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

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GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 427

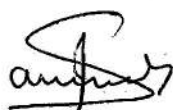
28 March 2003

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

NSB 12 : PHYSICAL PLANNING AND CONSTRUCTION

Category	Nomination	Nominated by	Workplace
Critical Interest Group	Thomas William McKune	The South African Institution of Civil Engineering	Durban Institute of Technology
	Mrs E T Jansen van Rensburg	South African Council for Professional and Technical Surveyors	Surveyor General
	Ms H Kinghorn	Sector Education and Training Authority (SETA)	Construction Education and Training Authority

Yours sincerely



SAMUEL B.A. ISAACS
EXECUTIVE OFFICER

SAQA'S MISSION

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

No. 428**28 March 2003**

The South African Qualifications Authority in terms of the National Standard Body Regulations (Government Gazette No. 18787) published on 28 March 1998, hereby publishes the new names of persons nominated to serve as members of the following National Standard Bodies (**NSB 04, 06**) and their national stakeholder bodies. SAQA invites comment with respect to the acceptability of the nominees and the representativeness of the national bodies with key interests in the field.

Kindly forward any comment not later than **30 April 2003** to:

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

Attention: Mr J Samuels
Director : Standards Setting and Development

Telephone: (012) 482 0807

Fax: (012) 482 0907

Yours sincerely,



SAMUEL B.A. ISAACS
EXECUTIVE OFFICER

SAQA'S MISSION

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

NSB 04 : COMMUNICATION STUDIES AND LANGUAGE

Category	Nomination	Nominated by	Workplace
Labour	Mr M M C Bewana (replacing Ms K Motlhala)	South African Democratic Teacher's Union	Vuyani Mawethu Secondary School

NSB 06 : MANUFACTURING, ENGINEERING AND TECHNOLOGY

Category	Nomination	Nominated by	Workplace
Provider	Mr D L Martin (Replacing Dr D Hattingh)	Committee of Technikon Principals	Cape Technikon

RESIGNATIONS:**NSB 09 : HEALTH SCIENCES AND SOCIAL SERVICES**

Mr T Joseph

NSB 11 : SERVICES

Prof L Greyvenstein
Mr T I Lehobye
Mr L Monthonsi
Mrs J Nel
Ms S Yakhe
Mr F Zinn

No. 429

28 March 2003

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

NSB 07: HUMAN AND SOCIAL STUDIES**Additional Names for the SGB for Sociology**

NOMINEE	WORKPLACE	NOMINATING BODY	EXPERIENCE/ QUALIFICATIONS
Allais, Stephanie Matseleng	South African Institute for Distance Education (SAIDE) (FET Coordinator)	South African Institute for Distance Education (SAIDE)	MA: General Linguistics (University of Stellenbosch), B.Ed Hons (University of the North). Researcher, Councillor to Umalusi, Teaching experience, Curriculum development experience, Worked with Non-governmental Organisations.

NSB 07: HUMAN AND SOCIAL STUDIES**Additional Names for the SGB for Life Skills**

NOMINEE	WORKPLACE	NOMINATING BODY	EXPERIENCE/ QUALIFICATIONS
Tsotetsi, Khopotso	National Youth Commission (NYC)	National Youth Commission (NYC)	Currently completing Masters in Public Policy and Development Management (University of Witwatersrand), BA: Social Work (University of Witwatersrand). Assistant Director (NYC), Experience in developing and coordinating Youth Development programmes, Community work experience.

Resignation:

Sello Mosai to be replaced by K Tsotetsi.

Yours sincerely,



JOE SAMUELS

DIRECTOR : STANDARDS SETTING AND DEVELOPMENT

No. 430

28 March 2003

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Civil Engineering and Construction

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

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

Comment on the unit standards should reach SAQA at the address *below and no later than 28 April 2003*. All correspondence should be marked **Standards Setting – SGB Civil Engineering and Construction** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D Mphuthing

Postnet Suite 248


Private Bag X06

Waterkloof

0145

or faxed to 012 – 482 0907

e-mail: mmphuthing@saqa.co.za



SAMUEL B.A. ISAACS
EXECUTIVE OFFICER

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Construction Material Testing: Soils and Aggregates

SAQA QUAL ID	QUALIFICATION TITLE	
23974	National Certificate: Construction Material Testing: Soils and Aggregates	
SGB NAME	SGB Civil Engineering Construction	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
PPC-4-National Certificate	National Certificate	Physical Planning, Design and Management
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
166	Level 4	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

Learners found competent against this qualification will be able to safely execute the sampling and laboratory testing required for designs, quality control during construction and acceptance testing of completed construction works where soils and aggregates are used.

For those with extensive experience in the workplace, 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.

For education and training providers, this qualification provides guidance for the development of appropriate learning programs and assessment documentation.

For employers, this qualification enables skills gaps to be identified and addressed ensuring that productivity levels are increased and business objectives achieved.

This qualification has been developed to provide flexibility and mobility across the construction materials testing industry. This will allow for future career advancement across the various streams of construction materials testing.

The following qualifications provide a learning pathway for Construction Materials Testers

NQF level 2:

National Certificate in Construction Materials Testing - various streams

NQF level 4:

National Certificate in Construction Materials Testing - various streams

NQF level 5:

National Diploma in Construction Materials Technology

NQF level 6:

National Degree in Construction Materials Technology

Rationale for the qualification:

The rationale for the introduction of a unit standard based - "National Certificate in Construction Materials Testing - Soils and Aggregates - NQF Level 4" - is to provide a specialist qualification for persons executing laboratory testing on soils, gravels and aggregate construction materials.

Road surfacing designs, quality control during construction, acceptance of road surfacing and pavement layers is totally dependent on the accurate execution of laboratory test by competent materials testers.

Learners will mostly be employed in the road construction industry where specialization in bulk earthworks, layer-works and surfacing occurs.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

Learners should have acquired the language competencies of NQF level 3 and mathematical literacy competencies of NQF Level 3, prior to embarking on learning towards this qualification.

Recognition of Prior Learning:

The qualification may be obtained through the process of Recognition of Prior Learning (RPL). 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 for the relevant Unit Standard/s.

QUALIFICATION RULES

N/A

EXIT LEVEL OUTCOMES

On completion of this qualification learners are able to:

Demonstrate the following generic technical competence:

- ? Transport personnel, material and equipment using a light delivery vehicle.
- ? Implement occupational health and safety measures in a construction materials testing laboratory.

Demonstrate the following specific technical competence for the stream - soils and aggregates:

- ? Execute sampling of soil and gravel material for testing.
- ? Execute laboratory testing pertaining to soils and gravels.
- ? Execute sampling of aggregate materials for testing.
- ? Execute laboratory testing pertaining to aggregates

Demonstrate the following competence depending on the elective unit standard chosen to complement the qualification:

- ? Demonstrate knowledge of and produce word processing documents using base functions.
- ? Demonstrate knowledge of and produce computer spreadsheets using base functions.
- ? Produce word processing documents for business.
- ? Produce and use spreadsheets for business.
- ? Produce presentations documents for business.
- ? Demonstrate the ability to use a database for business purposes.
- ? Execute sampling of bituminous binder materials for testing.
- ? Execute laboratory testing pertaining to bituminous binders.
- ? Execute sampling of cement and lime binder materials for testing.
- ? Execute laboratory testing pertaining to cement and lime binders.
- ? Execute sampling of concrete materials for testing.
- ? Execute laboratory testing pertaining to concrete materials.
- ? Execute sampling of asphalt materials for testing.
- ? Execute laboratory testing pertaining to asphalt materials.

ASSOCIATED ASSESSMENT CRITERIA

Exit level outcomes will be judged by the following criteria:

- ? Personnel, material and equipment required during the sampling of materials to be tested, including sampled materials are transported in a safe and cost effective manner using a light delivery vehicle.
- ? Occupational Health & Safety measures are identified and implemented in order to ensure that the execution of sampling and laboratory testing is done in a safe manner.
- ? Material sampling is executed in terms of codes of practice and project specifications.
- ? Materials are tested in accordance to codes of practice and project specifications.
- ? Word processing, spreadsheets preparation, presentations and use of databases are done in accordance to industry norms.

Learners who have completed this qualification would be able to progress to the "National Diploma in Construction Materials Technology" - NQF Level 5.

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 would 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, the 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 in order 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 competences.

INTERNATIONAL COMPARABILITY

The contextual model for the qualifications "National Certificate in Construction Materials Testing (Stream) - NQF levels 2 & 4 is unique to South Africa. The contextual model is however comparable to the - "strand" - concept in qualifications registered on the New Zealand Qualifications Framework.

No information could be found on the New Zealand National Qualifications Framework for qualifications in Construction Materials Testing.

One Training provider in Australia does offer a post certificate/diploma/degree course in Construction Materials Testing (soils and concrete). The course has a duration of 108 hours.

By comparison, the National Certificate in Construction Materials Testing in South Africa all have a minimum of 120 credits - that is 1200 hours of training. The stream - Cementitious materials - that includes concrete - is a much more comprehensive training program if the number of training hours is considered.

ARTICULATION OPTIONS

This Qualification has been developed for mobility across various streams of construction materials testing for the construction industry as well as horizontal articulation.

This is possible because the fundamental learning and the core Unit Standards dealing with Occupational Health and Safety and Transport of personnel, equipment and materials are the same for all the streams.

The core unit standards of streams also become electives in other streams. The information technology electives are the same for all the streams.

Vertical articulation is also possible. Learners can progress from level 2 to level 6 in the learning field of materials testing/materials technology.

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

MODERATION OPTIONS

Assessment of learner achievements takes place at providers accredited by CETA (RSA, 1998b) for the provision of programs that result in the outcomes specified for the National Certificate in Construction Materials Testing. CETA-ETQA, or other ETQA's who have a Memorandum of Understanding in place with CETA - ETQA, is responsible for the

moderation of learner achievements of 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.

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

CRITERIA FOR THE REGISTRATION OF ASSESSORS

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

- ? A recognized assessor qualification
- ? Compliance with the relevant ETQA's requirements for assessor registration
- ? Subject matter expertise in the Unit Standard/s for which assessor registration is sought, as well as an understanding of the discipline of the qualification in order to enable integrated assessment

NOTES

N/A

UNIT STANDARDS

(Note: A blank space after this line means that the qualification is not based on Unit Standards.)

