009)

1. Title: Clean floors in a domestic environment

2. Title: Maintain a domestic housekeeping service

UNIT STANDARDS TITLES AT NQF LEVEL 2

* Title: Perform basic calculations (ID 7812)

* Title: Prepare beds and handle linen and bed coverings (ID 7602)

* Title: Service guest bedroom areas (ID 7605)

* Title: Prepare fruit for hot and cold dishes (ID 7659)

* Title: Prepare vegetables for hot and cold dishes (ID 7660)

* Title: Prepare cold and hot sandwiches and roles (ID 7661)

* Title: Prepare and microwave food (ID 7662)

* Title: Prepare and grill food (ID 7665)

* Title: Prepare and cook battered fish and chipped potatoes (ID 7678)

* Title: Prepare and bake food (ID 7697)

* Title: Prepare and boil, poach or steam foods (ID 7701)

* Title: Handle and store food (ID 7748)

* Title: Prepare and cook basic rice dishes (ID 7762)

* Title: Prepare and cook basic egg dishes (ID 7802)

* Title: Prepare and cook basic pasta dishes (ID 7805)

* Title: Prepare and cook vegetables for basic hot dishes and salads (ID 7808)

* Title: Prepare and cook basic fruit dishes (ID 7809)

* Title: Prepare and cook starch (ID 7810)

* Title: Prepare and cook basic vegetable protein dishes (ID 7811)

* Title: Prepare, cook and assemble food for quick service (ID 7677)

UNIT STANDARDS TITLES AND SPECIFIC OUTCOMES AT NQF LEVEL 1

1. Title: Maintain a domestic housekeeping service

Specific Outcome 1.1	Maintain a safe domestic working environment
Specific Outcome 1.2	Ensure security within the domestic environment
Specific Outcome 1.3	Ensure that supplies and equipment are maintained within the domestic environment
Specific Outcome 1.4	Provide a reception service for house callers.

2. Title: Clean floors in a domestic environment

Specific Outcome 2.1	Prepare to clean floors
Specific Outcome 2.2	Prepare to sweep a floor
Specific Outcome 2.3	Sweep the floor using a broom
Specific Outcome 2.4	Wet mop a floor
Specific Outcome 2.5	Vacuum clean a dry surface
Specific Outcome 2.6	Perform end of task procedures after cleaning floors

No. 1559   **13 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

Building Construction

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

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

Comment on the unit standards should reach SAQA at the address *below and no later than 30 January 2003.* All correspondence should be marked **Standards Setting – SGB Building Construction** and addressed to

The Director: Standards Setting and Development
SAQA
Attention: Mr. D Mphuthing
Postnet Suite 248
Private Bag X06
Waterkloof
0145
or faxed to 012 – 482 0907
e-mail: mmphuthing@saqa.co.za

SAMUEL B.A. ISAACS
EXECUTIVE OFFICER

National Certificate in Community House Building – NQF Level 2

LEVEL: NQF LEVEL 2

CREDITS: 172

FIELD: **Physical Planning and Construction**

SUBFIELD: **Building Construction**

ISSUE DATE:

REVIEW DATE:

RATIONALE OF THE QUALIFICATION:

As a result of past legacies many practitioners within the building construction sector were denied career advancement and possible recognition for skills acquired in the various trades. This was as a direct result of poor educational opportunities at some schools, leading to a lack of entry to formal training institutions.

The introduction of a "National Certificate in Community House Building" qualification, based on unit standards, will allow Learners to enter into this qualification as a starting point to an artisan career and in addition, allow for the recognition of prior learning within the building sector.

The CETA Sector Skills Plan indicates a definite need for a qualification that allows for the development of a multi-skilled practitioner who is able to draw on a range of limited technical competencies from the various designated trades.

The "National Certificate in Community House Building" reflects the skills, knowledge and understanding required to participate effectively as a multi-skilled practitioner in the building construction industry and preferably in the construction of basic housing structures.

On completion of this qualification, the learner has the option of progressing within any one of the career paths of the construction industry and receiving a further qualification in Construction Carpentry, Masonry etc. In addition, this qualification will also provide opportunities for self-employment and entrepreneurship within the field of community house building.

PURPOSE OF THE QUALIFICATION:

The purpose of the qualification is to provide Learners as well as providers of education and training with national standards that represent the competencies required to meet the challenges of participating effectively in the building construction industry as a multi-skilled practitioner.

For those who have been in the workplace for a considerable period of time, this qualification can be used in the recognition of prior learning process to assess and recognise workplace skills acquired without the benefit of formal education and training.

