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

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**CONTENTS • INHOUD***No.**Page  
No.      Gazette  
No.***GOVERNMENT NOTICES****South African Qualifications Authority***Government Notices*

1662	Standards Generating Body: NSB 04: Communication Studies and Language .....	3	25710
1663	do.: do .....	4	25710
1664	National Standards Bodies Regulations: Standards Generating Body (SGB) for Manufacturing and Assembly.....	8	25710
1665	do.: Standards Generating Body (SGB) for Corrections .....	14	25710
1666	do.: Standards Generating Body (SGB) for Financial Services.....	52	25710

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## GOVERNMENT NOTICES

### SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 1662

14 November 2003

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Established in terms of Act 58 of 1995

4 November 2003

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

#### NSB 04 : COMMUNICATION STUDIES AND LANGUAGE

#### Additional Names for the SGB for FET Communicatins and Language (Levels 2, 3 & 4)

NOMINEE	WORKPLACE	NOMINATING BODY	EXPERIENCE/ QUALIFICATIONS
Geraldine Elmar Robbertse	Rooth & Wessels Inc	Tygerberg College	Substantial experience in writing of legal and other documents. Excellent knowledge of language issues.
Motlakaro Eunice Masemola	Gauteng Department of Education (Pretoria College)	Tygerberg College	BA (Unisa) and Diploma in Education (Sekhukhune College). Good experience in language teaching.

Yours sincerely,

*pp. [Signature]*  
JOE SAMUELS

DIRECTOR : STANDARDS SETTING AND DEVELOPMENT

#### 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. 1663

14 November 2003

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

In order to proceed with the recognition of Standards Generating Bodies in terms of Government Regulations 19(1)(c) and 22(2) of 28 March 1998, National Standards Body 04, Communication and Language, invites public comment with respect to *the acceptability of the nominees and the representativeness of the key education and training stakeholder interest groups* listed as SGB applicants below.

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

**All nominations/ applications should be accompanied by curricula vitae.**

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

Comment should reach the NSB at the address below by not later than **15 December 2003**. All correspondence should be marked **SGB for Further Education and Training for Communications and Language** and be addressed to:

The Director: Standards Setting and  
Development  
SAQA  
Attention: Mr. D Mphuthing  
Postnet Suite 248  
Private Bag X06  
Waterkloof  
0145  
or faxed to 012 – 431-5144  
e-mail: [dmphuthing@saqa.co.za](mailto:dmphuthing@saqa.co.za)

**SGB INFORMATION**

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

SGBs shall:

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



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

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

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

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

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

**PUBLIC NOTICE BY NSB 04, COMMUNICATION STUDIES AND LANGUAGE, OF AN  
APPLICATION TO  
EXTEND THE BRIEF OF THE FURTHER EDUCATION AND TRAINING SGB FOR  
COMMUNICATION STUDIES AND LANGUAGE**

NSB 04 has received an application to extend the brief of the Further Education and Training SGB for Communication Studies and Language (Levels 2,3,4) and proposes, in terms of *NSB Regulation 24 (1) (e)*, to extend the brief and membership of the core group of this SGB at NQF levels 1 - 5.

**PROPOSED EXTENDED BRIEF OF THE SGB**

1. Generate standards in accordance with SAQA requirements for CSL (NQF Level 5) for Further Education and Training Institutions.
2. Develop learning and career pathways for potential standards in Communication Studies and Language (level 5). [*Regulations 24(1)(e)*].
3. Recommend standards generated under (2) above to the National Standards Body 04 [*Regulation 24(1)(c)*].
4. Recommend criteria for registration of assessors and moderators or moderating bodies. [*Regulation 24(1)(d)*].
5. Review registered unit standards and effect the necessary changes [*Regulation 24(1)(b)*].
6. Accept and perform other related functions as requested by NSB 04 [*Regulation 24(1)(e)*].

**PROPOSED COMPOSITION OF THE CORE GROUP OF THIS SGB**

Janisch, R	Independent Examination Board (IEB)	Independent Examination Board (IEB)	BA Honours. Has experience in the writing of standards for FET language and communication and the development of the NCS (General); NSB04 member and chair for the standard; setting sub-committee; member of the SGB for FET (CSL)
Mlanjana, Lindeka	Eastern Cape Department of Education Technical Colleges	Eastern Cape Department of Education Technical Colleges	Was a member of the national task team for the development FET CSL unit standards for levels 2 to 4; member of national task team for the development of the NCS (General)
Nkosi. NR	South African College for Open Learning (SACOL)	South African College for Open Learning (SACOL)	Holds a Masters Degree and serves as chairperson on the KwaZulu-Natal Provincial Language Committee; NSB04 member
V Ellinckhuijzen C	Committee of College Principals (AFETISA)	Committee of College Principals (AFETISA)	Holds a BA degree. Is co-author of communication N5/6 textbooks; member of national task team for the development of the NCS (General); member of the SGB for FET (CSL)
Vosloo, CM	Mpumalanga Department of Education	Mpumalanga Department of Education	Holds a PhD. Was a member of the national task team for the development FET CSL unit standards for levels 2 to 4; member of national task team for the development of the NCS (General); coordinator of the SGB for FET (CSL)

No. 1664

14 November 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

**Manufacturing and Assembly**

Registered by NSB 06, Manufacturing, Engineering and Technology, publishes the following qualification 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. The qualification and unit standards can be accessed via the SAQA web-site at [www.saga.org.za](http://www.saga.org.za). Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

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

The Director: Standards Setting and Development  
SAQA

Attention: Mr. D Mphuthing

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 431-5144

e-mail: [dmphuthing@saga.co.za](mailto:dmphuthing@saga.co.za)



**DUGMORE MPHUTHING**

**ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### **National Certificate: Technical Workshop Support Services**

SAQA QUAL ID	QUALIFICATION TITLE	
48534	National Certificate: Technical Workshop Support Services	
SGB NAME	SGB Manufacturing and Assembly Processes	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
MET-1-National Certificate	National Certificate	Manufacturing and Assembly
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
131	Level 1	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

#### **PURPOSE OF THE QUALIFICATION**

A learner acquiring this qualification will be able to operate as a knowledgeable and appropriately skilled worker, in a Training / Assessment / Maintenance or Production environments in an effective and efficient manner, either as a member of a working team or individually when required, performing the tasks prescribed for this level.

The learner will know and understand the general basics of the skills area he/she is assisting in, including safety aspects. He/She will be able to perform the relevant tasks in the workplace to the prescribed standards, while correctly following the prescribed work procedures, and occupational health and safety protection measures applicable to the relevant environment. The learner will be able to interpret and comply with the prescribed aspects of certain legislation impacting on his/her work situation. The learner will be able to communicate effectively, orally or in writing, with co-workers and responsible persons in the workplace.

This qualification provides the qualifying learner with legal proof of having achieved the necessary competence of knowledge, skills and values.

The learning programme that leads to this qualification improves the operating abilities and therefore the earning ability of the qualifier, which must contribute to the social and economic development of the country.

This qualification allows for progression for a person who has successfully completed this qualification at NQF Level 1, to enroll for an NQF Level 2 Qualification in the same field. It ensures a foundation for a structured career path for the learner.

This qualification supports the objectives of the National Qualification Framework regarding access, mobility and progression, quality of learning, redress of unfair discrimination and contributes to personal development and social economic development of the nation.

#### **Rationale**

The need to support qualified personnel in a Training / Assessment / Maintenance / Production environment is critical to this process. This qualification accommodates the functions of such a support service. The Republic of South Africa has numerous training centers in which the preparation and basic maintenance of materials, equipment and facilities are a daily occurrence.

> The typical range of learners is the currently employed, unemployed and school leavers, who want to enter



a learning programme to obtain a National Certificate in Technical Workshop Support Services at NQF Level 1, to commence a career path in this work field.

> These learners, once qualified, will be able to effectively and efficiently work individually or in teams, on tasks such as assisting qualified personnel in the Training / Assessment / Maintenance or Production environments.

> South African industries are facing an increasing demand for better quality products at more competitive prices. This is leading to an increased demand for more knowledgeable and better skilled personnel. Historically this field experienced various forms of protection. Artisan aids personnel at the lower levels were only exposed to unplanned, periodic, ad-hoc and informal learning programmes, which did not establish an appropriately trained workforce. This field of work is now part of the global market, and it must be competitive in price and quality to survive. It can only achieve this through improved knowledge and skills levels. The new education and training dispensation can deliver this. Therefore a demand, which will increase in the future for this kind of qualified person will be met.

> This qualification equips learners with identified competencies in knowledge, skills and values related to the qualification at NQF Level 1 and it provides a basis for further learning at NQF 2. The outcomes, which embody these competencies in knowledge, skills and values, are listed below. The fundamental outcomes as well as the non-industry specific core of the unit standards required at this level, also provide the learner with building blocks for a learning pathway in various industries. The choice of electives allows the learner the option of continuing his/her learning in various areas in the related fields.

> The learning programme, which leads to this qualification, produces a person who is knowledgeable about and appropriately skilled in performing the relevant tasks in the related area.

> Improved levels of knowledge, skills and values, lead to greater ability to produce at more competitive costs and better quality, increased sales, greater profits, more personal income, which will impact favorably both on the society and the economy of the country.

#### **RECOGNIZE PREVIOUS LEARNING?**

Y

#### **LEARNING ASSUMED TO BE IN PLACE**

A learner intending to achieve this qualification, must have literacy, and numeracy skills equivalent to Grade 8 schooling or ABET Level 3.

#### **Recognition of prior learning**

This qualification may be achieved in part or in whole by recognition of prior learning. The candidate in this case must be evaluated / assessed in the same manner described including vertical and horizontal recognition.

#### **QUALIFICATION RULES**

N/A

#### **EXIT LEVEL OUTCOMES**

1. Demonstrate the required level of knowledge and understanding of the general basics of material and equipment identification and handling and the relevant details of required maintenance, by describing these verbally or in writing, in a clear and understandable manner, using the correct terminology.
2. Perform the prescribed tasks of material and workshop preparation, as a working team member or as an individual, showing the ability to co-operate, and understand and execute instructions.
3. Demonstrate the level of knowledge and understanding required at NQF Level 1, of the prescribed work procedures, the safety and health and environmental protection measures in workshop and material and equipment preparation by describing and performing these correctly.
4. Interpret, explain verbally or in writing, and comply with prescribed aspects of legislation that impacts on his/her work situation, relating to the Occupational Health and Safety Act, the Labour Relations Act and Skills development Act in terms of the NQF.

**ASSOCIATED ASSESSMENT CRITERIA**

1.

- > The description proves that the learner possesses the required level of knowledge and understanding of the subject field.
- > The description gives the correct details of the relevant aspects of material and equipments used in the trade.
- > The description is given in a clear and understandable manner.
- > The correct terminology is used.

2.

- > The procedures prescribed for the relevant tasks are applied correctly.
- > The outcomes of the performance of the relevant tasks comply with prescribed targets.
- > The learner co-operates successfully as a working team member.
- > Instructions are executed as prescribed.

3.

- > The description proves that the learner has achieved the level of knowledge and understanding prescribed for NQF Level 1 in Workshop preparation and material and equipment handling
- > The details given in the description are according to the set unit standards.