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS
Core	10567 Transport personnel, material and equipment using Light Delivery Vehicle	Level 1	4
Core	9965 Render basic first aid	Level 2	4
Core	14540 Execute laboratory testing pertaining to aggregate materials	Level 4	15
Core	14542 Execute laboratory testing pertaining to soils and gravels	Level 4	30
Core	14543 Execute sampling of aggregate materials for testing	Level 4	5
Core	14546 Execute sampling of soils and gravels for testing	Level 4	15
Core	14547 Implement Occupational Health and Safety measures in a construction materials testing laboratory	Level 4	10
Elective	7568 Demonstrate knowledge of and produce word processing documents using basic functions	Level 2	3
Elective	7572 Demonstrate knowledge of and produce computer spreadsheets using basic functions	Level 2	3
Elective	7567 Produce and use spreadsheets for business	Level 3	5
Elective	7570 Produce word processing documents for business	Level 3	5
Elective	7575 Produce presentation documents for business	Level 3	5
Elective	7576 Demonstrate the ability to use a database for business purposes	Level 3	5
Elective	14541 Execute laboratory testing pertaining to bituminous materials	Level 4	30
Elective	14544 Execute sampling of asphalt materials for testing	Level 4	12
Elective	14545 Execute sampling of bituminous materials for testing	Level 4	5
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5
Fundamental	8969 Interpret and use information from texts	Level 3	5
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5
Fundamental	8973 Use language and communication in occupational learning programmes	Level 3	5
Fundamental	8974 Engage in sustained oral communication and evaluate spoken texts	Level 4	5
Fundamental	8975 Read, analyse and respond to a variety of texts	Level 4	5

Fundamental	8976 Write for a wide range of contexts	Level 4	5
Fundamental	8979 Use language and communication in occupational learning programmes	Level 4	5
Fundamental	9014 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 4	6
Fundamental	9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6
Fundamental	12417 Measure, estimate & calculate physical quantities & explore, critique & prove geometrical relationships in 2 and 3 dimensional space in the life and workplace of adult with increasing responsibilities	Level 4	4
Fundamental	14539 Demonstrate an understanding and apply physical science and chemistry in construction materials testing	Level 4	8
TOTAL CREDITS			220

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Construction Material Testing: Bituminous Materials

SAQA QUAL ID	QUALIFICATION TITLE	
23975	National Certificate: Construction Material Testing: Bituminous Materials	
SGB NAME	SGB Civil Engineering Construction	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
PPC-4-National Certificate	National Certificate	Physical Planning, Design and Management
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
163	Level 4	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

Learners found competent against this qualification will be able to safely execute the sampling and laboratory testing required for bituminous surfacing designs, quality control during construction and acceptance testing of completed bituminous road surfacing and bituminous road pavement layers.

For those with extensive experience in the workplace, 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.

For education and training providers, this qualification provides guidance for the development of appropriate learning programmes and assessment documentation.

For employers, this qualification enables skills gaps to be identified and addressed ensuring that productivity levels are increased and business objectives achieved.

This qualification has been developed to provide flexibility and mobility/portability across the construction materials testing industry. This will allow for future career advancement across the various streams of construction materials testing.

The following qualifications provide a learning pathway for Construction Materials Testers:

NQF level 2:
National Certificate in Construction Materials Testing - various streams
NQF level 4:
National Certificate in Construction Materials Testing - various streams
NQF level 5:
National Diploma in Construction Materials Technology
NQF level 6:
National Degree in Construction Materials Technology

Rationale for the qualification:

The rationale for the introduction of a unit standard based - "National Certificate in Construction Materials Testing - Bituminous Materials - NQF Level 4" - is to provide a specialist qualification for persons executing laboratory testing on bituminous construction materials.

Road surfacing designs, quality control during construction, acceptance of road surfacing and pavement layers is totally dependent on the accurate execution of laboratory test by competent materials testers.

Learners will mostly be employed in the road construction industry where specialization in the use of bituminous materials occurs.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

Learners should have acquired the language competencies of NQF level 4 and mathematical literacy competencies of NQF Level 4, prior to embarking on learning towards this qualification.

Recognition of Prior Learning:

The qualification may be obtained through the process of Recognition of Prior Learning (RPL). 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 for the relevant Unit Standard/s.

QUALIFICATION RULES

N/A

EXIT LEVEL OUTCOMES

On completion of this qualification learners are able to:

Demonstrate the following generic technical competence:

- ? Transport personnel, material and equipment using a light delivery vehicle.
- ? Implement occupational health and safety measures in a construction materials testing laboratory.

Demonstrate the following specific technical competence for the stream - bituminous materials:

- ? Execute sampling of asphalt materials for testing.
- ? Execute laboratory testing pertaining to asphalt materials.
- ? Execute sampling of bituminous binder materials for testing.
- ? Execute laboratory testing pertaining to bituminous binders.

Demonstrate the following competence depending on the elective unit standard chosen to complement the qualification:

- ? Demonstrate knowledge of and produce word processing documents using base functions.
- ? Demonstrate knowledge of and produce computer spreadsheets using base functions.
- ? Produce word processing documents for business.
- ? Produce and use spreadsheets for business.
- ? Produce presentations documents for business.
- ? Demonstrate the ability to use a database for business purposes.
- ? Execute sampling of cement and lime binder materials for testing.
- ? Execute laboratory testing pertaining to cement and lime binders.
- ? Execute sampling of concrete materials for testing.
- ? Execute laboratory testing pertaining to concrete materials.
- ? Execute sampling of aggregate materials for testing.
- ? Execute laboratory testing pertaining to aggregates.
- ? Execute sampling of soil and gravel material for testing.
- ? Execute laboratory testing pertaining to soils and gravels.

ASSOCIATED ASSESSMENT CRITERIA

Exit level outcomes will be judged by the following criteria:

- ? Personnel, material and equipment required during the sampling of materials to be tested, including sampled materials are transported in a safe and cost effective manner using a light delivery vehicle.
- ? Occupational Health & Safety measures are identified and implemented in order to ensure that the execution of sampling and laboratory tests is done in a safe manner.
- ? Materials sampling is executed in terms of codes of practice and project specifications.
- ? Materials are tested in accordance with codes of practice and project specifications.
- ? Word processing, spreadsheets preparation, presentations and use of databases are done in accordance with

industry norms.

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 would 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, the 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 in order 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.

INTERNATIONAL COMPARABILITY

The contextual model for the qualifications "National Certificate in Construction Materials Testing" (Stream) - NQF levels 2 & 4 is unique to South Africa. The contextual model is however comparable to the - "strand" - concept in qualifications registered on the New Zealand Qualifications Framework.

No information could be found on the New Zealand National Qualifications Framework for qualifications in Construction Materials Testing.

One Training provider in Australia does offer a post certificate/diploma/degree course in Construction Materials Testing (soils and concrete). The course has a duration of 108 hours.

By comparison, the National Certificates in Construction Materials Testing in South Africa all have a minimum of 120 credits - that is 1200 hours of training. The stream - Cementitious materials - that includes concrete - is a much more comprehensive training programme if the number of training hours is considered.

ARTICULATION OPTIONS

Learners who have completed this qualification would be able to progress to the "National Diploma in Construction Materials Technology" - NQF Level 5.

This Qualification has been developed for mobility across various streams of construction materials testing for the construction industry as well as horizontal articulation.

This is possible because the fundamental learning and the core Unit Standards dealing with Occupational Health and Safety and Transport of personnel, equipment and materials are the same for all the streams.

The core Unit Standards of streams also become electives in other streams. The information technology electives are the same for all the streams.

Vertical articulation is also possible. Learners can progress from level 2 to level 6 in the learning field of materials testing/materials technology.

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

MODERATION OPTIONS

Assessment of learner achievements takes place at providers accredited by CETA (RSA, 1998b) for the provision of programmes that result in the outcomes specified for the National Certificates in Construction Materials Testing. CETA- ETQA, or other ETQA's who have a Memorandum of Understanding in place with CETA - ETQA, are

responsible for the moderation of learner achievements of 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.

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.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

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

- ? A recognised assessor qualification
- ? Compliance with the relevant ETQA's requirements for assessor registration
- ? Subject matter expertise in the Unit Standard/s for which assessor registration is sought, as well as an understanding of the context of the Qualification in order to enable integrated assessment

NOTES

N/A

UNIT STANDARDS

(Note: A blank space after this line means that the qualification is not based on Unit Standards.)

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS
Core	10567 Transport personnel, material and equipment using Light Delivery Vehicle	Level 1	4
Core	9965 Render basic first aid	Level 2	4
Core	14541 Execute laboratory testing pertaining to bituminous materials	Level 4	30
Core	14544 Execute sampling of asphalt materials for testing	Level 4	12
Core	14545 Execute sampling of bituminous materials for testing	Level 4	5
Core	14547 Implement Occupational Health and Safety measures in a construction materials testing laboratory	Level 4	10
Elective	7568 Demonstrate knowledge of and produce word processing documents using basic functions	Level 2	3
Elective	7572 Demonstrate knowledge of and produce computer spreadsheets using basic functions	Level 2	3
Elective	7567 Produce and use spreadsheets for business	Level 3	5
Elective	7570 Produce word processing documents for business	Level 3	5
Elective	7575 Produce presentation documents for business	Level 3	5
Elective	7576 Demonstrate the ability to use a database for business purposes	Level 3	5
Elective	14540 Execute laboratory testing pertaining to aggregate materials	Level 4	15
Elective	14542 Execute laboratory testing pertaining to soils and gravels	Level 4	30
Elective	14543 Execute sampling of aggregate materials for testing	Level 4	5
Elective	14546 Execute sampling of soils and gravels for testing	Level 4	15
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5
Fundamental	8969 Interpret and use information from texts	Level 3	5
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5
Fundamental	8973 Use language and communication in occupational learning programmes	Level 3	5
Fundamental	8974 Engage in sustained oral communication and evaluate spoken texts	Level 4	5
Fundamental	8975 Read, analyse and respond to a variety of texts	Level 4	5

Fundamental	8976 Write for a wide range of contexts	Level 4	5
Fundamental	8979 Use language and communication in occupational learning programmes	Level 4	5
Fundamental	9014 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 4	6
Fundamental	9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6
Fundamental	12417 Measure, estimate & calculate physical quantities & explore, critique & prove geometrical relationships in 2 and 3 dimensional space in the life and workplace of adult with increasing responsibilities	Level 4	4
Fundamental	14539 Demonstrate an understanding and apply physical science and chemistry in construction materials testing	Level 4	8
TOTAL CREDITS			220

No. 431

28 March 2003

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

Local Employment and Skills Development Practices

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

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

Comment on the unit standards should reach SAQA at the address ***below and no later than 28 April 2003***. All correspondence should be marked **Standards Setting – SGB for Local Employment and Skills Development Practices** 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@saga.co.za


SAMUEL B.A. ISAACS
EXECUTIVE OFFICER

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Local Employment and Skills Development Practices

SAQA QUAL ID	QUALIFICATION TITLE	
23976	National Certificate: Local Employment and Skills Development Practices	
SGB NAME	SGB for Local Employment and Skills Dev Practices	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
BUS-4-National Certificate	National Certificate	Human Resources
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
170	Level 4	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

The purpose of this Qualification is to ensure that the learners are competent to deliver the range of services required of the Local Employment and Skills Development Practitioner, namely:

- Identify opportunities for self-employment and social development
- Develop skills for self-employment and social development
- Identify large scale placement opportunities and facilitate placement
- Identify threats within formal sector firms (social plan)
- Refer and place learners into learnerships
- Ensure service providers are able to offer appropriate skills training
- Ensure that Private Placement Agencies are able to offer a sufficient service to work seekers
- Facilitate employment of people with disabilities

Rationale of the qualification:

The reduction of unemployment and under-employment through skills development is one of the key priorities for the Department of Labour and is being addressed through a number of strategic interventions, including the National Skills Fund (NSF). One of the windows within the NSF - The Social Development Funding Window (SDFW) - has been set up specifically to fund skills development interventions that focus on the reduction of unemployment and under-employment. The provincial offices and the labour centres of the Department of Labour have primary responsibility for the allocation and management of the funds within the SDFW.

To ensure that staff members at the Provincial Offices and Labour Centres are able to assist in the implementation of the Skills Development Strategy and to ensure effective disbursement of funds to skills development projects (mainly to the non-corporate sector), a comprehensive process of transformation of Employment and Skills Development Services (ESDS) is underway in the Provinces. One of the key interventions within the transformation process is to ensure that the staff is competent in the range of skills required to deliver an effective service. The National Certificate in Local Employment and Skills Development Practices will make a significant contribution to the development of skills in provincial and local offices of the Department of Labour.