For the new entrant, this qualification describes the learning outcomes required to effectively participate in a structured workplace as a multi-skilled practitioner.

For education and training providers, this qualification provides guidance for the development of appropriate learning programmes and assessment documentation that meet and allow for Learners to achieve the desired outcomes.

For employers, this qualification enables skills gaps to be identified and addressed ensuring that productivity levels are increased and business objectives achieved within the legislative frameworks in which the construction industry is required to operate.

This qualification has been developed to assist with standardisation across the building industry. The qualification will allow the qualified multi-skilled practitioner to register as a community house builder and provides a solid foundation for future career advancement across similar qualifications in the construction industry, including supervisory and management qualifications within the sector.

The primary skills that are recognised in this qualification relate to a range of limited technical skills that are required to build a house of basic design. The learner will also have a basic understanding of the construction industry and how he or she is expected to operate within the legislative, safety and quality systems that govern the workplace.

ACCESS TO THE QUALIFICATION:

As this is a unit standard based qualification, any learner who is competent in the unit standards as required by the fundamental, core and elective components stipulated in the qualification, will have free access to this qualification with the provision that he/she meets the requirements for the learning assumed to be in place for each unit standard.

Literacy and Numeracy competencies to the equivalent of NQF Level 1 (ABET Level 4) will be an advantage as well as previous experience in the building industry as a construction worker. It is envisaged that a qualification for Construction Workers will be developed by the CETA-SGB in the future.

This qualification can be achieved through recognition of prior learning, through registered skills programmes that comprise a combination of relevant unit standards or through a registered Learnership.

It is suitable for:
- New entrants into the area of community house building
- Learners who have attended courses and applied the skills and knowledge gained to carry out construction work activities
- Workers who have acquired the skills and knowledge to carry out construction work activities without attending formal courses
- Learners who have acquired skills and knowledge through a combination of the above

LEARNING ASSUMPTIONS:

Learners should have acquired the equivalent of NQF Level 1 (ABET Level 4) numeracy and literacy competencies within the General Education and Training Band (GET) prior to embarking on learning towards this qualification.

EXIT LEVEL OUTCOMES:

On completion of this qualification Learners will be able to demonstrate competent performance in the following outcomes within the defined context of this qualification:

- Demonstrate competent performance against the criteria contained in the Fundamental unit standards selected for the Numeracy and Literacy competencies that are required of multi-skilled practitioners in the construction industry
- Apply energy efficient environmental principles that result in the construction of buildings that are environmentally sound and which promote the sustainability of the surrounding environment
- Demonstrate a basic understanding of the construction industry, stakeholders, relevant regulations, legislation and skills development initiatives
- Prepare basic sketches and drawings as well as read and interpret basic construction drawings and specifications
- Apply health and safety legislation when carrying out the range of activities associated with the building of community houses
- Render basic first aid when minor injuries are sustained to self or personnel engaged in building activities on the site
- Erect, use and dismantle basic access equipment
- Set out, excavate and cast concrete strip foundations and build foundation walling onto which a concrete slab is cast
- Set out and prepare carpentry work areas for the limited range of carpentry practices carried out during the construction of houses of a basic design
- Use brick size and block size units to build walls, including the building of bricks into pre-erected light steel framed walls
- Set out, brace and erect site made roof trusses and including prefabricated roof trusses where these have been specified
- Apply screeds to concrete floors
- Measure, cut and fit glass into wood and steel frames in accordance with specified dimensions
- Prepare, prime and paint internal and external surfaces

Competence in the area of specialisation opted for by the learner in any of the following:

- Erect, connect and clad light steel frames that have been treated to prevent corrosion and install appropriate insulation where required, including the building of brick/block work into light steel frames where this is specified
- Build, connect, clad and erect timber frame walls and install appropriate insulation where required
- Erect ceilings and install appropriate insulation where required
- Construct on-site sanitation facilities on sites where houses of basic design are being built for the community
- Measure and order building materials and identify, select and maintain required tools and equipment
- Manage labour, plant, equipment and material resources on a construction project

INTERNATIONAL COMPARABILITY:

Comparable qualifications in Germany and The Netherlands indicate that the progress of tradesmen begins at the level where a wide range of skills and knowledge across all trades is acquired and implemented across the range of construction practices before these tradesmen embark on a learning pathway that will lead them towards specialisation in a particular trade.