4.

- > The explanation proves that the learner has the level of knowledge and understanding of the subject matter, which ensures correct interpretation and compliance to the set unit standards.
- > The details of the prescribed aspects of the relevant legislation are interpreted and explained as is set in the unit standards.
- > The explanation of the interpretation is given in a clear and understandable manner.
- > The correct legal terminology is used in the explanation.
- > The learner in his/her work situation correctly complies with the prescribed aspects of the relevant legislation as per the unit standards.
- > The description, verbally or written, is given in a clear and structured manner.
- > The correct technological terminology is used.
- > The relevant procedures and measures are performed as prescribed.

**Integrated assessment**

The unit standards on which the qualification is based, describe the competent performance and basic maintenance of material / equipment and facilities and lay down the criteria by which competence should be judged, as well as the range of circumstances in which competence should be demonstrated. For each unit standard there are corresponding performance assessment criteria, which describe the evidence an assessor should use to determine a learners competence.

Integrated assessment methods and equipments for this qualification must allow the learner to demonstrate that he/she has acquired the knowledge and values of and can safely and efficiently apply the required competence in the relevant aspects of activities of Preparation and Basic Maintenance of Equipment and facilities, as described. These tools are written or oral tests to determine level of knowledge and on-the-job observations to determine applied competence, as summative assessment, for all the outcomes at the completion of the learning programme. The equipments that can be used for formative assessments during and at the completion of the modules learning programme, for each of the outcomes are oral testing, on-the-job observation and role-play situations. The assessor/s can decide which will be the most appropriate in the particular situation where the assessments are taking place.

A portfolio of evidence of the outcomes of all these assessments for each learner must be built up for record purposes.

This portfolio may include:

- > Written statements from e.g. current or previous employer, colleagues, peers, managers, i.e. persons who can supply relevant references.
- > Relevant awards or certificates.
- > Previous assessment records.
- > Journals / Logbooks, records of work performance.

The currently unemployed who follow a learning programme to achieve this qualification, as well as persons

seeking recognition of prior learning, can be assessed in the same way.

#### **INTERNATIONAL COMPARABILITY**

No similar Qualifications could be found.

#### **ARTICULATION OPTIONS**

The choice of elective learning components allows the learner to change to another pathway in Workshop Support Services at the same level, or at the next higher level be it in a Training or Assessment or Maintenance or Production environment.

The fundamental and core learning components will equip the learner with credits which will be useful in other fields of learning that the learner might wish to change to at any future stage.

#### **MODERATION OPTIONS**

All providers of the learning to achieve this qualification must be registered with the relevant ETQA as determined by SAQA.

All assessor/s must be registered with the ETQA division as determined by SAQA and comply with the requirements for assessors as prescribed by the ETDP ASSMT 01 standard. In addition, the assessor/s must at least have knowledge and skills levels in this field one level above that of this qualification, plus two years practical experience in this field. All moderators moderating the assessment of Learners for this qualification must be registered with the ETQA as determined by SAQA.

#### **CRITERIA FOR THE REGISTRATION OF ASSESSORS**

N/A

#### **NOTES**

N/A

#### **UNIT STANDARDS**

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

	<b>UNIT STANDARD ID AND TITLE</b>	<b>LEVEL</b>	<b>CREDITS</b>	<b>STATUS</b>
Core	7450 Work with measurement in a variety of contexts	Level 1	2	Registered
Core	8186 Routine maintenance of technical- and site equipment	Level 1	5	Registered
Core	8202 Use basic hand-skills	Level 1	5	Registered
Core	10255 Select, use and care for power tools	Level 1	5	Registered
Core	12209 Select and use basic hand tools and materials	Level 1	4	Registered
Core	13165 Describe the properties of materials found in the workplace and describe their impact on the environment	Level 1	6	Public Comment
Core	13167 Identify potential hazards and critical safety issues in the workplace	Level 1	2	Public Comment
Core	13171 Describe and show how the NQF can help me to plan a learning and career pathway	Level 1	5	Public Comment
Core	13172 Understand the employer/employee relationship	Level 1	3	Public Comment
Core	9965 Render basic first aid	Level 2	3	Registered
Core	12465 Develop a learning plan and a portfolio for assessment	Level 2	6	Registered
Core	12466 Explain the individual's role within business	Level 2	4	Registered
Core	13238 Mark off basic engineering shapes	Level 2	2	Draft
Core	13963 Demonstrate Knowledge and Understanding Towards Occupational health and safety Regulatory Requirements	Level 2	2	Draft - Prep for P Comment
Elective	7504 Demonstrate skills that relate to a safe and secure environment	Level 1	2	Registered

Elective	14092 Understand and apply technological knowledge and skills in systems and control	Level 1	3	Registered
Elective	7106 Conduct minor routine and breakdown maintenance on equipment and machines	Level 2	6	Registered-capture in proc
Elective	12668 Read and react to machine control variables	Level 2	4	Registered-capture in proc
Elective	14775 Transfer materials	Level 2	4	Recommended
Fundamental	14079 Apply concepts of lines of sight, views and perspectives in drawings, pictures, photographs and the environment to make sense of and decisions relative to the world around us	Below Level 1	1	Registered
Fundamental	7451 Collect, analyse, use and communicate numerical data	Level 1	2	Registered
Fundamental	7452 Describe, represent and interpret mathematical models in different contexts	Level 1	6	Registered
Fundamental	7453 Use algebraic notation, conventions and terminology to solve problems	Level 1	3	Registered
Fundamental	7463 Describe and represent objects and the environment in terms of shape, space, time and motion	Level 1	2	Registered
Fundamental	7464 Analyse cultural products and processes as representations of shape, space and time	Level 1	2	Registered
Fundamental	7524 Show a critical awareness of language usage	Level 1	3	Registered
Fundamental	7526 Engage with aesthetic, affective, cultural and social values in texts	Level 1	3	Registered
Fundamental	7528 Identify, access, analyse, use and present information	Level 1	4	Registered
Fundamental	7530 Use appropriate communication skills, conventions and structures for specific purposes and situations	Level 1	4	Registered
Fundamental	7535 Engage with meaning, organisation and structure of texts	Level 1	3	Registered
Fundamental	12471 Explore and use a variety of strategies to learn (revised)	Level 1	5	Registered
Fundamental	13169 Describe and discuss issues relating to HIV-AIDS, TB and sexually transmitted illnesses and their impact on the workplace	Level 1	4	Public Comment
Fundamental	14780 Apply financial life skills	Level 1	4	Registered
Fundamental	7547 Operate a personal computer system	Level 2	6	Registered
Fundamental	13258 Participate in work group activities	Level 2	4	Registered

No. 1665

14 November 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

**Corrections**

Registered by NSB 08, Law, Military Science and Security, 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.saga.org.za](http://www.saga.org.za). Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

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

The Director: Standards Setting and Development  
SAQA

*Attention: Mr. D Mphuthing*

Postnet Suite 248


Private Bag X06

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or faxed to 012 – 431-5144

e-mail: [dmphuthing@saqa.co.za](mailto:dmphuthing@saqa.co.za)

  
Dugmore Mphuthing  
Acting Director: Standards Setting and Development





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### National Certificate: Corrections Science

SAQA QUAL ID	QUALIFICATION TITLE	
24197	National Certificate: Corrections Science	
SGB NAME	SGB Corrections	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
LMS-4-National Certificate	National Certificate	Safety in Society
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
120	Level 4	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

#### PURPOSE OF THE QUALIFICATION

This qualification is aimed at learners who work or intend to work within a correctional environment, and who seek recognition for essential skills needed at entry level of correctional operations. Furthermore, it has been developed to promote professionalism and work ethics in the correctional environment. As such this qualification will promote good governance and the eradication of corrupt behaviour.

It will allow a learner to obtain a nationally recognised qualification in Correctional Science. A qualifying learner will be able to demonstrate knowledge and understanding of correctional practices which will contribute to the development of persons involved in a corrections environment. It will also assist in changing the perceptions of the lack of expertise within corrections environment which will improve image and the relationships between the correctional officials and the community.

Recipients of this qualification know about and are able to conduct the essential operations associated with custody, rehabilitation and community corrections. It lays a foundation for future career advancement in corrections.

#### Rationale:

The government of South Africa has repeatedly emphasised the importance and need to promote good governance and professionalism within state departments. It was with this focus in mind that the construction of this qualification involved vigorous consideration to ensure that the elements of work ethics are included in the National Certificate in Corrections Science.

This qualification reflects the entry level workplace needs of the corrections industry at entry level. The majority of the candidates who aspire for this qualification are likely to be those already working in the corrections sector. The qualification will therefore give them the opportunity to develop skills and to acquire the knowledge that is essential for successful execution of correctional duties.

It also provides the opportunity to entry level employees at entry level to earn a formal qualification in corrections science.

#### RECOGNIZE PREVIOUS LEARNING?

Y

#### LEARNING ASSUMED TO BE IN PLACE

It is assumed that candidates embarking on learning towards this qualification have:

- > Written and oral communication skills at NQF level 3
- > Basic Interpersonal skills
- > Mathematical and numerical skills at NQF level 3

Recognition of prior learning:

This qualification can be achieved wholly or in part through recognition of prior learning.

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

All such evidence should be judged according to the general principles of assessment described in the notes to assessors.

#### **QUALIFICATION RULES**

N/A

#### **EXIT LEVEL OUTCOMES**

On achieving this qualification a learner will be able to:

1. Communicate with individuals and groups within the corrections services environment in a variety of ways.
2. Conduct custodial duties in accordance with legislation and organisational policies.
3. Demonstrate understanding of human rights and apply ethical standards in the treatment of and rehabilitation of inmates.
4. Promote healthy living practices in the correctional services environment.  
Range: Aspects of healthy living are detailed in the associated unit standards
5. Apply basic managerial skills within a correctional services environment.

Critical Cross-Field Outcomes:

This qualification addresses the following critical cross-field outcomes. The way in which the critical cross-field outcomes are addressed is presented in detail in the unit standards outlined in annexure A, B and C.

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

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

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

#### **ASSOCIATED ASSESSMENT CRITERIA**

1. Communication within and about the correctional services processes is clear, understandable and effective.
2. Custodial duties are conducted in accordance with the relevant laws and correctional services policies.
3. Inmates are treated with due consideration for human rights and organisational ethics.
4. All aspects of healthy living are explained in a manner acceptable to the target audience.
5. Basic managerial skills are employed to enhance efficiency in the organisation.

#### **Integrated Assessment:**

For award of the qualification, a candidate must achieve each of the fundamental and core unit standard as per annexure A, B as well as the elective unit standards chosen as per annexure C.

In addition, candidates must demonstrate the ability to engage in the correctional operations selected in an integrative way, dealing with divergent and "random" demands related to these work operations, effectively. Evidence is required that the candidate is able to achieve the purpose of the qualification as a whole at the time of the award of the qualification.

As it is a Unit Standard based Qualification, both formative and summative assessment processes are accounted for. A broad range of task orientated and theoretical assessment tools may be used.