The Qualification is diverse in content, encompassing the broad range of knowledge and skills required in the multi-faceted role of a Local Employment and Skills Development Practitioner.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

Learners should be competent in Communication and Mathematics Literacy at NQF Level 3.

Recognition of prior learning:

This Qualification can be achieved wholly or in part through recognition of prior learning in terms of the criteria laid out for this Qualification.

Evidence can be presented in a variety of forms, including international or previous local qualifications, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records. The assessment methods and tools to be used to assess Prior Learning shall be decided upon jointly by the assessor and the learner.

All such evidence should be judged according to the general principles of assessment as described elsewhere in this Qualification.

QUALIFICATION RULES

N/A

EXIT LEVEL OUTCOMES

The qualified learner will be able to:

- Identify opportunities for self-employment and social development
- Develop skills for self-employment and social development
- Identify large scale placement opportunities and facilitate placement
- Identify threats within formal sector firms (social plan)
- Refer and place learners into learnerships
- Ensure service providers are able to offer appropriate skills training
- Ensure that Private Placement Agencies are able to offer a sufficient service to work seekers
- Facilitate employment of people with disabilities

ASSOCIATED ASSESSMENT CRITERIA

The assessment criteria of the Qualification are embodied in the Unit Standards. The depth of technical expertise that will be assessed across the various specialist contexts are clearly articulated in the relevant Specific outcomes, Assessment Criteria and Range Statements within these Unit Standards. In addition the following Exit Level Outcomes apply to the learner:

- Work output is in line with an agreed mandate, relevant service agreements and the department's customer service standards applicable to the learner's clearly defined work role.
- Methods, procedures and techniques of a clearly defined work role are applied consistently in terms of specific departmental policy, legislative requirements and departmental practices.
- The consequences of non-compliance with the department's policy and/or legislative requirements are clearly indicated for practices required in a specific work role.
- Information is gathered, analysed and presented according to the requirements of the learner's specific work role.
- Legislated requirements are applied in the work role.

The learner can demonstrate ability to:

- Identify and solve problems in familiar contexts in which responses show that responsible decisions have been made, adjust common solutions to meet changes in the problem and motivate the change within own limit of authority.
- Work effectively with others as a member of a team, group, organisation or community.
- Organise and manage oneself and one's activities responsibly and effectively in that it is expected that the learner will be responsible for his/her own learning and for organising his/her own work allocated tasks responsibly in the work environment. S/he is required to complete research assignments timeously and to apply knowledge gained to the various tasks required of the learner's work.
- Collect, organise and critically evaluate information. These competencies are built into the assessment criteria in many of the Unit Standards and the learner is required to do research projects and analyse information obtained for

application to the work role.

- Communicate effectively using visual, mathematics and language skills in the modes of oral and/or written presentations. These competencies are an integral part of all the Unit Standards and are built into the assessment criteria.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation in that references are made wherever applicable to the learner's part in the big picture and how his/her actions have implications up and down the line and especially for the work-seekers with whom s/he is working, as well as for the skills development programmes designed and recommended to work-seekers.

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

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

Integrated Assessment:

- Assessors and moderators should develop and conduct their own integrated assessment by making use of a range of formative and summative assessment methods. Assessors should assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience.
- Unit Standards associated with the Qualification must be used to assess Specific and Critical Cross-Field Outcomes. During integrated assessments the assessor should make use of formative and summative assessment methods and should assess combinations of practical, applied, foundational and reflective competencies.

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

- Assessment should focus in an integrated way on determining the competence of the learner in terms of the overall purpose and title of this Qualification. Where assessment of the overall purpose is impractical, focus should be placed on each Specific Outcome, or groups of Specific Outcomes.
- Evidence must be gathered across the entire range of competencies in the constituent Unit Standards of the Qualification. Assessment activities should be done in real workplace situations, and where simulations or role-plays are used, there should be supporting evidence to show the candidate is able to display the competencies to the real work situation.
- All assessments should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent as defined below:

Principles of assessment:

- **Appropriateness:**
The method of assessment is suited to the performance being assessed.
- **Fairness:**
The method of assessment does not present any barriers to achievements, which are not related to the evidence.
- **Manageability:**
The methods used make for easily arranged, cost-effective assessments that do not unduly interfere with learning.
- **Integration into work or learning:**
Evidence collection is integrated into the work or learning process where this is appropriate and feasible.
- **Validity:**
The assessment focuses on the requirements laid down in the Standard; i.e. the assessment is fit for purpose.
- **Direct:**
The activities in the assessment mirror the conditions of actual performance as closely as possible.
- **Authenticity:**
The assessor is satisfied that the work being assessed is attributable to the person being assessed.
- **Sufficient:**
The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.
- **Systematic:**
Planning and recording is sufficiently rigorous to ensure that assessment is fair.

- Open:

Learners can contribute to the planning and accumulation of evidence. Learners understand the assessment process and the criteria that apply.

- Consistent:

The same assessor would make the same judgement again in similar circumstances. The judgement made is similar to the judgement that would be made by other assessors.

INTERNATIONAL COMPARABILITY

International comparability:

Due to the unique nature of the South African labour market, and the context-specific role of the Employment Service Practitioner in that labour market, it is difficult to benchmark this Qualification to international qualifications. In addition, this Qualification is not aimed at specialising in a narrow field, but addresses the range of knowledge and skills required in what is a broad institutional role.

However some Unit Standards and Qualifications from New Zealand have been identified as having some comparability to specific focus fields within the proposed National Certificate for Local Employment and Skills Development Practices. These are:

- National Certificate in Employment Skills (NZQA) Level 1
- National Certificate in Career Practice (NZQA) (Level 3, Level 4 and Level 5)

The complete Qualifications are not directly comparable, but rather individual Unit Standards within those Qualifications. Some of these are:

- Assist client with career information and support in response to inquiries
- Listen to gain information in an interactive situation
- Assist clients to develop job seeking strategies
- Facilitate placement of individuals into education or training
- Set up a career display and information area
- Apply the principles and processes of community development
- Identify support services and resources within the community
- Demonstrate knowledge of equal employment opportunities, and describe strategies for positive action
- Demonstrate knowledge of one-to-one negotiation
- Provide guidance for individual adult trainees
- Develop and maintain links, partnerships, and networks in the career industry and community
- Provide information on career development and education for a target group

ARTICULATION OPTIONS

Exit points for learners who do not complete the Qualification:

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

Articulation possibilities:

The articulation possibilities of this Qualification are many due to the wide range of competencies included in it. This Qualification articulates horizontally with the following Qualifications at NQF level 4:

- The National Certificate in Human Resource Management: NQF Level 4
- The National Certificate in Labour Recruitment Consultancy: NQF Level 4
- The National Certificate in Customer Management: NQF Level 4
- The National Certificate in Generic Project Management: NQF Level 4
- The National Certificate in Occupation-Directed Education, Training and Development (ETD) Practice: NQF Level 4

Vertical articulation upwards is possible with the following registered Qualification:

- The National Diploma in Human Resource Management: NQF Level 5
- Vertical articulation should be possible with any other Human Resource, Labour Relations and Labour Law Qualifications at NQF Level 5

MODERATION OPTIONS

- Anyone assessing a learner or moderating the assessment of a learner against this Qualification must be registered as an assessor with the relevant ETQA.
- Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA.
- Assessment and moderation of assessment will be overseen by the relevant ETQA according to the ETQAs policies and guidelines for assessment and moderation; in terms of agreements reached on assessment and moderation between ETQAs (including professional bodies); and in terms of the moderation guideline detailed immediately below.
- Moderation must include both internal and external moderation of assessments at exit points of the Qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual Unit Standards, exit level outcomes and the integrated competencies described in the Qualification.
- Anyone wishing to be assessed against this Qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Criteria for the registration of assessors:

Assessors should be in possession of a Human Resources or Labour related Qualification, or similar, at NQF Level 5 and must be registered as an assessor with the relevant ETQA or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

NOTES

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.

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 170 credits is required to complete the Qualification.

In this Qualification the credits are allocated as follows:

Fundamental = 56 credits (33%)
Core = 94 credits (55%)
Electives = 20 credits (12%)
Total = 170 credits (100%)

The majority of the credits relate directly to the purpose of the Qualification. There are also options for Electives that are aimed at personal empowerment. The Qualification is made up of Unit Standards at levels 3, 4, 5 and 6.

Fundamental:

There are four Unit Standards for Communication in the first language at Level 4 totalling 20 credits. Unit Standards to the value of 16 credits have been included in Mathematical Literacy.

From 2002 learners qualifying for a Level 4 Qualification are required to be competent in a second South African official language at Level 3 or above, and so additional Unit Standards to the value of 20 credits at Level 3 or above are assigned to Fundamental for the second language.

The Unit Standards for Communication in the second South African language are to be chosen from the following official languages: English, Sepedi, Sesotho, Setswana, siSwati, Tshivenda, Xitsonga, Afrikaans, isiNdebele, isiXhosa, isiZulu and sign language. The second language implies a language other than the language of instruction of, or the language taken as the first language for, this Qualification. The selection of the second official language should be based on the language(s) of the people who are the target market of the industry in a selected area, provided that:

- Only one language from the Nguni group may be offered
- Only one language from the Sotho group may be offered

All the Unit Standards in the Fundamental Component are compulsory.

Core:

Unit Standards to the value of Ninety-Four credits have been allocated to the Core Component of this Qualification. This is to ensure that the Qualification has a definite Employment Practice and Skills Development focus. The Unit Standards classified as Core provide an opportunity to develop knowledge of Employment Practices and Skills Development through research and the application of study skills. The Core Unit Standards provide the basic knowledge and skills that workers in the Employment Practice and Skills Development field need to know. They promote personal development that will enable learners to make informed decisions as Employment and Skills development Practitioners.

Electives:

Learners are required to select Electives that add up to at least 20 credits. A wide range of Unit Standards totalling Ninety-Three credits are included from Level 3 up to and including Level 6. These Unit standards allow the learner to specialise in particular areas of the field and to become experts in that specific direction so enhancing their employability in the field that requires those competencies while at the same time making them employable in all fields of Employment and Skills Development Practices.

UNIT STANDARDS

(Note: A blank space after this line means that the qualification is not based on Unit Standards.)