Housing conditions in South Africa represent a unique situation and there is an ever-increasing demand for the construction of low cost, economical houses of a basic design. This in turn has led to a growing demand for a multi-skilled practitioner who has acquired a range of basic technical skills and knowledge that will enable him or her to effectively contribute to the construction of low cost, economical houses that meet the requirements of sound construction at an affordable cost within the framework of health and safety legislation and national building standards.

INTEGRATED ASSESSMENT:

Formative assessments conducted during the learning process will consist of written tests, demonstrations and a number of self-assessments. The purpose of formative assessment is to diagnose learner strengths and weaknesses and to determine readiness for summative assessment.

Summative assessment may consist of written tests coupled with assignments, case studies and practical demonstrations. Summative assessments would only be conducted once the learner has indicated that he/she is ready to undergo summative assessment.

Before qualifying, Learners will be expected to demonstrate competence in a practical situation that integrates the assessment of all specific outcomes, for all unit standards. Integrated assessment provides Learners with an opportunity to display an ability to integrate practical performance, actions, concepts and theory across unit standards to achieve competence in relation to the purpose of this qualification.

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

The quality of the observed practical performance as well as the theory and underpinning knowledge behind it.
The different methods that can be used by the learner to display thinking and decision making in the demonstration of practical performance.
Reflexive competencies

RECOGNITION OF PRIOR LEARNING (RPL):

The qualification may be obtained through the process of Recognition of Prior Learning. Learners' who have met the requirements of any unit standard in this qualification may apply for recognition of prior learning to the Construction Education and Training Authority (CETA), and will be assessed against the assessment criteria and specific outcomes contained in the relevant unit standard/s

ARTICULATION POSSIBILITIES:

This qualification has been developed to provide mobility across the construction industry and is intended to allow for further learning towards related trade qualifications within this sector

The qualification has been designed and structured so that qualifying Learners can move from one construction context to another

CRITERIA FOR REGISTRATION OF ASSESSORS

Assessment of learner achievements takes place through training providers that have been accredited by CETA (RSA, 1998b) to deliver training programs that result in the outcomes specified for the National Certificate in Community House Building – NQF Level 2. CETA is responsible for the moderation of learner achievements for those Learners who meet the requirements of this qualification.

Anyone assessing a learner or moderating the assessment of a learner against this qualification must be registered as an assessor with the relevant ETQA. Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant ETQA.

MODERATION OPTIONS INCLUDING (RECOMMENDATION OF A MODERATION BODY OR BODIES):

Assessment and moderation of assessment will be overseen by the relevant ETQA according to the ETQA's policies and guidelines for assessment and moderation; in terms of agreements reached around assessment and moderation between ETQAs and in terms of the moderation guideline detailed immediately below.

Moderation must include both internal and external moderation of assessments at exit points of the qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual unit standards as well as the integrated competence described in the qualification.

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

MATRIX OF QUALIFICATION DESIGN INCLUDING: FUNDAMENTAL, CORE AND ELECTIVE UNIT STANDARDS CATEGORIZATION; NLRD No. (if available), LEVEL AND CREDIT VALUE:

US No	Unit Standard Title	Level	Credits
ELECTIVE			
			52
	Manage construction resources	2	20
	Procure materials, tools and equipment	3	10
	Construct on-site sanitation facilities	2	2
	Erect ceilings and install insulation	2	4
	Build timber frame walls	2	8
	Build steel frame walls	2	8
CORE			
			78
	Paint internal and external surfaces	2	6
	Install glazing	2	2
	Apply tiles to plastered surfaces	2	4
	Apply screeds to a concrete floor	2	15
	Clad roof structures	2	6
	Erect roof trusses	2	14
	Build masonry superstructures using solid and hollow units	2	12
	Set out and prepare construction carpentry work areas	2	3
	Set out, excavate, cast concrete strip foundations, build foundation walling and cast concrete slabs	2	6
9967	Erect, use and dismantle access equipment	3	4
9965	Render basic First Aid	2	3
9964	Apply Health and Safety to a work area	2	3
FUNDAMENTAL			
			42
	Read and interpret construction drawings and specifications	2	3
	Describe the composition, role-players and the role of the Construction Industry in the South African economy	2	3
8976	Use language and communication in occupational learning programmes	2	3
9961	Communicate verbally and non-verbally in the workplace	3	8
8964	Write for a defined context	2	5
8963	Access and use information from texts	2	5
12444	Measure, estimate and calculate physical quantities and explore, describe and represent geometrical relationships in 2-dimensions in different life or workplace contexts	2	4
8307	Work with a wide range of patterns and basic functions and solve related problems	2	8
7469	Use mathematics to investigate and monitor the financial aspects of personal and community life	2	2
8982	Demonstrate understanding of rational and irrational numbers and number systems within the context of relevant calculations	2	2