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

#### **INTERNATIONAL COMPARABILITY**

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

- > Australia
- > New Zealand
- > United States of America
- > Canada

In addition, the abilities described in the unit standards have also been compared with the findings of Australia and New Zealand.

In general this qualification and its component unit standards compare well with their international counterparts. The only major differences are in formatting and scope of coverage or focus. The qualifications found to be the most comparable to this one are:

- > Certificate in Correctional Practice (Australia)
- > National Certificate in Offender Management (New Zealand)

#### **ARTICULATION OPTIONS**

This qualification acts as a springboard from which people may start and progress to other qualifications in Corrections Science. It provides the opportunity for horizontal articulation with qualifications in generic management. It will also articulate vertically with qualifications in corrections at NQF level 5 and higher where the learner will be able to follow specialist areas in the sector.

#### **MODERATION OPTIONS**

Providers offering learning towards achievement of the core unit standards that make up this qualification must be accredited through the relevant ETQA.

Internal moderation of assessment must take place at the point of assessment with external moderation provided by the relevant ETQA according to the moderation guidelines and the agreed ETQA procedures.

Assessors registered with the relevant ETQA must carry out the assessment of candidates for the core unit

standards that make up this qualification. The following criteria are specified for assessors concerning the core aspects of the qualification:

- > Assessors need experience in interpersonal skills, subject matter and assessment.
- > Assessors need to be competent in the planning and conducting of assessment of learning outcomes (NQF level 4) and in the design and development of assessments as described in the unit standards (see annexure A, B and C).
- > Subject matter experience must be well developed within the field of correctional operations such as custody, rehabilitation and community corrections.
- > The assessor must have a qualification relevant to corrections science with a minimum of 12 months correctional services experience or the subject matter experience of the assessor can be established by recognition of prior learning.

### **CRITERIA FOR THE REGISTRATION OF ASSESSORS**

Notes for assessors:

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

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

Principles of assessment:

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

### **NOTES**

Credits and credit composition

Fundamental:

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



**Core:**

> All unit standards in the core section, totalling 62 credits are compulsory

**Elective:**

> A minimum of 22 credits of the candidate's choice from the list specified.

**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	STATUS
Core	10022 Comply with organisational ethics	Level 4	4	Registered
Core	14597 Utilise security equipment in corrections	Level 4	12	Public Comment
Core	14615 Provide elementary health care in corrections	Level 4	8	Public Comment
Core	14619 Promote personal care and environmental hygiene in corrections	Level 4	8	Public Comment
Core	14630 Manage workplace equipment in a prison environment	Level 4	3	Public Comment
Core	14643 Conduct internal custodial duties	Level 4	8	Public Comment
Core	14646 Demonstrate an understanding of the human rights contained in the bill of rights	Level 4	12	Public Comment
Core	114018 Conduct external custodial duties	Level 4	4	Public Comment
Core	114022 Demonstrate a basic understanding of offender rehabilitation and development	Level 4	3	Public Comment
Elective	13915 Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace	Level 3	4	Registered
Elective	13918 Manage time and the work process in a business environment	Level 3	4	Registered
Elective	10388 Interpret basic financial statements	Level 4	3	Registered
Elective	13945 Describe and apply the management of stock and fixed assets in a business unit	Level 4	2	Registered
Elective	13947 Motivate a team	Level 4	6	Registered
Elective	14639 Demonstrate an understanding of the scope and operations within the field of community corrections	Level 4	12	Public Comment
Elective	114012 Provide a caring environment for youth in conflict with the law	Level 4	6	Public Comment
Fundamental	8974 Engage in sustained oral communication and evaluate spoken texts	Level 4	5	Registered
Fundamental	8975 Read, analyse and respond to a variety of texts	Level 4	5	Registered
Fundamental	8976 Write for a wide range of contexts	Level 4	5	Registered
Fundamental	8979 Use language and communication in occupational learning programmes	Level 4	5	Registered
Fundamental	9014 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 4	6	Registered
Fundamental	9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6	Registered
Fundamental	9016 Represent, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 4	4	Registered





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### National Diploma: Corrections Science

SAQA QUAL ID	QUALIFICATION TITLE	
48553	National Diploma: Corrections Science	
SGB NAME	SGB Corrections	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
LMS-5-National Diploma	National Diploma	Safety in Society
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
240	Level 5	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

#### PURPOSE OF THE QUALIFICATION

This qualification is aimed at learners who work within a corrections environment, and who seek recognition for essential skills needed up to the level of first line supervisors of correctional operations. Furthermore, this qualification has been developed to promote professionalism, rehabilitation of offenders, human rights, community corrections, care for youth and female offenders, and the adherence to correctional law.

This qualification will allow a learner to obtain a nationally recognised qualification in Corrections Science. A qualifying learner will be able to demonstrate knowledge and skills of essential correctional practices associated with the rehabilitation of sentenced and unsentenced, adult and youth, male and female offenders whether detained in prison or subject to community corrections.

This qualification will also assist in changing the perceptions of the lack of good governance, professionalism and expertise within corrections environment which will improve the image and relationships between the corrections industry and the community.

This qualification lays a foundation for higher career advancement in corrections.

#### Rationale

In corrections, officials are responsible for the upliftment of the fallen persons. Since the demilitarisation of the corrections industry in 1996, greater emphasis was placed on rehabilitation and humane treatment of offenders. Furthermore, the corrections industry is characterised by the implementation of unit management principles in correctional facilities. The introduction and growth in community corrections necessitate skills development of correctional officials in this specialised area of corrections industry. Other areas of specialization in corrections industry include youth and female offenders.

In the corrections environment correctional officials are exposed on a daily basis to situations which necessitate thorough knowledge of correctional law to avoid liability, negligence, infringements of human rights and transgressions of the Correctional Services Act.

The government of South Africa has repeatedly emphasised the importance and need to promote good governance and professionalism within state departments.

It is with this focus in mind that the design of this qualification includes elements of professionalism, human rights, rehabilitation, community corrections, youth and female corrections, and correctional law.

Furthermore, correctional officials have the responsibility to manage themselves and others (subordinates and offenders), do estimates of supplies and apply effective control over financial expenditure. Therefore, elements of generic and service management have also been built into the design of this qualification.

This qualification reflects workplace needs of the corrections industry for correctional officials up to first line supervisors. The majority of the candidates to aspire for this qualification are likely to be those already working in the corrections sector. The qualification will therefore give them the opportunity to develop skills and to acquire the knowledge that is essential for successful execution of correctional duties up to the level of first line supervisors.

This qualification also provides the opportunity to corrections employees to earn a formal qualification in corrections science.

#### **RECOGNIZE PREVIOUS LEARNING?**

Y

#### **LEARNING ASSUMED TO BE IN PLACE**

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

- > Computer literacy
- > Communication skills
- > Interpersonal skills
- > Numerical skills

Recognition of prior learning

This qualification can be achieved wholly or in part through recognition of prior learning.

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

All such evidence should be judged according to the general principles of assessment described in the notes to assessors.

#### **QUALIFICATION RULES**

N/A

#### **EXIT LEVEL OUTCOMES**

On achieving this qualification a learner will be able to:

1. Communicate with individual and groups within the corrections services environment in a variety of ways.
2. Conduct custodial duties in accordance with legislation and organisational policies.
3. Demonstrate understanding of human rights and apply ethical standards in the treatment of and rehabilitation of offenders.
4. Promote healthy living practices in the correctional services environment.
5. Apply intermediate managerial skills within a correctional services environment.
6. Apply relevant legislation in a correctional services environment.

Critical cross-field outcomes

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

- > Identifying and solving problems in which responses display that responsible decisions using critical and creative thinking have been made.
- > Working effectively with others as a member of a team, group, organisation, or community.
- > Organizing and managing oneself and one's activities responsibly and effectively.
- > Collecting, analysing, organizing and critically evaluating information.
- > Communicating effectively using visual, mathematical and/or language skills in the modes of oral and/or written persuasion.

- > Using science and technology effectively and critically, showing responsibility towards the environment and health of others.
- > Demonstrating an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation.

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

- > Reflecting on and exploring a variety of strategies to learn more effectively.
- > Participating as responsible citizens in the life of local, national and global communities.
- > Being culturally and aesthetically sensitive across a range of social contexts.
- > Exploring education and career opportunities; and developing entrepreneurial opportunities.

### **ASSOCIATED ASSESSMENT CRITERIA**

1.1 Communication within and about the correctional services processes is clear, understandable and effective.

2.1 Custodial duties are conducted in accordance with the relevant laws and correctional services policies.

2.2 Custodial duties are conducted with due sensitivity to the diversity of the prison population.

3.1 Inmates are treated with due consideration for human rights and organisational ethics.

4.1 All aspects of healthy living are explained in a manner acceptable to the target audience.

4.2 Information regarding all applicable support services is given and reinforced.

4.3 Referral are made to support services where applicable.

### **Integrated Assessment**

For award of the qualification, a candidate must achieve each of the fundamental and core unit standards as well as the elective unit standards chosen as per annexure A.

In addition, candidates must demonstrate the ability to engage in the correctional operations selected in an integrative way, dealing with divergent and "random" demands related to these work operations, effectively. Evidence is required that the candidate is able to achieve the purpose of the qualification as a whole at the time of the award of the qualification.

As it is a Unit Standard based Qualification, both formative and summative assessment processes are accounted for. A broad range of task orientated and theoretical assessment tools may be used.

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

### **INTERNATIONAL COMPARABILITY**

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

- > Australia
- > New Zealand
- > United States of America

In addition, the abilities described in the unit standards have also been compared with the findings of Australia and New Zealand.

In general this qualification and its component unit standards compare well with their international counterparts. The only major differences are in formatting and scope of coverage or focus. The qualifications found to be the most comparable to this one are:

- > Associate Degree in Corrections Science (USA)
- > Diploma in Correctional Administration (Australia)

- > Corrections Administration - Associate in Applied Science (USA)
- > Corrections, Probation & Parole - Associate in Applied Science Degree (USA)
- > Certificates III & IV in Correctional Practice (Australia)
- > National Certificates (levels 3 & 4) in Offender Management (New Zealand)
- > Correctional Science Certificate (USA)
- > Certificate for corrections officers (USA)

### ARTICULATION OPTIONS

The National Diploma in Corrections Science has been designed to allow for an integrated learning pathway. The Diploma is a 240 credit qualification of which 39 credits are also incorporated into the National Certificate in Corrections Science. Therefore, this qualification makes provision for the recognition of prior learning through credits, to learners who completed the Certificate in Corrections Science, in terms of the following core unit standards:

- > Conduct external custodial duties (4 credits)
- > Conduct internal custodial duties (8 credits)
- > Demonstrate a basic understanding of offender rehabilitation and development (3 credits)
- > Demonstrate an understanding of the Human Rights contained in the Bill of Rights (12 credits)
- > Demonstrate an understanding of the scope and operations within the field of community corrections (12 credits)

This qualification allows learners access to NQF level 6 qualifications such as the First Degree in Corrections Science which is the main route of entry in producing honours, masters and doctoral graduates in corrections science.