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS
Core	14534 Apply knowledge of community issues in relation to development projects	Level 3	4
Core	8612 Demonstrate an understanding of societal values and ethics	Level 4	4
Core	9931 Advise and refer learners	Level 4	6
Core	9940 Conduct elementary field research in education, training and development or occupation	Level 4	8
Core	10021 Instil in myself a personal marketing culture	Level 4	4
Core	10024 Liaise with a range of customers of a business	Level 4	4
Core	10025 Handle a range of customer complaints	Level 4	4
Core	10136 Plan, organise and support project meetings and workshops	Level 4	4
Core	10143 Monitor, evaluate and communicate project schedules	Level 4	4
Core	10978 Recruit and select candidates to fill defined positions	Level 4	10
Core	14536 Apply an understanding of the characteristics of the South African Labour Market	Level 4	4
Core	14548 Advise customers on the roles and functions of the institutions participating in skills development	Level 4	4
Core	14549 Network locally	Level 4	6
Core	14551 Analyse the skills development legislation and apply it in the workplace	Level 4	4
Core	14552 Contract service providers	Level 4	3
Core	9242 Analyse external factors influencing people who have special needs	Level 5	4
Core	13648 Apply appropriate social protocols in the workplace and community	Level 5	4
Elective	10150 Provide assistance in implementing and assuring project work is conducted in accordance with the project quality plan	Level 3	6
Elective	13929 Co-ordinate meetings, minor events and travel arrangements	Level 3	3

Elective	13934 Plan and prepare meeting communications	Level 3	4
Elective	13937 Monitor and control office supplies	Level 3	2
Elective	8559 Plan and conduct research	Level 4	6
Elective	10031 Edit, Code and Capture data	Level 4	5
Elective	10388 Interpret basic financial statements	Level 4	3
Elective	13837 Supervise a project team of a developmental project to deliver project objectives	Level 4	14
Elective	13941 Apply the budget function in a business unit	Level 4	5
Elective	13952 Demonstrate basic understanding of the Primary labour legislation that impacts on a business unit	Level 4	5
Elective	13953 Apply the principles of situational leadership to a business unit	Level 4	5
Elective	7883 Manage Workplace Relations	Level 5	5
Elective	7886 Develop and Implement A Business Plan	Level 5	8
Elective	10055 Present data to stakeholders	Level 5	5
Elective	7859 Lead and manage teams of people	Level 6	6
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5
Fundamental	8969 Interpret and use information from texts	Level 3	5
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5
Fundamental	8973 Use language and communication in occupational learning programmes	Level 3	5
Fundamental	7485 Demonstrate understanding of real and complex number systems	Level 4	3
Fundamental	8974 Engage in sustained oral communication and evaluate spoken texts	Level 4	5
Fundamental	8975 Read, analyse and respond to a variety of texts	Level 4	5
Fundamental	8976 Write for a wide range of contexts	Level 4	5
Fundamental	9014 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 4	6
Fundamental	9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6
Fundamental	9016 Represent, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 4	4
Fundamental	12153 Use the writing process to compose texts required in the business environment	Level 4	5
TOTAL CREDITS			222

No. 432

28 March 2003

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In accordance with regulation 24(c) of the National Standards Bodies Regulations of 28 March 1998, the Standards Generating Body (SGB) for

Financial Services

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

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

Comment on the unit standards should reach SAQA at the address *below and no later than 28 April 2003*. All correspondence should be marked **Standards Setting – SGB for Financial Services** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D Mphuthing

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SAMUEL B.A. ISAACS
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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Financial Services: Wealth Management

SAQA QUAL ID	QUALIFICATION TITLE	
23973	National Certificate: Financial Services: Wealth Management	
SGB NAME	SGB Financial Services	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
BUS-5-National Certificate	National Certificate	Finance, Economics and Accounting
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
120	Level 5	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

The purpose of the Qualification is to build the knowledge and skills required by employees in Wealth Management who have achieved a Qualification equivalent to NQF Level 4 in a Financial Services related field and are ready to study at Level 5. It is intended to empower learners to acquire knowledge, skills, attitudes and values required to operate ethically and responsibly as financial advisors, planners or intermediaries and to respond to the challenges of the economic environment and changing nature of the Financial Services industry. It should add value to the qualifying learner in terms of enrichment of the person, status, licensing and recognition.

As a Qualification in Wealth Management, it provides a framework for learners to develop competencies related to the Long Term Insurance Sub-Sector, which includes Life Benefits, Healthcare Benefits Administration and Employee Benefits, as well as the Investment and Unit Trust Sub-Sector. It provides a balanced learning experience that allows flexible access to life long learning, and to productive employment in Wealth Management, Unit Trust Investment and Long Term Insurance. It provides an opportunity for learners to learn and apply academic skills in relation to the workplace and will allow for multi-skilling. The Qualification is structured in such a way that it exposes learners to different kinds of investments with a view to enabling them to make an informed recommendation involving Financial Investments, Wealth Creation and Wealth Management. It is anticipated that this Qualification will promote the notion of life long learning.

Rationale for the qualification:

The National Certificate in Financial Services: Wealth Management: NQF Level 5 is designed to meet the needs of learners in a variety of positions in the Financial Services industry. It aims to develop informed and skilled learners in Wealth Management, which combines long term insurance, unit trust investment and other aspects of investment and wealth creation and takes a holistic view of Wealth Management. It is intended for learners who:

- ? Have attained the National Certificate in Long Term Insurance at NQF Level 4 and wish to continue on a path of life-long learning specialising in Wealth Management.
- ? Have attained the National Certificate in Insurance: Long Term: NQF Level 4: Risk Assessment and wish to continue on a path of life-long learning specialising in Wealth Management.
- ? Have attained the National Certificate in Unit Trust Investment at NQF Level 4 and wish to continue on a path of life-long learning specialising in Wealth Management.
- ? Have worked in one of the sub-sectors of the Financial Services industry for many years, but have no formal Qualifications in their area of specialisation.
- ? Wish to extend their range of skills and knowledge of the industry so that they can become knowledgeable workers in the industry.
- ? Are in a learnership agreement with the Inseta.
- ? Have recently taken up a position in Wealth Management.
- ? Require a Level 5 Qualification for licensing purposes with the Financial Services Board (FSB)

The National Certificate in Financial Services: Wealth Management: NQF Level 5, allows the individual to work towards a nationally recognised Qualification. It is flexible enough to accommodate both learners in formal education and

learners already employed in the Financial Services Industry. The Qualification at this Level is the continuation of a career path that may have started in various sectors of the Financial Services industry. It is generic enough to allow maximum mobility within the industry. Skills, knowledge, values and attitudes reflected in the Qualification are building blocks that will be developed further at Level 6. The intention is:

- ? To promote the development of knowledge and skills that are required in Wealth Management and specifically for giving financial advice.
- ? To release the potential of people.
- ? To provide opportunities for people to move up the value chain.
- ? To provide opportunities for lifelong learning for people who work in Wealth Management where there was previously a variety of short courses but no nationally registered Qualifications.

Learners already employed in Wealth Management at this Level do work that requires wide ranging, specialised and technical skills and a broad knowledge base of the applicable legislation, economic principles and the Financial Services industry in general. As these employees in the Wealth Management sector are required to give financial advice, they require an informed understanding of the important terms, rules, concepts, principles and theories of Wealth Management. They operate in a variety of routine and non-routine contexts and have to select from a wide choice of standard and non-standard procedures.

Work roles related to Wealth Management include but are not limited to:

- ? Internal Broker Consultants
- ? Financial Services Call Centre Agents
- ? Personal Benefits Agents
- ? Corporate Benefits Agents
- ? Intermediaries
- ? Client Service Providers
- ? Service Agents
- ? Product Developers
- ? Sales and Marketing Agents
- ? Life Administration Agents
- ? Managers in the Unit Trust Sub-Sector
- ? Retirement Fund Administrators
- ? Financial Planners
- ? Retirement Fund Administrators
- ? Financial Planners
- ? Brokers
- ? Financial Advisors
- ? Trust Fund Officers
- ? Account Executives
- ? Senior Managers
- ? Back-up Brokers
- ? Wealth Managers
- ? Unit Trust Pricers
- ? Compliance officers
- ? Portfolio Managers
- ? Liaison Fund Managers
- ? Financial Consultants
- ? Tax Planners
- ? Attorneys
- ? Financial Managers
- ? Actuaries

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

Learners should be competent in Communication, Mathematical Literacy at NQF Level 4.

It is also assumed that learners are competent in the Unit Standards that are included in at least one of the following Qualifications:

- ? The National Certificate in Long Term Insurance: Level 4 or
- ? The National Certificate in Unit Trust Investment: Level 4 or
- ? The National Certificate In Insurance: Long Term: NQF Level 4: Risk Assessment.

Recognition of Prior Learning:

The National Certificate in Financial Services: Wealth Management: NQF Level 5 allows open access and may be achieved in part or in whole by Recognition of Prior Learning (RPL). Provision has been made for prior learning to be recognised if a learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this Qualification. Application for Recognition of Prior Learning (RPL) should be made to INSQA or a relevant accredited ETQA.

? Recognition of Prior Learning (RPL) may allow for accelerated access to further learning.

? Credit towards a Unit Standard is subject to quality assurance by INSQA or a relevant accredited ETQA and is conducted by a workplace assessor.

QUALIFICATION RULES

N/A

EXIT LEVEL OUTCOMES

Qualifying learners should be capable of:

? Understanding the Wealth Management operating environment as a system within the Financial Services sector.
? Applying essential methods, procedures and techniques of the Financial Services industry within the legislated environment.

? Using their knowledge to solve well-defined problems that are both routine in nature and/or unfamiliar, within a familiar context in order to propose a financial solution.

? Adjusting the application of a solution within relevant parameters to meet the identified needs of, or changes to, the problem or operating context when proposing a financial solution.

? Evaluating the proposed change using relevant evidence.

? Gathering, analysing, synthesising and evaluating information.

? Manipulating and interpreting financial data and identifying trends.

? Presenting a Wealth Management solution using technological skills.

? Communicating information coherently in writing and verbally, through reliably using the basic conventions of a financial discourse.

? Presenting an informed argument on a current financial issue.

? Showing insight into current affairs in the Financial Services sector.

The learner is able to demonstrate ability to

? Identify and solve well-defined problems of a routine and non-routine and unfamiliar nature within the context of Wealth Management in which responses show that responsible decisions have been made, adjust common solutions to meet changes in the problem and motivate the changes within own limit of authority.

? Work effectively with others as a member of a team, group, organisation or community. As the Qualification is intended to be part of a learnership it is unlikely that the learner would work alone.

? Organise and manage him/herself and his/her activities responsibly and effectively in that it is expected that the learner will be responsible for his/her own learning and for organising his/her own work allocated tasks responsibly in the work environment. S/he is required to complete research assignments timeously and to demonstrate insight into different aspects of Wealth Management.

? Collect, organise and critically evaluate information. These competencies are built into the assessment criteria in many of the Unit Standards and the learner is required to do research projects and analyse information from the media.
? Communicate effectively using visual, mathematics and language skills in the modes of oral and/or written presentations. These competencies are an integral part of all the Unit Standards and are built into the assessment criteria.

? Use science and technology effectively and critically showing responsibility towards the environment and the health of others in that the Financial Services environment is technology driven and very few activities take place without the application of technology.

? Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation in demonstrating insight into current affairs in the sector, understanding the consequences of non-compliance and the interrelationship between the various indicators and trends in the market.

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

? Reflecting on and exploring a variety of strategies to learn more effectively in order to become an informed worker in Short Term Insurance.

? Being culturally and aesthetically sensitive across a range of social contexts in dealing with diverse people in the workplace including clients and co-workers.

ASSOCIATED ASSESSMENT CRITERIA

- ? Proposed financial solutions are in line with licensing requirements, an agreed mandate, relevant service agreements and an organisation's customer service policy.
- ? The Wealth Management operating environment is explained as a system within the Financial Services sector and an indication is given of current issues and changes in the sector.
- ? Essential methods, procedures and techniques of the Financial Services industry are applied within the legislated environment in order to propose a financial solution.
- ? Well-defined problems both routine and unfamiliar within a familiar context are solved in order to propose a financial solution and where necessary applications of a solution are adjusted within relevant parameters to meet the identified needs or changes in the problem or operating context.
- ? Proposed changes in a portfolio are evaluated using relevant evidence.
- ? Information is gathered, analysed, synthesised and evaluated in order to present an argument on a current financial issue.
- ? Financial data is manipulated and interpreted to identify trends.
- ? A Wealth Management solution is presented using technological skills.
- ? Information is communicated coherently using basic conventions of a financial discourse reliably in writing and verbally.