Note: Environmental Unit Standards will be included as and when these are written and registered

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

NATIONAL CERTIFICATE IN COMMUNITY HOUSE BUILDING– NQF LEVEL 2

Title 1		Describe the composition, role-players and the role of the Construction Industry in the South African economy
Specific Outcome	1	Describe the role of the construction industry and its impact on the South African economy
Specific Outcome	2	Identify and describe the roles of stakeholders in the construction industry
Specific Outcome	3	Develop an understanding of the impact of legislation, regulations and codes of practice across construction practices
Specific Outcome	4	Identify and describe education, training and development initiatives and opportunities in the construction industry
Specific Outcome	5	Describe the impact of environmental awareness on construction practice

Title 2		Read and interpret construction drawings and specifications
Specific Outcome	1	Prepare basic sketches and drawings
Specific Outcome	2	Identify drawings and symbols used on construction drawings
Specific Outcome	3	Safeguard, store and issue construction drawings
Specific Outcome	4	Apply information from drawings to construction activities

Title 3		Set out, excavate, cast concrete strip foundations, build foundation walling and cast concrete slabs
Specific Outcome	1	Prepare the work area and select, use and maintain tools, equipment and materials
Specific Outcome	2	Prepare site and set out building foundations
Specific Outcome	3	Excavate foundation trenches, evaluate and report on soil conditions
Specific Outcome	4	Install level pegs for top of concrete foundations including step foundations where required
Specific Outcome	5	Mix, cast and level concrete and introduce steps
Specific Outcome	6	Build and finish foundation walls up to damp proof course using supplied masonry units and mortar materials
Specific Outcome	7	Fill and consolidate and install under floor DPC and cast ground floor concrete slabs
Specific Outcome	8	Cast reinforced concrete slab

Title 4		Set out and prepare construction carpentry work areas
Specific Outcome	1	Interpret working drawings and prepare cutting lists
Specific Outcome	2	Prepare the work area and select, use and maintain tools, equipment and materials
Specific Outcome	3	Set out buildings
Specific Outcome	4	Erect, use and dismantle scaffolding
Specific Outcome	5	Construct templates and jigs
Specific Outcome	6	Stack, store and position materials, tools and equipment

Title 5		**Build masonry superstructures using solid and hollow units**
Specific Outcome	1	Prepare the work area and select, use and maintain tools, equipment and materials
Specific Outcome	2	Erect, use and dismantle scaffolding
Specific Outcome	3	Set up vertical profiles and set out walls
Specific Outcome	4	Install damp proof course, set up doorframes and mark position of window frames
Specific Outcome	5	Build walls, build in doorframes, install and build in window frames and install above lintel reinforcement
Specific Outcome	6	Apply wall surface finishes
Specific Outcome	7	Mark off, position and build in roof anchors (tie downs)
Specific Outcome	8	Build ancillary walls to complete structure
Specific Outcome	9	Clean brickwork and clear building site

Title 6		**Erect roof trusses**
Specific Outcome	1	Read and interpret roof layout plans
Specific Outcome	2	Prepare the work area and select, use and maintain tools, equipment and materials
Specific Outcome	3	Erect and dismantle scaffolding
Specific Outcome	4	Anchor wall plates, locate and mark-off positions of roof trusses on wall plate
Specific Outcome	5	Set out, position and secure roof trusses

Title 7		**Clad roof structures**
Specific Outcome	1	Read and interpret roof plan drawings
Specific Outcome	2	Prepare the work area and select, use and maintain tools, equipment and materials
Specific Outcome	3	Set out, position and install battens or purlins
Specific Outcome	4	Set out and clad roof structures
Specific Outcome	5	Set out, position and install finishing components

Title 8		**Apply screeds to a concrete floor**
Specific Outcome	1	Prepare floors
Specific Outcome	2	Apply a damp proof course on the concrete slab where required
Specific Outcome	3	Apply screeds to floors
Specific Outcome	4	Apply float finish where required

Title 9		**Apply tiles to plastered surfaces**
Specific Outcome	1	Set out work for tiling
Specific Outcome	2	Prepare work surfaces for tiling
Specific Outcome	3	Mix adhesive and grout
Specific Outcome	4	Tile plastered walls