Furthermore, this qualification makes provision for the recognition of prior learning through credits, to learners who register with the National Diploma to do the First Degree in Corrections Science, in terms of the following core unit standards:

- > Admit, Transfer and Release persons subject to Community Corrections (12 credits)
- > Apply direct supervision (4 credits)
- > Identify laws and rules applicable to different issues or circumstances within the correctional/ detention environment (3 credits)
- > Manage cultural needs of inmates (3 credits)
- > Manage personal safety in a prison (4 credits)
- > Administer admission, transfer and releases of inmates (12 credits)
- > Apply Human Rights in a correctional/detention environment (18 credits)
- > Avoid and prevent conduct that can result in delictual liability of the State in a correctional/detention environment (12 credits)
- > Avoid and prevent crimes and transgressions of the Correctional Services Act and demonstrate understanding of the meaning and effect of criminal convictions (12 credits)
- > Avoid negligent conduct in corrections (12 credits)
- > Conduct Search and Inspection (8 credits)
- > Deliver services to female offenders (12 credits)
- > Deliver Youth Offender Services (25 credits)
- > Handle inmate complaints and requests (8 credits)
- > Manage visits at detention facilities (8 credits)
- > Provide a caring environment for youth in conflict with the law (6 credits)
- > Contribute to family and community involvement in the interest of youth in conflict with the law (6 credits)

This qualification also provides the opportunity for horizontal articulation with qualifications in generic and service management.



### **MODERATION OPTIONS**

Providers offering learning towards achievement of the core unit standards that make up this qualification must be accredited through the relevant ETQA.

Internal moderation of assessment must take place at the point of assessment with external moderation provided by the relevant ETQA according to the moderation guidelines and the agreed ETQA procedures.

Assessors registered with the relevant ETQA must carry out the assessment of candidates for the core unit standards that make up this qualification. The following criteria are specified for assessors concerning the core aspects of the qualification:

- > Assessors need experience in interpersonal skills, subject matter and assessment.
- > Assessors need to be competent in the planning and conducting of assessment of learning outcomes (NQF level 5) and in the design and development of assessments as described in the unit standards (see annexure C).
- > Subject matter experience must be well developed within the field of correctional operations such as custody, rehabilitation, female, youth and community corrections.
- > The assessor must have a qualification relevant to corrections science with a minimum of 24 months correctional services experience or the subject matter experience of the assessor can be established by recognition of prior learning.

### **CRITERIA FOR THE REGISTRATION OF ASSESSORS**

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

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

#### **Principles of assessment:**

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

### **NOTES**



N/A

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

	<b>UNIT STANDARD ID AND TITLE</b>	<b>LEVEL</b>	<b>CREDITS</b>	<b>STATUS</b>
Core	14639 Demonstrate an understanding of the scope and operations within the field of community corrections	Level 4	12	Public Comment
Core	14643 Conduct internal custodial duties	Level 4	8	Public Comment
Core	14646 Demonstrate an understanding of the human rights contained in the bill of rights	Level 4	12	Public Comment
Core	114016 Identify laws and rules applicable to different issues or circumstances within the correctional/ detention environment	Level 4	6	Public Comment
Core	114017 Admit, transfer and release persons subject to community corrections	Level 4	12	Public Comment
Core	114018 Conduct external custodial duties	Level 4	4	Public Comment
Core	114022 Demonstrate a basic understanding of offender rehabilitation and development	Level 4	3	Public Comment
Core	114023 Manage cultural needs of inmates	Level 4	3	Public Comment
Core	114037 Manage personal safety in a prison	Level 4	4	Public Comment
Core	114041 Apply direct supervision	Level 4	4	Public Comment
Core	114013 Handle inmate complaints and requests	Level 5	8	Public Comment
Core	114019 Avoid and prevent crimes and transgressions of the Correctional Services Act and demonstrate understanding of the meaning and effect of criminal convictions	Level 5	12	Public Comment
Core	114020 Manage visits at detention facilities	Level 5	8	Public Comment
Core	114024 Apply Human Rights in a correctional/detention environment	Level 5	18	Public Comment
Core	114026 Avoid and prevent conduct that can result in delictual liability of the state in a correctional/detention environment	Level 5	12	Public Comment
Core	114036 Administer admission, transfer and releases of inmates	Level 5	12	Public Comment
Core	114038 Conduct search and inspection	Level 5	8	Public Comment
Core	114040 Avoid negligent conduct in corrections	Level 5	12	Public Comment
Elective	114012 Provide a caring environment for youth in conflict with the law	Level 4	6	Public Comment
Elective	7848 Manage the induction of new staff	Level 5	5	Registered
Elective	7858 Maintain supply levels	Level 5	10	Registered
Elective	7861 Gather and present evidence in a hearing	Level 5	8	Registered
Elective	7866 Plan, organise and monitor work in own area of responsibility	Level 5	3	Registered
Elective	7878 Prepare and Maintain Financial Records and Statements	Level 5	12	Registered
Elective	8662 Analyse and communicate workplace data	Level 5	5	Registered
Elective	9224 Implement policies regarding HIV/AIDS in the workplace	Level 5	4	Registered
Elective	14155 Create and maintain positive workplace relationships	Level 5	5	Recommended
Elective	15223 Implement training needs for teams and individuals to upgrade skills levels	Level 5	3	Registered
Elective	15224 Empower team members through recognising strengths, encouraging participation in decision making and delegating tasks	Level 5	4	Registered
Elective	15229 Implement codes of conduct in the team, department or division	Level 5	3	Registered
Elective	15233 Harness diversity and build on strengths of a diverse working environment	Level 5	3	Registered
Elective	15236 Apply financial analysis	Level 5	4	Registered
Elective	114014 Contribute to family and community involvement in the interest of youth in conflict with the law	Level 5	6	Public Comment
Elective	114015 Deliver youth offender services	Level 5	25	Public Comment
Elective	114021 Deliver services to female offenders	Level 5	12	Public Comment
Fundamental	8647 Apply workplace communication skills	Level 5	10	Registered
Fundamental	8648 Demonstrate an understanding of professional values and ethics	Level 5	4	Registered



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

1

#### Utilise security equipment in corrections

SAQA US ID	UNIT STANDARD TITLE		
14597	Utilise security equipment in corrections		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Corrections		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Law, Military Science and Security		Safety in Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
LMS-SIS-0-SGB COR	Regular	Level 4	12

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Select and carry security equipment effectively and safely.

##### **SPECIFIC OUTCOME 2**

Use correct security effectively and safely.

##### **SPECIFIC OUTCOME 3**

Inspect and maintain security equipment.

##### **SPECIFIC OUTCOME 4**

Shut or close down security equipment correctly and safely.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

2

#### Provide elementary health care in corrections

SAQA US ID	UNIT STANDARD TITLE		
14615	Provide elementary health care in corrections		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Corrections		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Law, Military Science and Security		Safety in Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
LMS-SIS-0-SGB COR	Regular	Level 4	8

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Involve stakeholders in offender health care.

##### **SPECIFIC OUTCOME 2**

Promote health care.

##### **SPECIFIC OUTCOME 3**

Handle medical equipment.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

3

### Promote personal care and environmental hygiene in corrections

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
14619	Promote personal care and environmental hygiene in corrections		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Corrections		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Law, Military Science and Security		Safety in Society	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
LMS-SIS-0-SGB COR	Regular	Level 4	8

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Provide meals.

##### **SPECIFIC OUTCOME 2**

Maintain environmental hygiene.

##### **SPECIFIC OUTCOME 3**

Provide clothing and bedding.

##### **SPECIFIC OUTCOME 4**

Maintain personal hygiene.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

4

#### Manage workplace equipment in a prison environment

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
14630	Manage workplace equipment in a prison environment		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Corrections		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Law, Military Science and Security		Safety in Society	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
LMS-SIS-0-SGB COR	Regular	Level 4	3

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Plan requirements for prison workplace equipment.

##### **SPECIFIC OUTCOME 2**

Allocate and monitor prison workplace equipment.

##### **SPECIFIC OUTCOME 3**

Maintain operational status of prison workplace equipment.

##### **SPECIFIC OUTCOME 4**

Document and store prison workplace equipment.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

5

#### Conduct internal custodial duties

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
14643	Conduct internal custodial duties		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Corrections		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Law, Military Science and Security		Safety in Society	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
LMS-SIS-0-SGB COR	Regular	Level 4	8

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Perform internal guard duties.

##### **SPECIFIC OUTCOME 2**

Control access.

##### **SPECIFIC OUTCOME 3**

Control movement of inmates.

##### **SPECIFIC OUTCOME 4**

Lock and unlock cells.

##### **SPECIFIC OUTCOME 5**

Perform security related activities.

##### **SPECIFIC OUTCOME 6**

Ensure perimeter security.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

6

**Demonstrate an understanding of the human rights contained in the bill of rights**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
14646	Demonstrate an understanding of the human rights contained in the bill of rights		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Corrections		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Law, Military Science and Security		Safety in Society	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
LMS-SIS-0-SGB COR	Regular	Level 4	12

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Demonstrate knowledge and understanding of the Bill of Rights.

##### **SPECIFIC OUTCOME 2**

Demonstrate knowledge and understanding of which rights are contained in the Bill of Rights.

##### **SPECIFIC OUTCOME 3**

Demonstrate an understanding of the link between human rights and the Correctional Services Act.

##### **SPECIFIC OUTCOME 4**

Display respect and a positive attitude towards human rights.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

7

#### Conduct external custodial duties

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
114018	Conduct external custodial duties		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Corrections		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Law, Military Science and Security		Safety in Society	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
LMS-SIS-0-SGB COR	Regular	Level 4	4

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Guard inmates in public.

##### **SPECIFIC OUTCOME 2**

Perform escort duties.

##### **SPECIFIC OUTCOME 3**

Guard inmates on prison premises.

##### **SPECIFIC OUTCOME 4**

Monitor outside guarding.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

8

#### Demonstrate a basic understanding of offender rehabilitation and development

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
114022	Demonstrate a basic understanding of offender rehabilitation and development		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Corrections		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Law, Military Science and Security		Safety in Society	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
LMS-SIS-0-SGB COR	Regular	Level 4	3

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Demonstrate an understanding of offender rehabilitation and development.

##### **SPECIFIC OUTCOME 2**

Demonstrate an understanding of offender rehabilitation and development programmes.

##### **SPECIFIC OUTCOME 3**

Demonstrate an understanding of the responsibilities of all custody officials.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

9

**Demonstrate an understanding of the scope and operations within the field of community corrections**

SAQA US ID	UNIT STANDARD TITLE		
14639	Demonstrate an understanding of the scope and operations within the field of community corrections		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Corrections	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Law, Military Science and Security		Safety in Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
LMS-SIS-0-SGB COR	Regular	Level 4	12

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Demonstrate an understanding of community-based sentences.

##### **SPECIFIC OUTCOME 2**

Illustrate the interrelationship between community corrections and the criminal justice system.

##### **SPECIFIC OUTCOME 3**

Explain the different roles of community corrections officials.

##### **SPECIFIC OUTCOME 4**

Explain the different roles of external role-players working in community corrections environment.