Integrated Assessment:

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

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

- ? Learning, teaching and assessment are inextricably linked. Where appropriate, assessment of knowledge, skills, attitudes and values indicated in the various Unit Standards should be integrated.
- ? Assessment has a formative monitoring function. Formative assessment should be used to assess gaps in the learner's skill and knowledge and to indicate where there is a need for expanded opportunities. The goal is to promote learning and to assess the efficacy of the teaching and learning process. Feedback from assessment informs teaching and learning and allows for the critique of outcomes, methodology and materials. Formative assessment is diagnostic and as such it should guide the learner and the trainer. It is continuous and is used to plan appropriate learning experiences to meet the learner's needs. It provides information about problems experienced at different stages in the learning process. As it is criterion referenced, if the learner has met the assessment criteria, s/he has achieved the outcomes.
- ? Assessment should also have a summative component. Summative assessment may be used on completion of a Unit Standard, but should not be the only form of assessment. A summative assessment of the exit outcomes is required on completion of all the necessary Unit Standards and before a Qualification is awarded.
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- ? Integration implies that theoretical and practical components should, where possible, be assessed together.
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- ? Assessment should ensure that all specific outcomes, embedded knowledge and Critical Cross-Field Outcomes are evaluated. Assessment of the Critical Cross-Field Outcomes should be integrated with the assessment of the specific outcomes. The Critical Cross-Field Outcomes are implicit in some Unit Standards and programmes should be designed to extend and further reflect the integration.

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- ? Standards Council of Canada www.scc.ca
- ? NSSB (National Skills Standards Board - USA) www.nssb.org
- ? Financial Services Standards Resources at Business.com www.business.com
- ? The Investment Funds Institute of Canada www.ific.ca
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NOTES

Motivation for number of credits assigned to Fundamental, Core and Elective Components

Fundamental credits

At Level 5 SAQA does not stipulate the credits that should be Fundamental to the Qualification. After wide consultation in the Financial Services industry it was agreed that there should be a common set of Unit Standards that are Fundamental to all Financial Services Qualifications at NQF Level 5 to allow for articulation and portability of Qualifications within the industry. The Unit Standards that are Fundamental in this Qualification are those agreed to at a meeting of the Financial Services Standards Generating Body (FSSGB) on 15 January 2003.

Core

Sixty-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 definite Wealth Management focus. They provide an opportunity to develop knowledge through research and the application of knowledge and study skills. The Core Unit Standards provide the knowledge, insight and skills required in Wealth Management. They also include Standards that introduce legislation that regulates Wealth Management in general such as:

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? Demonstrate knowledge and understanding of the Finance Intelligence Centre Act, 38 of 2001 (FICA).

Unit Standards dealing with legislation in insurance and investment Qualifications are pegged at NQF Level 4. This is because the Acts are accessible to learners who are competent in communication at NQF Level 3 and the cognitive complexity relating to understanding and interpreting the legislation is that of Level 4. The application of the legislation is included in the Unit Standards at NQF Level 5 wherever appropriate and learners are required to analyse and show insight into the application of legislation and regulatory aspects in the Level 5 Unit Standards.

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The Unit Standards that may be selected as Electives in this Qualification provide for maximum flexibility and allow learners to achieve a Qualification that is relevant to the work that they do and to their chosen career paths.

Learners are required to select electives that add up to at least 17 credits.

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UNIT STANDARDS

(Note: A blank space after this line means that the qualification is not based on Unit Standards.)

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS
Core	12164 Demonstrate knowledge and insight of the Financial Advisors and Intermediaries Services' legislation (FAIS)	Level 4	2
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Core	14527 Research the incidence, quantity and severity of an occurrence in order to uncover a trend and anticipate a financial risk	Level 5	7
Core	14530 Apply scenario planning to explain potential risk in a specified financial services context	Level 5	6
Core	14531 Demonstrate knowledge and insight into the application of structured long term insurance portfolios	Level 5	3
Core	14533 Demonstrate knowledge and insight into the unit trust classification system	Level 5	2
Core	14535 Differentiate between the different asset classes and indicate how they can be used to meet customer needs	Level 5	4

Elective	10391 Demonstrate knowledge and insight into legislation relating to marriage, divorce and maintenance as it applies to employee retirement and insurance benefits	Level 4	2
Elective	12166 Demonstrate knowledge and insight into the Collective Investment Schemes Act	Level 4	2
Elective	12167 Demonstrate knowledge and insight into Capital Gains Tax legislation	Level 4	2
Elective	12335 Demonstrate knowledge and insight into the Medical Schemes Act (131 of 1998) and the accompanying regulations	Level 4	3
Elective	14315 Demonstrate knowledge and insight into the Income Tax Act (58 of 1962 and the accompanying regulations) as amended as it applies to insurance and investment products	Level 4	2
Elective	14316 Demonstrate knowledge and insight into the Long Term Insurance Act (1998)	Level 4	2
Elective	14514 Adapt and communicate a potential financial solution to a range of audiences	Level 5	3
Elective	14516 Describe the life cycle of a unit trust	Level 5	6
Elective	14524 Demonstrate knowledge and insight into property as an investment	Level 5	3
Elective	14528 Demonstrate knowledge and insight into the sales and marketing of collective investment schemes	Level 5	4
Elective	14532 Demonstrate knowledge and understanding of trends in portfolio management	Level 5	4
Fundamental	12185 Demonstrate knowledge and understanding of risk in a financial services environment	Level 5	5
Fundamental	14517 Apply basic economic principles to the financial services sector	Level 5	5
Fundamental	14518 Demonstrate knowledge and insight into the changing nature of the financial services industry and its consumers	Level 5	6
Fundamental	14523 Describe the financial life cycle of an individual	Level 5	10
Fundamental	14525 Present an informed argument on a current issue in a business sector	Level 5	5
Fundamental	14529 Demonstrate insight into current affairs in the financial services sector	Level 5	10
TOTAL CREDITS			136

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Financial Services: Wealth Management

SAQA QUAL ID	QUALIFICATION TITLE	
23973	National Certificate: Financial Services: Wealth Management	
SGB NAME	SGB Financial Services	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
BUS-5-National Certificate	National Certificate	Finance, Economics and Accounting
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
120	Level 5	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

The purpose of the Qualification is to build the knowledge and skills required by employees in Wealth Management who have achieved a Qualification equivalent to NQF Level 4 in a Financial Services related field and are ready to study at Level 5. It is intended to empower learners to acquire knowledge, skills, attitudes and values required to operate ethically and responsibly as financial advisors, planners or intermediaries and to respond to the challenges of the economic environment and changing nature of the Financial Services industry. It should add value to the qualifying learner in terms of enrichment of the person, status, licensing and recognition.

As a Qualification in Wealth Management, it provides a framework for learners to develop competencies related to the Long Term Insurance Sub-Sector, which includes Life Benefits, Healthcare Benefits Administration and Employee Benefits, as well as the Investment and Unit Trust Sub-Sector. It provides a balanced learning experience that allows flexible access to life long learning, and to productive employment in Wealth Management, Unit Trust Investment and Long Term Insurance. It provides an opportunity for learners to learn and apply academic skills in relation to the workplace and will allow for multi-skilling. The Qualification is structured in such a way that it exposes learners to different kinds of investments with a view to enabling them to make an informed recommendation involving Financial Investments, Wealth Creation and Wealth Management. It is anticipated that this Qualification will promote the notion of life long learning.

Rationale for the qualification:

The National Certificate in Financial Services: Wealth Management: NQF Level 5 is designed to meet the needs of learners in a variety of positions in the Financial Services industry. It aims to develop informed and skilled learners in Wealth Management, which combines long term insurance, unit trust investment and other aspects of investment and wealth creation and takes a holistic view of Wealth Management. It is intended for learners who:

- ? Have attained the National Certificate in Long Term Insurance at NQF Level 4 and wish to continue on a path of life-long learning specialising in Wealth Management.
- ? Have attained the National Certificate in Insurance: Long Term: NQF Level 4: Risk Assessment and wish to continue on a path of life-long learning specialising in Wealth Management.
- ? Have attained the National Certificate in Unit Trust Investment at NQF Level 4 and wish to continue on a path of life-long learning specialising in Wealth Management.
- ? Have worked in one of the sub-sectors of the Financial Services industry for many years, but have no formal Qualifications in their area of specialisation.
- ? Wish to extend their range of skills and knowledge of the industry so that they can become knowledgeable workers in the industry.
- ? Are in a learnership agreement with the Inseta.

- ? Have recently taken up a position in Wealth Management.
- ? Require a Level 5 Qualification for licensing purposes with the Financial Services Board (FSB)

The National Certificate in Financial Services: Wealth Management: NQF Level 5, allows the individual to work towards a nationally recognised Qualification. It is flexible enough to accommodate both learners in formal education and learners already employed in the Financial Services Industry. The Qualification at this Level is the continuation of a career path that may have started in various sectors of the Financial Services Industry. It is generic enough to allow maximum mobility within the industry. Skills, knowledge, values and attitudes reflected in the Qualification are building blocks that will be developed further at Level 6. The intention is:

- ? To promote the development of knowledge and skills that are required in Wealth Management and specifically for giving financial advice.
- ? To release the potential of people.
- ? To provide opportunities for people to move up the value chain.
- ? To provide opportunities for lifelong learning for people who work in Wealth Management where there was previously a variety of short courses but no nationally registered Qualifications.

Learners already employed in Wealth Management at this Level do work that requires wide ranging, specialised and technical skills and a broad knowledge base of the applicable legislation, economic principles and the Financial Services industry in general. As these employees in the Wealth Management sector are required to give financial advice, they require an informed understanding of the important terms, rules, concepts, principles and theories of Wealth Management. They operate in a variety of routine and non-routine contexts and have to select from a wide choice of standard and non-standard procedures.

Work roles related to Wealth Management include but are not limited to:

- ? Internal Broker Consultants
- ? Financial Services Call Centre Agents
- ? Personal Benefits Agents
- ? Corporate Benefits Agents
- ? Intermediaries
- ? Client Service Providers
- ? Service Agents
- ? Product Developers
- ? Sales and Marketing Agents
- ? Life Administration Agents
- ? Managers in the Unit Trust Sub-Sector
- ? Retirement Fund Administrators
- ? Financial Planners
- ? Retirement Fund Administrators
- ? Financial Planners
- ? Brokers
- ? Financial Advisors
- ? Trust Fund Officers
- ? Account Executives
- ? Senior Managers
- ? Back-up Brokers
- ? Wealth Managers
- ? Unit Trust Pricers
- ? Compliance officers
- ? Portfolio Managers
- ? Liaison Fund Managers
- ? Financial Consultants
- ? Tax Planners
- ? Attorneys
- ? Financial Managers
- ? Actuaries

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

Learners should be competent in Communication, Mathematical Literacy at NQF Level 4.

It is also assumed that learners are competent in the Unit Standards that are included in at least one of the following Qualifications:

- ? The National Certificate in Long Term Insurance: Level 4 or
- ? The National Certificate in Unit Trust Investment: Level 4 or
- ? The National Certificate in Insurance: Long Term: NQF Level 4: Risk Assessment.