Title 10		**Install glazing**
Specific Outcome	1	Procure, receive and store glass on site
Specific Outcome	2	Select tools, equipment and fixing materials
Specific Outcome	3	Measure and cut glass to the required size
Specific Outcome	4	Fit glass into window frames
Specific Outcome	5	Repair broken glass panes
Specific Outcome	6	Clean glass

Title 11   **Paint internal and external surfaces**

Specific Outcome	1	Identify type of surface
Specific Outcome	2	Prepare new surfaces
Specific Outcome	3	Prime new surfaces
Specific Outcome	4	Prepare materials
Specific Outcome	5	Apply paint to surfaces

Title 12   **Build Steel Frame Walls**

Specific Outcome	1	Determine single wall size, size of steel frame components and layout from drawing specifications, including windows and door frames
Specific Outcome	2	Prepare work area, identify and select appropriate tools, equipment and materials
Specific Outcome	3	Cut, layout and fix steel frame to size
Specific Outcome	4	Protect and treat steel against corrosion
Specific Outcome	5	Fit exterior and interior cladding
Specific Outcome	6	Select and install insulation
Specific Outcome	7	Erect and connect single wall components

Title 13   **Build Timber Frame Walls**

Specific Outcome	1	Determine single wall size, size of timber frame components and layout from drawing specifications, including windows and door frames
Specific Outcome	2	Prepare working platform, identify and select appropriate tools, equipment and materials
Specific Outcome	3	Cut, layout and fix timber frame to size
Specific Outcome	4	Protect and treat timber against rot
Specific Outcome	5	Fit exterior and interior cladding
Specific Outcome	6	Select and install insulation
Specific Outcome	7	Erect and connect single wall components

Title 14   **Erect ceilings and install insulation**

Specific Outcome	1	Read and interpret drawings and prepare cutting lists
Specific Outcome	2	Prepare the work area and select, use and maintain tools, equipment and materials
Specific Outcome	3	Erect, use and dismantle scaffolding
Specific Outcome	4	Erect ceilings
Specific Outcome	5	Install insulation

Title 15   **Construct on-site sanitation facilities**

Specific Outcome	1	Install VIP toilet structures
Specific Outcome	2	Install conservancy tanks
Specific Outcome	3	Install septic tanks and French Drains

Title 16   **Procure materials, tools and equipment**

Specific Outcome	1	Measure and order materials
Specific Outcome	2	Purchase and receive tools and equipment
Specific Outcome	3	Identify, select and maintain tools and equipment

Title 17   **Manage construction resources**

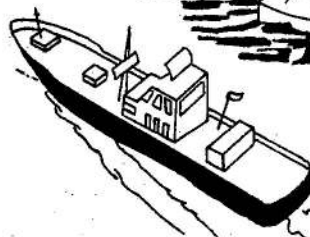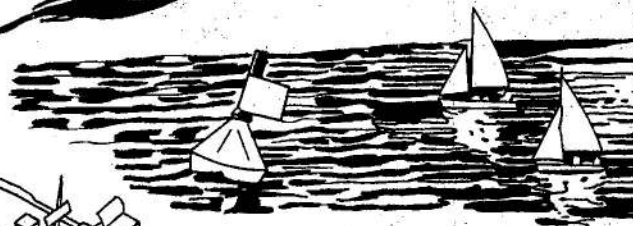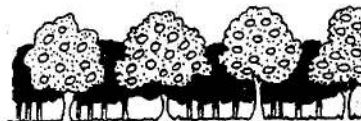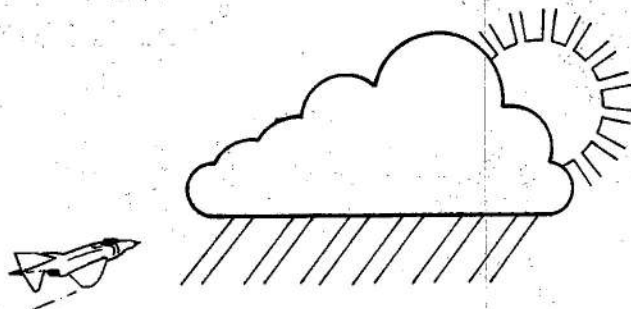|		
Specific Outcome	1	Manage labour resources
Specific Outcome	2	Manage construction plant and equipment
Specific Outcome	3	Manage construction materials