##### **SPECIFIC OUTCOME 5**

Demonstrate an understanding of community corrections from a human rights perspective.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

10

**Identify laws and rules applicable to different issues or circumstances within the correctional/ detention environment**

SAQA US ID	UNIT STANDARD TITLE		
114016	Identify laws and rules applicable to different issues or circumstances within the correctional/ detention environment		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Corrections	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Law, Military Science and Security		Safety in Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
LMS-SIS-0-SGB COR	Regular	Level 4	6

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Demonstrate an understanding of the bigger picture regarding the legal framework.

##### **SPECIFIC OUTCOME 2**

Identify laws applicable to corrections in general.

##### **SPECIFIC OUTCOME 3**

Identify laws and sections of legislation applicable in particular cases or different situations.

##### **SPECIFIC OUTCOME 4**

Consider all sections of legislation applicable in dealing with different particular issues.

##### **SPECIFIC OUTCOME 5**

Take account of amendments to legislation.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

11

**Admit, transfer and release persons subject to community corrections**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
114017	Admit, transfer and release persons subject to community corrections		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Corrections		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Law, Military Science and Security		Safety in Society	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
LMS-SIS-0-SGB COR	Regular	Level 4	12

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Identify persons subject to community corrections.

##### **SPECIFIC OUTCOME 2**

Gather and capture admission/release data.

##### **SPECIFIC OUTCOME 3**

Compile and refer case files.

##### **SPECIFIC OUTCOME 4**

Transfer persons subject to community corrections.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

12

## Manage cultural needs of inmates

SAQA US ID		UNIT STANDARD TITLE	
114023		Manage cultural needs of inmates	
SGB NAME		ABET BAND	PROVIDER NAME
SGB Corrections		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Law, Military Science and Security		Safety in Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
LMS-SIS-0-SGB COR	Regular	Level 4	3

**Specific Outcomes:****SPECIFIC OUTCOME 1**

Identify cultural background of inmates.

**SPECIFIC OUTCOME 2**

Assess cultural needs of prison inmates.

**SPECIFIC OUTCOME 3**

Develop cultural plans for inmates.

**SPECIFIC OUTCOME 4**

Implement cultural plans for inmates.

**SPECIFIC OUTCOME 5**

Evaluate implementation of cultural plans for inmates.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

13

#### Manage personal safety in a prison

SAQA US ID		UNIT STANDARD TITLE	
114037		Manage personal safety in a prison	
SGB NAME		ABET BAND	PROVIDER NAME
SGB Corrections		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Law, Military Science and Security		Safety in Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
LMS-SIS-0-SGB COR	Regular	Level 4	4

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Identify risks to personal safety in a prison.

##### **SPECIFIC OUTCOME 2**

Maintain personal safety in a prison.

##### **SPECIFIC OUTCOME 3**

Enhance personal safety in a prison.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

14

Apply direct supervision

SAQA US ID	UNIT STANDARD TITLE		
114041	Apply direct supervision		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Corrections		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Law, Military Science and Security		Safety in Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
LMS-SIS-0-SGB COR	Regular	Level 4	4

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Observe behaviour.

##### **SPECIFIC OUTCOME 2**

Report and record observed behaviour.

##### **SPECIFIC OUTCOME 3**

Recommend and act on observed behaviour.

##### **SPECIFIC OUTCOME 4**

Maintain close interaction with inmates.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

15

#### Handle inmate complaints and requests

SAQA US ID		UNIT STANDARD TITLE	
114013		Handle inmate complaints and requests	
SGB NAME		ABET BAND	PROVIDER NAME
SGB Corrections		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Law, Military Science and Security		Safety in Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
LMS-SIS-0-SGB COR	Regular	Level 5	8

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Stabilise and listen to complaints.

##### **SPECIFIC OUTCOME 2**

Record the complaint.

##### **SPECIFIC OUTCOME 3**

Investigate and deal with the complaint.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

16

**Avoid and prevent crimes and transgressions of the Correctional Services Act and demonstrate understanding of the meaning and effect of criminal convictions**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
114019	Avoid and prevent crimes and transgressions of the Correctional Services Act and demonstrate understanding of the meaning and effect of criminal convictions		
<b>SGB NAME</b>	<b>ABET BAND</b>	<b>PROVIDER NAME</b>	
SGB Corrections	Undefined		
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Law, Military Science and Security		Safety in Society	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
LMS-SIS-0-SGB COR	Regular	Level 5	12

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Demonstrate knowledge and understanding of how criminal liability is determined.

##### **SPECIFIC OUTCOME 2**

Demonstrate knowledge and understanding of different crimes.

##### **SPECIFIC OUTCOME 3**

Avoid committing and prevent transgressions of the Correctional Services Act from being committed.

##### **SPECIFIC OUTCOME 4**

Avoid committing crimes in execution of duties and prevent (minimise) crimes from being committed.

##### **SPECIFIC OUTCOME 5**

Demonstrate understanding of the meaning and effect of convictions of different prisoners.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

17

### Manage visits at detention facilities

SAQA US ID		UNIT STANDARD TITLE	
114020		Manage visits at detention facilities	
SGB NAME		ABET BAND	PROVIDER NAME
SGB Corrections		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Law, Military Science and Security		Safety in Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
LMS-SIS-0-SGB COR	Regular	Level 5	8

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Administer security arrangements before visits to inmates.

##### **SPECIFIC OUTCOME 2**

Conduct security arrangements during visits.

##### **SPECIFIC OUTCOME 3**

Conduct security arrangements after visits.

##### **SPECIFIC OUTCOME 4**

Administer other visits.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

18

#### Apply Human Rights in a correctional/detention environment

SAQA US ID	UNIT STANDARD TITLE		
114024	Apply Human Rights in a correctional/detention environment		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Corrections		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Law, Military Science and Security		Safety in Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
LMS-SIS-0-SGB COR	Regular	Level 5	18

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Demonstrate an understanding of the limitation clause in the constitution.

##### **SPECIFIC OUTCOME 2**

Demonstrate understanding of the effect of powers granted by enabling legislation on human rights.

##### **SPECIFIC OUTCOME 3**

Avoid violation of human rights.

##### **SPECIFIC OUTCOME 4**

Execute limitation of human rights.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

19

**Avoid and prevent conduct that can result in delictual liability of the state in a correctional/detention environment**

SAQA US ID	UNIT STANDARD TITLE		
114026	Avoid and prevent conduct that can result in delictual liability of the state in a correctional/detention environment		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Corrections	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Law, Military Science and Security		Safety in Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
LMS-SIS-0-SGB COR	Regular	Level 5	12

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Demonstrate an understanding of how delictual (civil) liability is determined.

##### **SPECIFIC OUTCOME 2**

Distinguish between civil (delictual) and criminal liability.

##### **SPECIFIC OUTCOME 3**

Avoid conduct that can cause unlawful damages to persons.

##### **SPECIFIC OUTCOME 4**

Prevent conduct and situations that can cause liability for the State.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

20

## Administer admission, transfer and releases of inmates

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
114036	Administer admission, transfer and releases of inmates		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Corrections		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Law, Military Science and Security		Safety in Society	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
LMS-SIS-0-SGB COR	Regular	Level 5	12

**Specific Outcomes:****SPECIFIC OUTCOME 1**

Identify inmates.

**SPECIFIC OUTCOME 2**

Gather and capture admission, transfer and release data.

**SPECIFIC OUTCOME 3**

Receive, record and issue inmates' property.

**SPECIFIC OUTCOME 4**

Orientates admissions, transfers and releases of inmates.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

21

#### Conduct search and inspection

SAQA US ID	UNIT STANDARD TITLE		
114038	Conduct search and inspection		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Corrections	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Law, Military Science and Security		Safety in Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
LMS-SIS-0-SGB COR	Regular	Level 5	8

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Search People.

##### **SPECIFIC OUTCOME 2**

Search Property.

##### **SPECIFIC OUTCOME 3**

Inspect Property.

##### **SPECIFIC OUTCOME 4**

Conduct post-search and inspection activities.

##### **SPECIFIC OUTCOME 5**

Confiscate unauthorised articles.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

22

#### Avoid negligent conduct in corrections

SAQA US ID	UNIT STANDARD TITLE		
114040	Avoid negligent conduct in corrections		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Corrections	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Law, Military Science and Security		Safety in Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
LMS-SIS-0-SGB COR	Regular	Level 5	12

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Demonstrate an understanding of negligence and how it will be determined.

##### **SPECIFIC OUTCOME 2**

Determine/ estimate what a reasonable person in the same circumstances would have done.

##### **SPECIFIC OUTCOME 3**

Demonstrate an understanding of the consequences resulting from being found negligent.

##### **SPECIFIC OUTCOME 4**

Compare alternative potential actions and consequences in different circumstances.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

23

**Provide a caring environment for youth in conflict with the law**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
114012	Provide a caring environment for youth in conflict with the law		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Corrections		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Law, Military Science and Security		Safety in Society	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
LMS-SIS-0-SGB COR	Regular	Level 4	6

### **Specific Outcomes:**

#### **SPECIFIC OUTCOME 1**

Provide a youth friendly interior environment.

#### **SPECIFIC OUTCOME 2**

Create an exterior environment conducive to youth development.

#### **SPECIFIC OUTCOME 3**

Promote a social acceptable conduct towards the environment.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

24

**Contribute to family and community involvement in the interest of youth in conflict with the law**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
114014	Contribute to family and community involvement in the interest of youth in conflict with the law		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Corrections		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Law, Military Science and Security		Safety in Society	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
LMS-SIS-0-SGB COR	Regular	Level 5	6

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Promote community involvement in youth corrections.

##### **SPECIFIC OUTCOME 2**

Participate in community re-integration programmes for youth in conflict with the law.

##### **SPECIFIC OUTCOME 3**

Maintain family contact.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

25

#### Deliver youth offender services

SAQA US ID	UNIT STANDARD TITLE		
114015	Deliver youth offender services		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Corrections		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Law, Military Science and Security		Safety in Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
LMS-SIS-0-SGB COR	Regular	Level 5	25

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Understand and administer development of youth offender.

##### **SPECIFIC OUTCOME 2**

Demonstrate an understanding of special needs of youth offender.

##### **SPECIFIC OUTCOME 3**

Promote and respect the rights and responsibilities of youth offender.

##### **SPECIFIC OUTCOME 4**

Provide guidance and support to youth offender.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

26

#### Deliver services to female offenders

SAQA US ID	UNIT STANDARD TITLE		
114021	Deliver services to female offenders		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Corrections	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Law, Military Science and Security		Safety in Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
LMS-SIS-0-SGB COR	Regular	Level 5	12

#### **Specific Outcomes:**

##### ***SPECIFIC OUTCOME 1***

Understand and administer development programmes for female offenders.

##### ***SPECIFIC OUTCOME 2***

Demonstrate an understanding of special needs of female offender.

##### ***SPECIFIC OUTCOME 3***

Promote and respect the rights and responsibilities of female offender.

##### ***SPECIFIC OUTCOME 4***

Provide empowerment and support to female offender.