Recognition of Prior Learning:

The National Certificate in Financial Services: Wealth Management: NQF Level 5 allows open access and may be achieved in part or in whole by Recognition of Prior Learning (RPL). Provision has been made for prior learning to be recognised if a learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this Qualification. Application for Recognition of Prior Learning (RPL) should be made to INSQA or a relevant accredited ETQA.

? Recognition of Prior Learning (RPL) may allow for accelerated access to further learning.

? Credit towards a Unit Standard is subject to quality assurance by INSQA or a relevant accredited ETQA and is conducted by a workplace assessor.

QUALIFICATION RULES

N/A

EXIT LEVEL OUTCOMES

Qualifying learners should be capable of:

- ? Understanding the Wealth Management operating environment as a system within the Financial Services sector.
- ? Applying essential methods, procedures and techniques of the Financial Services industry within the legislated environment.
- ? Using their knowledge to solve well-defined problems that are both routine in nature and/or unfamiliar, within a familiar context in order to propose a financial solution.
- ? Adjusting the application of a solution within relevant parameters to meet the identified needs of, or changes to, the problem or operating context when proposing a financial solution.
- ? Evaluating the proposed change using relevant evidence.
- ? Gathering, analysing, synthesising and evaluating information.
- ? Manipulating and interpreting financial data and identifying trends.
- ? Presenting a Wealth Management solution using technological skills.
- ? Communicating information coherently in writing and verbally, through reliably using the basic conventions of a financial discourse.
- ? Presenting an informed argument on a current financial issue.
- ? Showing insight into current affairs in the Financial Services sector.

The learner is able to demonstrate ability to

- ? Identify and solve well-defined problems of a routine and non-routine and unfamiliar nature within the context of Wealth Management in which responses show that responsible decisions have been made, adjust common solutions to meet changes in the problem and motivate the changes within own limit of authority.
- ? Work effectively with others as a member of a team, group, organisation or community. As the Qualification is intended to be part of a learnership it is unlikely that the learner would work alone.
- ? Organise and manage him/herself and his/her activities responsibly and effectively in that it is expected that the learner will be responsible for his/her own learning and for organising his/her own work allocated tasks responsibly in the work environment. S/he is required to complete research assignments timeously and to demonstrate insight into different aspects of Wealth Management.
- ? Collect, organise and critically evaluate information. These competencies are built into the assessment criteria in many of the Unit Standards and the learner is required to do research projects and analyse information from the media.
- ? Communicate effectively using visual, mathematics and language skills in the modes of oral and/or written presentations. These competencies are an integral part of all the Unit Standards and are built into the assessment criteria.
- ? Use science and technology effectively and critically showing responsibility towards the environment and the health of others in that the Financial Services environment is technology driven and very few activities take place without the

application of technology.

? Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation in demonstrating insight into current affairs in the sector, understanding the consequences of non-compliance and the interrelationship between the various indicators and trends in the market.

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

? Reflecting on and exploring a variety of strategies to learn more effectively in order to become an informed worker in Short Term Insurance.

? Being culturally and aesthetically sensitive across a range of social contexts in dealing with diverse people in the workplace including clients and co-workers.

ASSOCIATED ASSESSMENT CRITERIA

? Proposed financial solutions are in line with licensing requirements, an agreed mandate, relevant service agreements and an organisation's customer service policy.

? The Wealth Management operating environment is explained as a system within the Financial Services sector and an indication is given of current issues and changes in the sector.

? Essential methods, procedures and techniques of the Financial Services industry are applied within the legislated environment in order to propose a financial solution.

? Well-defined problems both routine and unfamiliar within a familiar context are solved in order to propose a financial solution and where necessary applications of a solution are adjusted within relevant parameters to meet the identified needs or changes in the problem or operating context.

? Proposed changes in a portfolio are evaluated using relevant evidence.

? Information is gathered, analysed, synthesised and evaluated in order to present an argument on a current financial issue.

? Financial data is manipulated and interpreted to identify trends.

? A Wealth Management solution is presented using technological skills.

? Information is communicated coherently using basic conventions of a financial discourse reliably in writing and verbally.

Integrated Assessment:

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

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Core	14530 Apply scenario planning to explain potential risk in a specified financial services context	Level 5	6
Core	14531 Demonstrate knowledge and insight into the application of structured long term insurance portfolios	Level 5	3
Core	14533 Demonstrate knowledge and insight into the unit trust classification system	Level 5	2
Core	14535 Differentiate between the different asset classes and indicate how they can be used to meet customer needs	Level 5	4
Elective	10391 Demonstrate knowledge and insight into legislation relating to marriage, divorce and maintenance as it applies to employee retirement and insurance benefits	Level 4	2
Elective	12166 Demonstrate knowledge and insight into the Collective Investment Schemes Act	Level 4	2
Elective	12167 Demonstrate knowledge and insight into Capital Gains Tax legislation	Level 4	2
Elective	12335 Demonstrate knowledge and insight into the Medical Schemes Act (131 of 1998) and the accompanying regulations	Level 4	3
Elective	14315 Demonstrate knowledge and insight into the Income Tax Act (58 of 1962 and the accompanying regulations) as amended as it applies to insurance and investment products	Level 4	2
Elective	14316 Demonstrate knowledge and insight into the Long Term Insurance Act (1998)	Level 4	2
Elective	14514 Adapt and communicate a potential financial solution to a range of audiences	Level 5	3
Elective	14516 Describe the life cycle of a unit trust	Level 5	6
Elective	14524 Demonstrate knowledge and insight into property as an investment	Level 5	3
Elective	14528 Demonstrate knowledge and insight into the sales and marketing of collective investment schemes	Level 5	4
Elective	14532 Demonstrate knowledge and understanding of trends in portfolio management	Level 5	4
Fundamental	12185 Demonstrate knowledge and understanding of risk in a financial services environment	Level 5	5
Fundamental	14517 Apply basic economic principles to the financial services sector	Level 5	5
Fundamental	14518 Demonstrate knowledge and insight into the changing nature of the financial services industry and its consumers	Level 5	6
Fundamental	14523 Describe the financial life cycle of an individual	Level 5	10
Fundamental	14525 Present an informed argument on a current issue in a business sector	Level 5	5
Fundamental	14529 Demonstrate insight into current affairs in the financial services sector	Level 5	10
TOTAL CREDITS			136

SOUTH AFRICAN QUALIFICATIONS AUTHORITY**UNIT STANDARD:**

Demonstrate insight into how the South African Constitution has impacted on the financial services industry

SAQA US ID	UNIT STANDARD TITLE		
14502	Demonstrate insight into how the South African Constitution has impacted on the financial services industry		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Financial Services		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB FinS	Regular	Level 6	10

Specific Outcomes and Assessment Criteria:**SPECIFIC OUTCOME 1**

Analyse the South African Constitution from different points of view

SPECIFIC OUTCOME 2

Interpret the concept of equality as enshrined in the South African Constitution

SPECIFIC OUTCOME 3

Show insight into the impact of the Constitution on governance issues

SPECIFIC OUTCOME 4

Apply the Bill of Rights to product development in a financial services sub-sector

SOUTH AFRICAN QUALIFICATIONS AUTHORITY**UNIT STANDARD:****Demonstrate knowledge and understanding of e-business as a competitive tool**

SAQA US ID	UNIT STANDARD TITLE		
14504	Demonstrate knowledge and understanding of e-business as a competitive tool		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Financial Services		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB FinS	Regular	Level 6	7

Specific Outcomes and Assessment Criteria:**SPECIFIC OUTCOME 1**

Explain different types of e-business and their impact on a business environment

SPECIFIC OUTCOME 2

Investigate key aspects of a good e-business strategy

SPECIFIC OUTCOME 3

Explain the use of e-business as a means of communication

SPECIFIC OUTCOME 4

Explain the inter-relationships between e-business and globalisation

SPECIFIC OUTCOME 5

Apply the use of e-business as a competitive tool in a specific organisation

SPECIFIC OUTCOME 6

Investigate issues relating to trust, ground rules, enhancing infrastructure and maximizing benefits

SOUTH AFRICAN QUALIFICATIONS AUTHORITY**UNIT STANDARD:****Apply the principles of ethics and professionalism to a business environment**

SAQA US ID	UNIT STANDARD TITLE		
14505	Apply the principles of ethics and professionalism to a business environment		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Financial Services		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB FinS	Regular	Level 6	6

Specific Outcomes and Assessment Criteria:**SPECIFIC OUTCOME 1**

Demonstrate knowledge and insight into legislation, regulations and codes

SPECIFIC OUTCOME 2

Apply the principles that underpin ethics and professionalism to a code of conduct

SPECIFIC OUTCOME 3

Critically evaluate the implementation of an organisation's ethical code or value system

SPECIFIC OUTCOME 4

Develop a plan to initiate or improve commitment and compliance in the implementation of a code

SOUTH AFRICAN QUALIFICATIONS AUTHORITY**UNIT STANDARD:**

Demonstrate knowledge and understanding of globalisation and its implications for financial services in South Africa

SAQA US ID	UNIT STANDARD TITLE		
14508	Demonstrate knowledge and understanding of globalisation and its implications for financial services in South Africa		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Financial Services	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB FinS	Regular	Level 6	7

Specific Outcomes and Assessment Criteria:**SPECIFIC OUTCOME 1**

Demonstrate knowledge and understanding of the origin of globalisation

SPECIFIC OUTCOME 2

Analyse important financial issues relating to globalisation

SPECIFIC OUTCOME 3

Analyse the positive and negative consequences of globalisation

SPECIFIC OUTCOME 4

Explain the effect of globalisation on the legislative and regulatory environment

SOUTH AFRICAN QUALIFICATIONS AUTHORITY**UNIT STANDARD:**

Demonstrate knowledge and insight into the impact of HIV/AIDS on financial products, markets and the workforce

SAQA US ID	UNIT STANDARD TITLE		
14510	Demonstrate knowledge and insight into the impact of HIV/AIDS on financial products, markets and the workforce		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Financial Services	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB FinS	Regular	Level 6	6

Specific Outcomes and Assessment Criteria:**SPECIFIC OUTCOME 1**

Analyse the changing needs of the individual in the market

SPECIFIC OUTCOME 2

Interpret the impact of HIV/AIDS on the employer and provider of employee benefits

SPECIFIC OUTCOME 3

Propose possible innovations for financial products

SPECIFIC OUTCOME 4

Demonstrate insight into global trends in respect of HIV/AIDS and the impact on people

SOUTH AFRICAN QUALIFICATIONS AUTHORITY**UNIT STANDARD:**

Interpret the impact of macro economic decisions or indicators on a business environment

SAQA US ID	UNIT STANDARD TITLE		
14512	Interpret the impact of macro economic decisions or indicators on a business environment		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Financial Services	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB FinS	Regular	Level 6	5

Specific Outcomes and Assessment Criteria:**SPECIFIC OUTCOME 1**

Discuss the impact of macro economic decisions on the economy and a business environment

SPECIFIC OUTCOME 2

Discuss the impact of macro economic decisions on investment strategies in a business environment

SPECIFIC OUTCOME 3

Use economic indicators to determine the current economic cycle and possible future directions

SPECIFIC OUTCOME 4

Apply trends in the economic environment to a specific financial organization

SOUTH AFRICAN QUALIFICATIONS AUTHORITY**UNIT STANDARD:****Explain how the life cycle of a business entity affects investment decisions**

SAQA US ID	UNIT STANDARD TITLE		
14513	Explain how the life cycle of a business entity affects investment decisions		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Financial Services		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB FinS	Regular	Level 6	6