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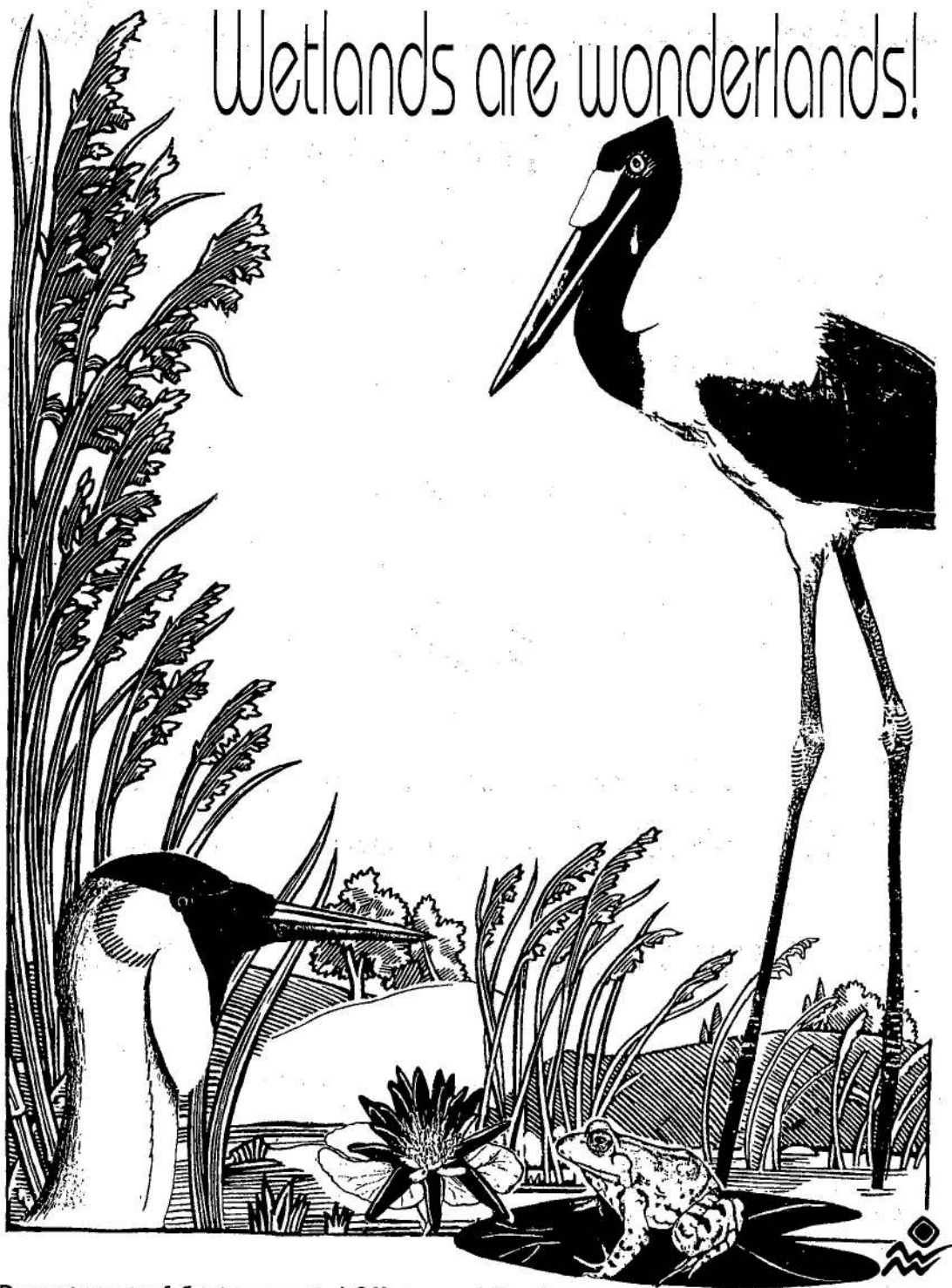
Department of Environmental Affairs and Tourism

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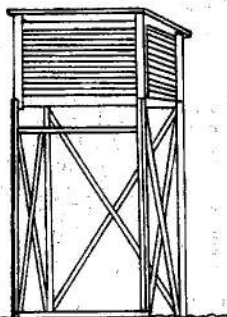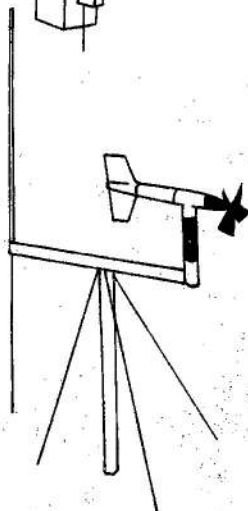
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