No. 1666

14 November 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 qualification 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. The qualification and unit standards can be accessed via the SAQA web-site at [www.saga.org.za](http://www.saga.org.za). Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1069 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address *below and no later than 15 December 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

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 431-5144

e-mail: [dmphuthing@saga.co.za](mailto:dmphuthing@saga.co.za)

  
DUGMORE MPHUTHING

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### *National Certificate: Financial Services Management*

SAQA QUAL ID	QUALIFICATION TITLE	
48494	National Certificate: Financial Services Management	
SGB NAME	SGB Financial Services	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
BUS-3-National Certificate	National Certificate	Finance, Economics and Accounting
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
130	Level 3	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 management who have either had schooling below NQF level 3 or who have a Senior Certificate, but who have gaps in Communication in the language of business and/or Mathematical Literacy that could inhibit progress in a career path in management. It is intended to empower learners to acquire knowledge, skills, attitudes and values required to operate confidently as managers in the South African community and to respond to the challenges of the financial services environment and the changing world of work.

The Qualification provides a framework for learners to develop competencies that will enable them to become competent managers. It introduces some theoretical concepts, requires the application of a limited base of knowledge and requires a well-developed range of skills that will enable learners to be informed workers in the financial services industry. It provides a balanced learning experience that allows flexible access to further education, life long learning, further education and to productive employment in the financial services sector. It provides an opportunity for learners to learn and apply academic skills in relation to management and will provide them with skills to adapt to changes in work procedures and processes in the financial services industry.

The National Certificate in Financial Services: Management: Level 3 is intended for personnel already employed and other learners who intend to follow a career in management in the financial services industry. The focus is on comparison, choice, interpretation and application of knowledge.

Qualifying learners are capable of:

- > Carrying out simple research tasks.
- > Managing their finances and risk in their own lives.
- > Interpreting current affairs related to the financial services sector.
- > Recognising the impact of wellness on work performance.
- > Applying knowledge of self and team to enhance team performance and meet an organisation's standards.
- > Maintaining records.
- > Managing time and the work process.
- > Explaining the structure of an organisation within the context of the financial services.
- > Inducting a new member of a team.
- > Explaining the implications and consequences of non-compliance with FAIS and FICA legislation.
- > Explaining compulsory, statutory insurance and issues of employee wellness.
- > Coaching a team member.

- > Explaining basic business ethics in a work environment.

#### Rationale for the qualification

The Financial Services sector is highly regulated and the consequences of non-compliance for the industry are far reaching in terms of both financial and reputation risk. Managers in Financial Services require a sound knowledge of the financial services environment and technical expertise, and need the capacity to understand broad financial and legal aspects. Not all people can acquire the technical knowledge required in the industry. In the Financial Services industry managers are appointed based on technical knowledge and experience and potential managerial ability. It is generally understood in the industry that you can train specialist technical people on management, but you cannot train managers in technical expertise. Learners who are skilled in management cannot necessarily be managers in Financial Services.

The National Certificate in Financial Services: Management: NQF Level 3 is designed to meet the needs of learners in the sector who require management skills including managers or supervisors of small teams or business units in medium to large organisations and managers in SMEs that are part of the financial services sector. It is intended as a vehicle to fast track learners from previously disadvantaged groups and other learners to acquire the knowledge of the financial services industry and skills of management that are required to build a pool of learners with management expertise and enable the industry to meet Employment Equity targets.

The term business unit in this qualification implies a team, cost centre, section, department or SME. It is envisaged that learners who complete this qualification will be engaged in work roles in financial services organisations and will be able to play a part, at their level, in implementing policies, ensuring compliance, and executing tasks within given policy and procedures of department or business unit. As such, they act as buffers between their teams and strategic management and are involved in implementing the vision and contributing ultimately to the success of an organisation. They are responsible for the implementation of risk management plans and the application of processes and procedures in small teams.

Management positions at this level include, but are not limited to team leaders, supervisors, and section heads. This is the first level of management in a financial services organisation where managers are appointed as managers because of their technical expertise and have other employees reporting to them. Managers at this level have a knowledge of basic operations and get the job done. Queries may be escalated to them and they have set responsibilities. They can act independently to a certain level. They are involved in issues of quality control, but are required to refer to a higher level and to act within their level of authority.

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

- > Have attained a National Certificate in a Financial Services sector: Level 2 or 3 and wish to continue on a path of life-long learning in the field of management within a financial services environment.
- > Were previously disadvantaged and were therefore denied access to Further Education and Training or management positions in financial services.
- > Wish to extend their range of skills and knowledge of management so that they progress within the financial services industry.
- > Are team leaders or supervisors in the financial services industry and wish to improve their management skills.
- > See themselves as future managers in the financial services sector and need to start their training at the lower end of management.

The National Certificate in Financial Services: Management: Level 3 allows the individual to work towards a nationally recognised qualification. It is flexible enough to be offered in formal education and as occupational directed workplace based training for learners already employed in the financial services industry. It aims to develop informed and skilled managers. Skills, knowledge, values and attitudes reflected in the qualification are building blocks that will be developed further at NQF level 4. The intention is:

- > To promote the development of knowledge and management skills that are required in the financial services sector.
- > To release the potential of people.
- > To provide opportunities for people to move up the value chain.
- > To form the basis of learnerships in the financial services sector.

Learners already employed in management in the financial services industry at this level operate within given parameters and clearly defined contexts. They are generally in positions that require knowledge and expertise in a specific work function and are firstly experts in their technical field and secondly managers. They do work that requires management competencies that include, but are not limited to,

- > A basic understanding of the financial services industry and specialised knowledge and applied understanding of a specific sub sector of financial services.
- > An understanding of their operating environment as part of a specific organisation and the financial services sector
- > The ability to use their knowledge to select and apply appropriate processes and procedures to solve problems,
- > The ability to take a position on available work related information, discuss the issues and reach a resolution.
- > An ability to work and learn within a highly regulated and managed environment.
- > A capacity to actively contribute to team effectiveness.
- > A knowledge of the financial services regulatory environment and the consequences of non-compliance.

The National Certificate in Financial Services: Management: NQF Level 3 should assist managers in financial services organisations to contribute to improved productivity, compliance and efficiency within the financial services environment. It should provide the means for current managers to receive recognition of prior learning and to upgrade their skills. Qualifying learners should be competent in competencies relating to:

- > The structure of financial services industry in general, and a specific sub-sector and the policies and procedures of a specific organisation in particular, and the potential impact of current events on the sector.
- > The implications and consequences of non-compliance with FAIS and FICA and other relevant legislation.
- > Ethics.
- > Managing systems, processes and procedures in the financial services industry including planning and co-ordinating own and group and team members' outputs.
- > Managing and leading teams and individuals
- > Managing self and risk in own life.

#### **RECOGNIZE PREVIOUS LEARNING?**

Y

#### **LEARNING ASSUMED TO BE IN PLACE**

The Unit Standards that make up the Certificate are the building blocks of knowledge and skill that are necessary for The National Certificate in Financial Services: Management: Level 4.

It is assumed that learners are competent in Communication and Mathematical Literacy at NQF Level 2

#### **Recognition of prior learning**

The National Certificate in Financial Services: Management: Level 3 makes provision for prior learning to be recognised if a learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this Qualification. Application for Recognition of Prior Learning (RPL) should be made to a relevant provider or a relevant ETQA.

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

Credit towards a Unit Standard is assessed by a workplace assessor and is subject to quality assurance by the relevant ETQA.



This Qualification can be obtained in part or in whole through Recognition of Prior Learning

### **QUALIFICATION RULES**

N/A

### **EXIT LEVEL OUTCOMES**

The National Certificate in Financial Services: Management: Level 3 is intended for personnel already employed and other learners who intend to follow a career in management within the financial services sector. The focus is on comparison, choice, interpretation and application of knowledge. Learners should have the capacity to operate within clearly defined contexts. They should be able to work and learn within a managed financial services environment and be able to actively contribute to team effectiveness. As the role of manager cannot be separated from the work role, financial services learners are required to apply management skills in a financial services context. At exit level integrated assessment of the core unit standards is required.

Learners should have the capacity to operate within clearly defined contexts. They should be able to work and learn within a managed environment and be able to actively contribute to team effectiveness.

The learner can demonstrate ability to:

- > Identify and solve problems related to his/her own life and the management of a team or group in which responses show that responsible decisions using critical and creative thinking have been made. The learner is required to apply knowledge of management to different situations in a financial services environment.
- > Work effectively with others as a member of a team, group or organisation as management implies the management of a group or team. Several assessment criteria require learners to demonstrate competence as a group/team leader or manager. As the Qualification focuses on Management, it implies that the learner would not work alone.
- > Organise and manage oneself and one's activities responsibly and effectively in that it is expected that the learner will be responsible for his/her own learning and for organising his/her own work and allocated tasks and those of a group or team responsibly in the in a financial services environment. The learner is required to complete research assignments on time and to apply knowledge of different aspects of management to manage a team or group in a financial services environment.
- > Collect, organise and critically evaluate information. These competencies are built into the assessment criteria in many of the Unit Standards and the learner is required to do research projects and compare information from the main and financial sections of a daily or weekly newspaper.
- > Communicate effectively using visual, mathematics and language skills in the modes of oral and/or written presentations. These competencies are an integral part of all the Unit Standards and are built into the assessment criteria.
- > Use science and technology effectively and critically showing responsibility towards the environment and the health of others in cases where computer end user standards are included as electives. The financial services industry is highly computerised and it can be assumed that managers in the industry will be required to use technology as part of their work processes.
- > Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation in that references are made wherever applicable to the learners' part in the big picture and how his/her actions have implications up and down the line in an organisation and the implications and consequences of non compliance in the highly regulated in a financial services environment.

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 the financial services industry.

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

### **ASSOCIATED ASSESSMENT CRITERIA**

Qualifying learners should be capable of:

1. Carrying out simple research and tasks and explaining the role of a specific team or business unit within the structure of a financial services organisation and the context of the financial services sector.

#### **Associated unit standards**

- > Investigate and explain the structure of a selected workplace or organisation.
- > Explain the structure of the Financial Services Industry in South Africa.
- > Research the history of the Financial Services industry in South Africa.
- > Interpret current affairs related to a specific business sector.

#### **Assessment Criteria**

- > New developments and trends in the financial services industry are interpreted from reports in the media and current developments in industry are discussed with reference to the potential impact on the financial services sector.
- > The financial services industry is explained with reference to its clients, market and services and the role in wealth creation and wealth management.
- > The structure of a specific organisation is analysed and a business unit is aligned to the business strategy.
- > Information is gathered, analysed and presented according to the requirements of a specific work role.
- > The role of a specific team or business unit is explained in the context of a specific financial services organisation and the financial services industry.

2. Making significant choices from a wide range of procedures and operating in a number of contexts in a financial services environment.

#### **Associated unit standards**

- > Investigate and explain the structure of a selected workplace or organisation.
- > Explain the structure of the Financial Services Industry in South Africa.
- > Research the history of the Financial Services industry in South Africa.

#### **Assessment Criteria**

- > New developments and trends in the financial services industry are interpreted from reports in the media and current developments in industry are discussed with reference to the potential impact on the financial services sector.
- > The structure of a specific organisation is analysed and a business unit is aligned to the business strategy.
- > Information is gathered, analysed and presented according to the requirements of a specific work role.

3. Performing basic management functions in a financial services environment.

#### **Associated unit standards**

- > Identify and keep of records that a team manager is responsible for keeping.