Specific Outcomes and Assessment Criteria:***SPECIFIC OUTCOME 1***

Discuss the life cycle of a business entity

SPECIFIC OUTCOME 2

Describe the financial implications at each stage in the life cycle of a business entity

SPECIFIC OUTCOME 3

Analyse a business entity to determine the current stage in the life cycle

SPECIFIC OUTCOME 4

Propose a financial solution for an entity

SOUTH AFRICAN QUALIFICATIONS AUTHORITY**UNIT STANDARD:**

Present a well-structured argument derived from qualitative and/or quantitative data to map new knowledge and generate a competitive advantage

SAQA US ID	UNIT STANDARD TITLE		
14515	Present a well-structured argument derived from qualitative and/or quantitative data to map new knowledge and generate a competitive advantage		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Financial Services	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB FinS	Regular	Level 6	12

Specific Outcomes and Assessment Criteria:***SPECIFIC OUTCOME 1***

Demonstrate knowledge and understanding of key theories and principles appropriate to research

SPECIFIC OUTCOME 2

Investigate a business issue

SPECIFIC OUTCOME 3

Analyse data to investigate a business issue

SPECIFIC OUTCOME 4

Present a well-structured argument on a business issue

SOUTH AFRICAN QUALIFICATIONS AUTHORITY**UNIT STANDARD:****Apply basic economic principles to the financial services sector**

SAQA US ID	UNIT STANDARD TITLE		
14517	Apply basic economic principles to the financial services sector		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Financial Services	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB FinS	Regular	Level 5	5

Specific Outcomes and Assessment Criteria:**SPECIFIC OUTCOME 1**

Explain the basic principles of economics

SPECIFIC OUTCOME 2

Explain the use of economic indicators

SPECIFIC OUTCOME 3

Explain the importance of government policies in the investment environment

SPECIFIC OUTCOME 4

Apply the fundamentals of economics to the financial services environment

SOUTH AFRICAN QUALIFICATIONS AUTHORITY**UNIT STANDARD:**

Demonstrate knowledge and insight into the changing nature of the financial services industry and its consumers

SAQA US ID	UNIT STANDARD TITLE		
14518	Demonstrate knowledge and insight into the changing nature of the financial services industry and its consumers		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Financial Services		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB FinS	Regular	Level 5	6

Specific Outcomes and Assessment Criteria:**SPECIFIC OUTCOME 1**

Analyse financial services industry in South Africa

SPECIFIC OUTCOME 2

Interpret recent or proposed changes to the regulatory environment.

SPECIFIC OUTCOME 3

Interpret changes in the professional environment

SPECIFIC OUTCOME 4

Interpret changes in the consumer environment

SPECIFIC OUTCOME 5

Interpret changes in the business environment

SOUTH AFRICAN QUALIFICATIONS AUTHORITY**UNIT STANDARD:****Describe the financial life cycle of an individual**

SAQA US ID	UNIT STANDARD TITLE		
14523	Describe the financial life cycle of an individual		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Financial Services	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB FinS	Regular	Level 5	10

Specific Outcomes and Assessment Criteria:***SPECIFIC OUTCOME 1***

Analyse the needs and wants of an individual at different stages in his/her life cycle

SPECIFIC OUTCOME 2

Describe the income and expenditure typical at different stages of an individual's life

SPECIFIC OUTCOME 3

Explain the interrelationship between an individual's basic needs & wants in financial life cycle

SPECIFIC OUTCOME 4

Interpret critical events that trigger entry into a new stage in the financial life cycle

SOUTH AFRICAN QUALIFICATIONS AUTHORITY**UNIT STANDARD:**

Present an informed argument on a current issue in a business sector

SAQA US ID	UNIT STANDARD TITLE		
14525	Present an informed argument on a current issue in a business sector		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Financial Services		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB FinS	Regular	Level 5	5

Specific Outcomes and Assessment Criteria:**SPECIFIC OUTCOME 1**

Demonstrate knowledge and insight into a current issue in a selected business sector

SPECIFIC OUTCOME 2

Develop an argument around an issue using the language of the field

SPECIFIC OUTCOME 3

Organise a communication on a selected issue

SPECIFIC OUTCOME 4

Apply technical knowledge and skill to present an argument on an issue in a selected business sector

SOUTH AFRICAN QUALIFICATIONS AUTHORITY**UNIT STANDARD:****Demonstrate insight into current affairs in the financial services sector**

SAQA US ID	UNIT STANDARD TITLE		
14529	Demonstrate insight into current affairs in the financial services sector		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Financial Services	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB FinS	Regular	Level 5	10

Specific Outcomes and Assessment Criteria:**SPECIFIC OUTCOME 1**

Analyse the impact of changes in financial indicators on financial markets

SPECIFIC OUTCOME 2

Analyse issues related to corporate governance and ethics

SPECIFIC OUTCOME 3

Analyse corporate events and the potential impact on the financial services industry

SPECIFIC OUTCOME 4

Identify commentators and analysts in the industry

SOUTH AFRICAN QUALIFICATIONS AUTHORITY**UNIT STANDARD:**

Demonstrate insight into current global events and their potential impact on a business sector in South Africa

SAQA US ID	UNIT STANDARD TITLE		
14553	Demonstrate insight into current global events and their potential impact on a business sector in South Africa		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Financial Services	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB FinS	Regular	Level 6	10

Specific Outcomes and Assessment Criteria:**SPECIFIC OUTCOME 1**

Use current events

SPECIFIC OUTCOME 2

Apply knowledge of basic economics to interpret global and current events in the macro environment

SPECIFIC OUTCOME 3

Use current events to illustrate how global political aspects impact on a business sector

SPECIFIC OUTCOME 4

Trace the sequence in a series of events to illustrate interrelationships and consequences

SPECIFIC OUTCOME 5

Predict possible outcomes of current events on a business sector

No. 433

28 March 2003

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

Social Work

Registered by NSB 09, Health Sciences and Social Services, publishes the following qualifications for public comment.

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

Comment on the unit standards should reach SAQA at the address ***below and no later than 28 April 2003***. All correspondence should be marked **Standards Setting – SGB Social Work** 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@saga.co.za



SAMUEL B.A. ISAACS
EXECUTIVE OFFICER

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Structured Master of Social Work

SAQA QUAL ID	QUALIFICATION TITLE	
23996	Structured Master of Social Work	
SGB NAME	SGB Social Work	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
HEA-8-Masters Degree	Masters Degree	Promotive Health and Developmental Services
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
180	Level 8 and above	Regular-ELOAC
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

The purpose of this qualification is to provide qualifiers with:

- Advanced, in-depth knowledge of a specific field of social work and social welfare.
- The competencies to effectively, critically and systematically access, analyse, process, transform and evaluate existing knowledge in the specific field.
- The ability to practically apply advanced professional skills in the chosen field.
- The knowledge and skills to engage in independent social work research and produce a report according to appropriate research methodology in the chosen field.

This qualification also allows access to continuation of learning, namely the NQF Level 8 PhD in Social Work.

Rationale:

This qualification is designed to provide the necessary advanced expertise and knowledge in a specific field that are applied in social work practice, thereby promoting the achievement of social work's core purposes embedded in the following internationally accepted definition:

The social work profession promotes social change, problem solving in human relationships and the empowerment and liberation of people to enhance well-being. Utilising theories of human behaviour and social systems, social work intervenes at the points where people interact with their environments. Principles of human rights and social justice are fundamental to social work. [International Federation of Social Workers and International Association of Schools of Social Work, 2000].

Due to the fact that social work encompasses such a broad spectrum of themes, fields and/or inter-disciplinary areas, it is essential to provide a qualification that enables candidates to acquire advanced skills, competencies, knowledge and values in a chosen focus area as well as a degree of independent thinking.

Social work plays a major role in addressing the many needs of South African society through social work services provided within many sectors such as government departments, businesses, non-governmental organisations and in private practice. Dynamic and professionally sound leadership is vital within these sectors in order for social work to impact on social needs.

This social work qualification is also designed to enable candidates to pursue further personal and professional development and to promote life-long learning.

RECOGNIZE PREVIOUS LEARNING?

N

LEARNING ASSUMED TO BE IN PLACE

Candidates who register for this qualification must have an NQF Level 7 qualification in Social Work and be registered with the SACSSP as a Social Worker.

Applicants who fall outside of the above criteria, but who can demonstrate, to the satisfaction of the service provider, that they have an appropriate, related qualification, experiential or work-based learning, which has taken the candidate to the equivalent of an NQF Level 7 Social Work qualification, may be considered for admission into this social work programme.

Given the ethical parameters of social work education, training and practice, learners must be registered with the SACSSP (South African Council for Social Service Professions) as Social Workers, in terms of section 17 of the Social Service Professions Act, 1978.

QUALIFICATION RULES

N/A

EXIT LEVEL OUTCOMES

On completion of this NQF Level 8 qualification, learners are expected to demonstrate the following exit level outcomes according to the associated assessment criteria:

1. Demonstrate advanced knowledge and applied skills and competence in a specific focus field of social work and social welfare service delivery.
2. Demonstrate a coherent and critical understanding of and the ability to apply social work values and the principles of human rights and social justice in the chosen focus field.
3. Demonstrate in-depth understanding of own position in relation to major debates within social work and the chosen field of social work and social welfare.
4. Demonstrate competency in the identification and critical analysis of social work related problems and issues in the chosen field.
5. Demonstrate advanced competency in planning and implementing possible solutions to social work related problems and issues in the chosen field according to theory-driven arguments and evidence-based solutions.
6. Critically analyse and evaluate the outcomes of social work intervention strategies, techniques and processes.
7. Demonstrate the ability to select and implement appropriate research designs, methods, techniques and technologies for a specific research problem in the chosen field of social work.
8. Engage in current research and professional study related to the chosen field and present and communicate the findings.