- > Manage time and the work process in a business environment..
- > Discuss the role of the team leader in ensuring that a team meets an organisation's standards.
- > Induct a new member into a team.
- > Coach a team member in order to enhance individual performance in a team.
- > Interpret current affairs related to a specific business sector.

#### Assessment Criteria

- > Work output is in line with an agreed mandate, relevant service agreements and an organisation's customer service standards applicable to a clearly defined work role within a financial services environment.
- > Methods, procedures and techniques of a clearly defined work role are applied consistently in terms of specific company policy, legislative requirements and standard industry practices.
- > Information is gathered, analysed and recorded according to the requirements of a specific work role and with due regard for compliance.
- > A plan is developed to enhance team performance within a specific organisation.

#### 4. Explaining the implications and consequences of non-compliance with FAIS and FICA legislation.

##### Associated unit standards

- > Explain how money laundering legislation impacts on monetary transactions in South Africa.
- > Explain the implications of the Financial Advisors and Intermediaries Services Act, (FAIS) for employees in financial services organisations.

##### Assessment Criteria

- > The consequences of non-compliance are clearly indicated for practices required in a specific work role in a financial services environment.

#### 5. Explaining compulsory, statutory insurance and the impact of wellness on work performance.

##### Associated unit standards

- > Explain the impact of personal wellness on work performance.
- > Explain the types of compulsory statutory insurance in South Africa.

##### Assessment Criteria

- > The consequences of non-compliance are clearly indicated for practices required in a specific work role in a financial services environment.
- > The impact of wellness on a business unit or team is explained and an indication is given of the factor's that influence the wellness of a specific team.
- > Legislation that impacts on a team is explained for a specific team or business unit in a financial services environment

#### 6. Co-ordinating with others and applying knowledge of self and team to enhance team performance and meet an organisation's standards in a financial services environment.

##### Associated unit standards

- > Apply knowledge of self and team in order to develop a plan to enhance team performance.
- > Discuss the role of the team leader in ensuring that a team meets an organisation's standards.

##### Assessment Criteria

- > Work output is in line with an agreed mandate, relevant service agreements and an organisation's customer service standards applicable to a clearly defined work role within a financial services environment.
- > Methods, procedures and techniques of a clearly defined work role are applied consistently in terms of specific company policy, legislative requirements and standard industry practices.
- > Information is gathered, analysed and presented according to the requirements of a specific work role.

#### 7. Managing their own finances and risk in their own lives.

**Associated unit standards**

- > Manage risk in own life.

**Assessment Criteria**

- > The risk management process is applied to own role as a manager and a plan is developed to minimise the risk.

**8. Applying basic business ethics in a work environment.****Associated unit standard**

- > Demonstrate an understanding of basic business ethics in a work environment.

**Assessment Criteria**

Knowledge of basic business ethics are applied to deal with situations in the team or business unit.

**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 Inseta.

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

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

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

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

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

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

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

Assessment should ensure that all Specific Outcomes, embedded knowledge and Critical Cross Field Outcomes are evaluated. Assessment of the Critical Cross-Field Outcomes should be integrated with the assessment of the Specific Outcomes. The Critical Cross-Field Outcomes are implicit in some Unit

Standards and programmes should be designed to extend and further reflect the integration.

Before The National Certificate in Financial Services: Management: Level 3 is awarded learners are required to demonstrate competence in the required Unit Standards and complete a summative assessment based on the exit outcomes of the Qualification.

### INTERNATIONAL COMPARABILITY

The Qualification was compared with similar Qualifications in New Zealand and the United Kingdom. The level 4 Qualification was found to be equivalent to the New Zealand Qualification entitled, National Diploma in Business (level 4). No equivalent level 3 Qualification exists in New Zealand. However, as this Qualification is part of a learning pathway in which equivalence at levels 4 was found, it is felt that this Qualification would be comparable to a level 3 Qualification in New Zealand were one to be developed in that country.

### ARTICULATION OPTIONS

### MODERATION OPTIONS

This Qualification will be internally assessed by the provider and externally moderated by a moderator registered by a relevant ETQA. The mechanisms and requirements for moderation will be contained in the regulations of the relevant ETQA

- > Moderators should be registered as assessors by the relevant ETQA or by an ETQA that has a Memorandum of Understanding with the relevant ETQA to ensure that the standard across assessors is consistent.
- > Moderators are required to be competent in the assessor Unit Standards.
- > Moderators are required to report to the relevant ETQA or to an ETQA that has a Memorandum of Understanding with the relevant ETQA
- > The relevant accredited ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA will monitor and quality assure moderation and assessment according to the moderation guidelines.

### CRITERIA FOR THE REGISTRATION OF ASSESSORS

This Qualification will be internally assessed by the provider and moderated by a moderator registered by a relevant ETQA or by an ETQA that has a Memorandum of Understanding with the relevant.

- > Assessors must be registered with a relevant ETQA or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- > Assessors and moderators should be in possession of a qualification in management or Financial Services at NQF Level 4 or above.

### 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	STATUS
Core	113904 Explain how money laundering legislation impacts on monetary transactions in South Africa	Level 2	2	Public Comment
Core	113918 Explain the implications of the Financial Advisors and Intermediaries Services' Act, (FAIS) for employees in financial services organisations	Level 2	2	Public Comment
Core	113924 Apply basic business ethics in a work environment	Level 2	2	Public Comment
Core	8986 Research the history of the Financial Services Industry in South Africa	Level 3	10	Registered
Core	8994 Manage risk in own life	Level 3	3	Registered



Core	9005	Explain the types of compulsory statutory insurance in South Africa	Level 3	2	Registered
Core	13911	Induct a new member into a team	Level 3	3	Registered
Core	13912	Apply knowledge of self and team in order to develop a plan to enhance team performance	Level 3	5	Registered
Core	13916	Identify and keep records that are the responsibility of a junior manager	Level 3	4	Registered
Core	13917	Indicate the role of a team leader ensuring that a team meets an organisation's standards	Level 3	6	Registered
Core	13918	Manage time and the work process in a business environment	Level 3	4	Registered
Core	13919	Investigate and explain the structure of a selected workplace or organisation	Level 3	10	Registered
Core	14665	Interpret current affairs related to a specific business sector	Level 3	10	Registered
Core	113907	Explain the impact of personal wellness on work performance	Level 3	2	Public Comment
Core	113909	Coach a team member in order to enhance individual performance in work environment	Level 3	5	Public Comment
Core	113922	Explain the structure of the financial services industry in South Africa	Level 3	3	Public Comment
Elective	7571	Demonstrate the ability to use electronic mail software to send and receive messages	Level 2	3	Registered
Elective	8102	Contribute to the health, safety and security of the insurance workplace	Level 2	4	Registered
Elective	8962	Maintain and adapt oral communication	Level 2	5	Registered
Elective	8967	Use language and communication in occupational learning programmes	Level 2	5	Registered
Elective	9004	Market a single need insurance policy to a niche market	Level 2	2	Registered
Elective	9356	Recognise the effects of HIV/AIDS in the insurance industry and workplace, and indicate the precautions that are necessary to avoid unnecessary transmission of the HI Virus	Level 2	4	Registered
Elective	10718	Use a personal budget to manage own money	Level 2	3	Registered
Elective	11816	Demonstrate knowledge and understanding of the rights and responsibilities of the individual under the South African Constitution	Level 2	2	Registered
Elective	11817	Demonstrate knowledge and understanding of the structures that reinforce and support human rights in South Africa	Level 2	3	Registered
Elective	7567	Produce and use spreadsheets for business	Level 3	5	Registered
Elective	7570	Produce word processing documents for business	Level 3	5	Registered
Elective	7575	Produce presentation documents for business	Level 3	5	Registered
Elective	8988	Describe life insurance	Level 3	2	Registered
Elective	8989	Describe short term insurance	Level 3	2	Registered
Elective	8990	Describe unit trusts as an investment	Level 3	2	Registered
Elective	8991	Explain Healthcare Benefits Administration in South Africa	Level 3	2	Registered
Elective	8992	Describe retirement funding in South Africa	Level 3	2	Registered
Elective	8995	Describe funeral insurance	Level 3	2	Registered
Elective	8996	Indicate the scope of life insurance in South Africa	Level 3	3	Registered
Elective	8997	Indicate the scope of short term insurance in South Africa	Level 3	3	Registered
Elective	8998	Describe the importance of a healthy lifestyle for members of medical schemes and explain the concept of corporate wellness	Level 3	2	Registered
Elective	8999	Outline the structure of the unit trust industry	Level 3	2	Registered
Elective	9000	Indicate how unit trusts are reported	Level 3	2	Registered
Elective	9001	Explain basic transactions in the Unit Trust industry	Level 3	4	Registered
Elective	9002	Describe healthcare funding in South Africa and the role of intermediaries in the sector	Level 3	3	Registered
Elective	9003	Administer long term employee benefits and healthcare membership	Level 3	2	Registered
Elective	12547	Demonstrate knowledge and understanding of the role, functions and duties of trustees of retirement funds	Level 3	4	Registered
Elective	12548	Demonstrate ability to use and interpret texts that apply to the role and responsibilities of trustees of retirement funds	Level 3	4	Registered
Elective	12550	Demonstrate knowledge and understanding of the role and responsibilities of Trustees of Medical Schemes	Level 3	4	Registered

Elective	113911	Use an electronic system as a tool in a financial services context	Level 3	2	Public Comment
Elective	113915	Explain the application of the basic conditions of employment act in an employment contract	Level 3	2	Public Comment
Elective	10194	Demonstrate knowledge and insight into the the Short Term Insurance Act (No 53 of 1998) and the accompanying regulations	Level 4	2	Registered
Elective	10364	Describe insurance cover against damage caused by riots and acts of terrorism and violence against public authorities in South Africa	Level 4	3	Registered
Elective	10377	Demonstrate knowledge and insight into the Compensation for Occupational Injury and Disease Act 130 of 1993 (COIDA)	Level 4	2	Registered
Elective	10378	Demonstrate knowledge and understanding of the statutory cover afforded under the Compensation for Occupational Injuries and Diseases Act, 130 of 1993, as amended (COIDA)	Level 4	3	Registered
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	Registered
Elective	10393	Demonstrate knowledge and understanding of the Primary legislation that impacts on retirement funds	Level 4	2	Registered
Elective	12165	Demonstrate knowledge and insight into the Unit Trust Control Act (1981 amended 1988)	Level 4	2	Registered
Elective	12332	Demonstrate knowledge and insight into the Policyholder protection legislation	Level 4	2	Registered
Elective	12335	Demonstrate knowledge and insight into the Medical Schemes Act (131 of 1998) and the accompanying regulations	Level 4	3	Registered
Elective	13951	Demonstrate knowledge and understanding of the Occupational Health and Safety Act 85 of 1993 (OHSA) (as amended) and the responsibilities of management in terms of the Act	Level 4	4	Registered
Elective	14316	Demonstrate knowledge and insight into the Long Term Insurance Act (1998)	Level 4	2	Registered
Fundamental	8968	Accommodate audience and context needs in oral communication	Level 3	5	Registered
Fundamental	8969	Interpret and use information from texts	Level 3	5	Registered
Fundamental	8970	Write texts for a range of communicative contexts	Level 3	5	Registered
Fundamental	8973	Use language and communication in occupational learning programmes	Level 3	5	Registered
Fundamental	9010	Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations	Level 3	2	Registered
Fundamental	9011	Use mathematics to investigate and monitor the financial aspects of personal and business issues	Level 3	5	Registered
Fundamental	9012	Investigate life and work related problems using data and probabilities	Level 3	5	Registered
Fundamental	9302	Access information in order to respond to client enquiries in a financial services environment	Level 3	2	Registered
Fundamental	9303	Communicate verbally with clients in a financial environment	Level 3	3	Registered
Fundamental	10712	Manage personal expenditure	Level 3	3	Registered
Fundamental	10713	Identify possible ways of improving employment prospects	Level 3	3	Registered
Fundamental	10714	Research costs associated with marriage, birth, divorce and death in own circumstances	Level 3	4	Registered
Fundamental	14108	Measure, estimate, calculate physical quantities, explore, describe and represent, interpret, justify geometrical relationships in 2 & 3-dimensional space relevant to the life or workplace of the comm	Level 3	4	Registered