Critical Cross-field Outcomes:

The exit level outcomes and the associated assessment criteria listed above are consistent with the following Critical Cross-field Outcomes listed in Section 7(3) of the NSB Regulations:

- Identify and solve problems using critical and creative thinking. (Exit Level Outcomes 1 - 8)
- Work effectively with others as a member of a team, group, organisation and community. (Exit Level Outcomes 1, 3, 6, 8)
- Organise and manage oneself and one's activities responsibly and effectively. (Exit Level Outcomes 4 - 8)
- Collect, analyse, organise and critically evaluate information. (Exit Level Outcomes 1 - 8)
- Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation. (Exit Level Outcomes 3, 8)
- Demonstrate cultural and aesthetic sensitivity in dealings with clients, colleagues and communities. (Exit Level

Outcomes 2, 8)

- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation. (Exit Level Outcomes 1 - 8)
- Demonstrate ethical and professional behaviour. (Exit Level Outcomes 1 - 8)
- Lay the foundation for life-long learning and ongoing competency. (Exit Level Outcome 1 - 8)

ASSOCIATED ASSESSMENT CRITERIA

- 1.1 Discussions reflect a clear understanding of the context (including policy, legislation and global issues), appropriate concepts, methods, ethics and analytical processes in the chosen field.
- 1.2 Practice reflects appropriate application of the concepts, methods, ethics and analytical processes in the chosen field.
- 1.3 Practice and written work demonstrate a clear understanding of and accountability in terms of the concepts, methods, ethics and analytical processes in the chosen field.
- 2.1 Discussions reflect the integration of social work values with human rights principles and social justice in the chosen focus field.
- 2.2 Practice reflects the purposeful application of social work values, human rights principles and social justice in the chosen focus field.
- 2.3 Descriptions demonstrate a coherent understanding of the application of social work values, human rights principles and social justice in the chosen focus field.
- 2.4 Analyses exhibit a critical understanding of the ethical principles guiding social work practice in the chosen field.
- 3.1 Motivations of own position to specific debates are based on a sound integration of relevant theory, practice, research and a degree of independent, creative thinking.
- 3.2 Discussions demonstrate understanding of one's own position and its feasibility in relation to major debates.
- 3.3 Written and oral formats clearly and cogently communicate explanations of own position.
- 4.1 Analyses of identified problems and issues are in accordance with relevant theory-driven arguments in the chosen field.
- 4.2 Analyses of the problems and issues reflect a purposeful and critical application of relevant theory in the focus area.
- 4.3 Practice reflects a purposeful plan to seek solutions based on theory and proven methods in the chosen field.
- 4.4 Assessment processes and conclusions are recorded clearly, systematically and accurately.
- 5.1 Intervention plans focus holistically on the various social systems impacting on social work related problems and issues in the chosen field.
- 5.2 Intervention plans include resources that are appropriate to client systems' needs, strengths and goals.
- 5.3 Justifications for possible solutions are based on sound and current research in the chosen field.
- 5.4 Intervention plans are based on comprehensive assessment and the appropriate use of scientifically based, theory-driven strategies and techniques to achieve identified goals.
- 5.5 Interventions reflect advanced application of appropriate skills, strategies and techniques in accordance with corresponding theoretical assumptions in the chosen field.
- 5.6 Interventions include the advanced and appropriate use of social work tools and / or data relevant to the chosen field.
- 6.1 Evaluations comprehensively describe outcomes of intervention strategies, techniques and processes in relation to the stated goals and in accordance with corresponding theoretical assumptions.
- 6.2 Evaluations critically analyse intervention outcomes in accordance with client systems' needs, strengths and goals.
- 6.3 Evaluations are purposefully used as the basis for the planning, implementation and termination of on-going service delivery.
- 7.1 Selected research designs, methods, techniques and technologies are appropriate for the specific research problem.
- 7.2 Selected research designs, methods, techniques and technologies are based on a clear understanding of social work research theory.
- 7.3 Research designs, methods, techniques and technologies are implemented in accordance with generally accepted principles of research.
- 8.1 Research themes are appropriately identified and demarcated.
- 8.2 Research problems, hypotheses, assumptions, and research questions, goals and objectives are appropriately

linked to the chosen research method(s).

8.3 Literature and empirical investigations include a comprehensive analysis of the research theme.

8.4 Conclusions and recommendations are purposefully attuned to a critical analysis of research results.

8.5 Research reports coherently and critically describe the research process, relevant theories, methodology, results, conclusions and recommendations.

Integrated Assessment:

The following assessment strategies are used to ensure that exit level and critical cross-field outcomes are achieved:

- Written/oral assignments and/or assessments.
- Examinations and/or seminars.
- Independent research report assessed by an internal assessor and at least one external assessor.

INTERNATIONAL COMPARABILITY

This qualification compares favourably to similar qualifications in the international arena. This has been verified through the South African structures affiliated to the International Association of Schools of Social Work (IASSW). The IASSW recently formulated a draft document on Global Qualifying Standards for Social Work Education and Training and this qualification, by and large, measures up to the standards contained in the global document. This was also verified with the Chairperson of the Global Qualifying Standards Committee who is a South African and who serves on the SGB for Social Work.

ARTICULATION OPTIONS

Qualifiers with an NQF Level 8 Social Work qualification may proceed to a Doctors programme in Social Work (NQF Level 8).

Articulation possibilities exist both within the tertiary institution offering the Social Work programme and across tertiary institutions.

MODERATION OPTIONS

Internal and external moderation must be available according to the provider's policy. However, external moderation must be available for candidates at Exit level 8.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

The minimum basic requirements for assessors are the following:

- Internal assessors must be registered with the SACSSP and have at least a Masters degree in Social Work (NQF Level 8).
- External assessors must have an appropriate qualification and/or appropriate experience in the chosen focus area.

Assessors must be registered with the relevant ETQA.

NOTES

Registration of providers:

Providers must be registered as such by the relevant ETQA.

UNIT STANDARDS

(Note: A blank space after this line means that the qualification is not based on Unit Standards.)

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Research Master of Social Work

SAQA QUAL ID	QUALIFICATION TITLE	
23995	Research Master of Social Work	
SGB NAME	SGB Social Work	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
HEA-8-Masters Degree	Masters Degree	Promotive Health and Developmental Services
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
180	Level 8 and above	Regular-ELOAC
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

The purpose of this qualification is to provide qualifiers with:

- Advanced research skills in a chosen field of social work.
- The competencies to access, analyse, process, transform and critically evaluate existing knowledge in order to achieve an integrated synthesis of the research field.
- The knowledge and skills to engage in independent social work research, selecting from a range of appropriate research designs, technologies, methods and techniques in the chosen focus area of social work.
- The ability to produce and communicate the research findings.

This qualification also allows access to continuation of learning on NQF Level 8, namely the PhD in Social Work.

Rationale:

This qualification is designed to provide advanced expertise and research skills in a chosen field, thereby promoting the achievement of social work's core purposes.

Due to the fact that social work encompasses such a broad spectrum of themes, fields and/or inter-disciplinary areas, it is essential to provide a research qualification that enables candidates to demonstrate advanced research skills, competencies, knowledge and values in a specific focus field.

Social work plays a major role in addressing the many needs of South African society through social work services provided within many sectors such as government departments, businesses, non-governmental organisations and in private practice. Dynamic and professionally sound leadership is vital within these sectors in order for social work to impact on social needs.

This social work qualification is also designed to enable qualifiers to pursue further personal and professional development and to promote life-long learning.

RECOGNIZE PREVIOUS LEARNING?

N

LEARNING ASSUMED TO BE IN PLACE

Candidates who register for this qualification must have NQF Level 7 qualification in Social Work and be registered

with the SACSSP as a Social Worker.

Applicants who fall outside of the above criteria, but who can demonstrate, to the satisfaction of the service provider, that they have an appropriate, related qualification, experiential or work-based learning, which has taken the candidate to the equivalent of an NQF Level 7 Social Work qualification, may be considered for admission into this social work programme.

Given the ethical parameters of social work education, training and practice, learners must be registered with the SACSSP (South African Council for Social Service Professions) as Social Workers, in terms of section 17 of the Social Service Professions Act, 1978.

QUALIFICATION RULES

N/A

EXIT LEVEL OUTCOMES

A qualifier will demonstrate the following competencies:

1. Demonstrate advanced application of concepts, methods, ethics, theories and analytical processes in relation to a chosen focus field of social work and social welfare.
2. Access, analyse, transform and critically evaluate existing knowledge by systematically and effectively applying the principles of social work research practices.
3. Engage in independent social work research and produce and communicate findings in the form of a research report selecting from a range of appropriate research designs, methods, techniques and technologies in the chosen focus area.
4. Access, process, produce and communicate information effectively to colleagues and other groups.

On completion of this NQF Level 8 qualification, qualifiers are expected to demonstrate the following exit level outcomes according to the associated assessment criteria:

1. Demonstrate advanced application of concepts, methods, ethics, theories and analytical processes in relation to a chosen focus area of social work and social welfare.
2. Access, analyse, transform and critically evaluate existing knowledge by systematically and effectively applying the principles of social work research practices.
3. Engage in independent social work research and produce and communicate findings in the form of a research report selecting from a range of appropriate research designs, methods, techniques and technologies in the chosen focus area.
4. Access, process, produce and communicate information effectively to colleagues and other groups.

Critical Cross-field Outcomes:

All four of the exit level outcomes and the associated assessment criteria listed above are consistent with the following Critical Cross-field Outcomes listed in Section 7(3) of the NSB Regulations:

- Identify and solve problems using critical and creative thinking.
- Work effectively with others as a member of a team, group, organisation and community.
- Organise and manage oneself and one's activities responsibly and effectively.
- Collect, analyse, organise and critically evaluate information.
- Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation.
- Demonstrate cultural and aesthetic sensitivity in dealings with clients, colleagues and communities.
- Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.
- Demonstrate ethical and professional behaviour.
- Lay the foundation for life-long learning and ongoing competency.

ASSOCIATED ASSESSMENT CRITERIA

- 1.1 Discussions reflect a clear understanding of the context (including policy, legislation and global issues), appropriate concepts, methods, ethics, theories and analytical processes in the chosen field.
- 1.2 Presentations reflect the appropriate application of the relevant concepts, methods, ethics, theories and analytical processes in the chosen field.
- 1.3 Written work on the chosen field displays critical analyses and a degree of intellectual independence.
- 2.1 Current literature and research are accessed, analysed and transformed systematically in the chosen focus area.
- 2.2 Evaluations demonstrate clear evidence of effective application of the principles of social work research practice.
- 2.3 Conclusions and recommendations are justified by the use of appropriate evidence and arguments.
- 3.1 The research inquiry is planned and conducted on the basis of a range of appropriate research designs, methods, techniques and technologies for the specific research problem.
- 3.2 Research themes are appropriately identified and demarcated.
- 3.3 Analyses of the research theme include a comprehensive and critical review of current literature and investigations.
- 3.4 Selected research methods, techniques and technologies are based on a clear understanding of social work research theory & practice.
- 3.5 Research reports critically and coherently describe theoretical arguments, the research process, methodology, results, conclusions and recommendations.
- 3.6 Research reports display skill in extrapolating key findings, justifiable conclusions and making feasible recommendations.
- 4.1 Discussions reflect the ability to obtain, process and communicate information effectively to colleagues and other groups.
- 4.2 Presentations display analytical skills and a degree of intellectual independence.
- 4.3 Written and oral communication convey and appropriately highlights the information to specific target groups.

Integrated Assessment:

Assessment to ensure that exit level and critical cross-field outcomes are achieved is based primarily on an independent research report.

The report must be evaluated by an internal assessor and at least one external assessor.

INTERNATIONAL COMPARABILITY

This qualification compares favourably to similar qualifications in the international arena. This has been verified through the South African structures affiliated to the International Association of Schools of Social Work (IASSW). The IASSW recently formulated a draft document on Global Qualifying Standards for Social Work Education and Training and this qualification, by and large, measures up to the standards contained in the global document. This was verified with the Chairperson of the Global Qualifying Standards Committee who is a South African and who serves on the SGB for Social Work.

ARTICULATION OPTIONS

Qualifiers with an NQF Level 8 Social Work qualification may proceed to a Doctoral programme in Social Work (NQF Level 8).

Articulation possibilities exist both within the tertiary institution offering the Social Work programme and across tertiary institutions.

MODERATION OPTIONS

Internal and external moderation must be available according to the provider's policy. However, external moderation must be available for candidates at Exit Level 8.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

The minimum basic requirements for assessors are the following:

- Internal assessors must be registered with the SACSSP and possess at least a Masters degree in Social Work (NQF Level 8).
- External assessors must have an appropriate qualification and/ or appropriate experience in the chosen focus area.

Assessors must be registered with the relevant ETQA.

NOTES

Registration of providers:

Providers must be registered as such by the relevant ETQA.

UNIT STANDARDS

(Note: A blank space after this line means that the qualification is not based on Unit Standards.)

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