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### QUALIFICATION:

#### **National Certificate: Financial Services: Wealth Management**

SAQA QUAL ID	QUALIFICATION TITLE	
48493	National Certificate: Financial Services: Wealth Management	
SGB NAME	SGB Financial Services	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
BUS-4-National Certificate	National Certificate	Finance, Economics and Accounting
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
140	Level 4	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

#### **PURPOSE OF THE QUALIFICATION**

The purpose of the Qualification is 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, Short Term Insurance and the Collective Investment Sub-Sector. It provides a balanced learning experience that allows flexible access to life-long learning, and to productive employment in Wealth Management, Collective Investments, Short Term 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 4 is designed to meet the needs of learners in a variety of positions in the Financial Services Industry with a particular focus on learners who could be deemed to give financial advice. It aims to develop informed and skilled learners in Wealth Management, which combines Long Term Insurance, Collective Investments 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 Insurance: NQF Level 3 and wish to continue on a path of life-long learning specialising in Wealth Management.
- > Were previously disadvantaged or who were unable to complete their schooling and were therefore denied access to Further Education and Training.
- > Are trustees or Principal Officers of Retirement Funds or Medical Schemes.
- > Wish to extend their range of skills and knowledge of the industry so that they can become knowledge workers in the industry.
- > Are contracted in a learnership agreement in the Insurance sub sector.
- > Have not yet acquired the skills and competencies required for learning in Wealth Management at NQF

level 5.

The National Certificate in Wealth Management: Level 4 is a bridging certificate that allows the individual to work towards a nationally recognised qualification. It is flexible enough to accommodate both learners in formal education and learners already employed in the Financial Services Industry. The Qualification at this Level is the start of may lead to specialisation in various sectors of the Financial Services industry. It is generic enough to allow maximum mobility within the industry. 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.

The skills, knowledge, values and attitudes reflected in the Qualification are building blocks that can be developed further at Level 5. Learners already employed in Wealth Management at this Level do work that requires fundamental knowledge of the most important areas of wealth management and the applicable legislation, economic principles and knowledge of the Financial Services Industry in general. They are required to interpret information and use their knowledge to propose and substantiate potential financial solutions within the level of their licensing mandate.

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

- > Internal Broker Consultants
- > Financial Services Call Centre Agents (Inbound and Outbound)
- > Personal Benefits Agents
- > Corporate Benefits Agents
- > Intermediaries
- > Client Service Providers
- > Sales and Marketing Agents
- > Life Administration Agents
- > Managers in the Collective Investment Sub-Sector
- > Retirement Fund Administrators
- > Financial Planners
- > Retirement Fund Administrators
- > Brokers
- > Trustees of retirement funds or medical schemes.
- > Principal Officers of retirement funds or medical schemes.
- > Administration staff dealing with brokers and intermediaries.
- > Business development consultants
- > Agents

#### **RECOGNIZE PREVIOUS LEARNING?**

Y

#### **LEARNING ASSUMED TO BE IN PLACE**

The Unit Standards that make up the certificate are the building blocks of knowledge and skill that are necessary for the level 5 National Certificate in Financial Services: Wealth Management. For the most part only communication, mathematical literacy and financial literacy at level 3 are assumed.

Recognition of prior learning:

The National Certificate in Financial Services: Wealth Management: NQF Level 4 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:

- > Applying fundamental knowledge of the most important areas of wealth management and the applicable legislation, economic principles and knowledge of the Financial Services Industry in general.
- > Applying essential methods, procedures, and techniques used in the financial services Wealth Management.
- > Interpreting information and using their knowledge to propose and substantiate potential financial solutions within the level of their licensing mandate.
- > Operating within a financial services organisation or operating environment as a system within a wider context.
- > Using knowledge of the industry to solve common problems within a familiar context in order to propose a financial solution
- > Adjusting an application of a common solution within relevant parameters to meet an identified need.
- > Motivating proposed changes using relevant evidence within their licensing mandate
- > Using their knowledge to solve well-defined problems that are routine in nature, within a familiar context.
- > Substantiating a proposed financial solution.
- > Gathering analysing and evaluating information.
- > Interpreting financial data and identifying trends.
- > Presenting and communicating information reliably and accurately in writing and verbally
- > Showing insight into current affairs in the Financial Services sector.
- > Comparing different wealth management proposals.

The learner is able to demonstrate ability to

- > Identify and solve well-defined problems of a routine and non-routine and familiar 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. She/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 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 Wealth Management.
- > 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 events that could impact on 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.
- > Information is gathered, analysed and evaluated in order to propose a financial solution or make a financial decision.
- > Financial data is interpreted to identify trends.
- > A Wealth Management solution is presented using technological skills.
- > Information is communicated coherently in writing and verbally in compliance with legislated requirements.

#### **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.
- > A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working. Assessment should take place in an authentic context as far as is possible. Where it is not possible to assess competence in the workplace, simulations, case studies and other similar techniques should be used to provide a context appropriate to the assessment.
- > Integration implies that theoretical and practical components should, where possible, be assessed together.
- > Integrative techniques should be used to assess applied competence. Learners should be required to demonstrate that they can perform the outcomes with understanding and insight
- > Assessment should ensure that all Specific Outcomes, Embedded Knowledge and Critical Cross-Field Outcomes are evaluated. Assessment of the Critical Cross-Field Outcomes should be integrated with the



assessment of the specific outcomes. The Critical Cross-Field Outcomes are implicit in some Unit Standards and programmes should be designed to extend and further reflect the integration.

### **INTERNATIONAL COMPARABILITY**

International comparability was undertaken as part of the qualification design and Unit Standard generation process for the registered Long Term, Short Term and Collective Investment qualifications at level 4. As Wealth Management combines all aspects of insurance and investment into a holistic qualification the findings of the original writing teams are relevant to this qualification.

Writing teams consulted numerous Internet web sites to access Unit Trust Standards and Qualifications from other countries for comparison purposes. No equivalent Qualifications or Unit Standards were found. The following web sites were consulted:

- > British Standards Online [www.bsi-global.com](http://www.bsi-global.com)
- > Standards Council of Canada [www.scc.ca](http://www.scc.ca)
- > NSSB (National Skills Standards Board - USA) [www.nssb.org](http://www.nssb.org)
- > Financial Services Standards Resources at Business.com [www.business.com](http://www.business.com)
- > The Investment Funds Institute of Canada [www.ific.ca](http://www.ific.ca)
- > The Unit Trust Association - England [www.investmentfunds.org.uk](http://www.investmentfunds.org.uk)
- > British Standards Institution [www.bsi-global.com](http://www.bsi-global.com)

Long Term Insurance (Life, Group Benefits and Healthcare Benefits) Unit Standards were compared to the NVQs from England and the Australian Insurance Qualifications. No insurance Unit Standards were obtained from New Zealand as there are none registered in that country. The NVQs included broad generic Core and Elective Unit Standards. It was ascertained that these qualifications were similar to the approach taken by South Africa with the exception of the inclusion of Fundamental Unit Standards deemed essential by SAQA.

Short Term Unit Standards were compared to the NVQs from England and the Australian Insurance Qualifications. No insurance Unit Standards were obtained from New Zealand as there are none registered in that country. The NVQs included broad generic Core and Elective Unit Standards. It was ascertained that these qualifications were similar to the approach taken by South Africa with the exception of the inclusion of Fundamental Unit Standards deemed essential by SAQA.

The level descriptors in the United Kingdom and Australia were similar to those adopted by SAQA. The format, assessment guidelines and methods of British standards were similar to the South African requirements. In general, British qualifications include four generic Unit Standards and the requirement of three options from an offering of twelve or thirteen core Unit Standards. It was decided to make use of the 1995 and 1996 British NVQs to determine international comparison throughout the process. In general the British philosophy allowed flexibility and it was felt that this approach was applicable to the international insurance industry and more specifically to the South African environment, with its focus on portability within the broader financial services industry. The qualification will therefore, be benchmarked against the British Qualifications.

The Insurance Unit Standards have been compared to the standards and qualifications mentioned above. They are, in the opinion of the FSSGB, more relevant to the South African situation as the baselines of the British and Australian qualifications are so different it would be difficult to compare them Level to Level. The South African Fundamental Unit Standards for Financial Services Qualifications are relevant to the South African situation.

Some of the Unit Standards in this Qualification were registered with the Level 4 National Certificate in Risk Management. The international trend is to risk management with insurance as a component. The FSSGB compared the National Certificate in Risk Management: NQF Level 4 to qualifications in risk management in the UK, USA and Australia. The UK, USA and Australia have Higher Education qualifications, but the SGB could not locate an equivalent qualification at an FET non-specialist level.

A delegation from Inseta visited the UK and Ireland in 2002 with a view to benchmarking the insurance Qualifications registered with SAQA. Both countries indicated that at present they have nothing to

compare our South African Qualifications to and would like to benchmark against the South African standard in about two years time.

### **ARTICULATION OPTIONS**

### **MODERATION OPTIONS**

INSQA or a relevant accredited ETQA will monitor and quality assure moderation and assessment according to guidelines in the Qualification and INSQA procedures.

Moderators must comply with the following criteria:

- > Moderators, competent at the Level of the Qualification must be registered as assessors by INSQA or a relevant accredited ETQA with whom INSETA has a Memorandum of Understanding to ensure that the standard across assessors is consistent.
- > Moderators are required to be competent in assessment practices.
- > Moderators are required to report to INSQA or a relevant accredited ETQA with whom INSETA has a Memorandum of Understanding on the assessment of the Qualification. (See INSQA framework and guidelines for assessment and moderation for details.)

### **CRITERIA FOR THE REGISTRATION OF ASSESSORS**

This Qualification will be internally assessed by a provider registered by the Insurance Sector Quality Authority (INSQA) or a relevant accredited ETQA that has a Memorandum of Understanding with INSQA. The mechanisms and requirements for sample moderation will be contained in the document obtainable from INSQA.

INSQA framework for assessment and moderation.

- > Institutions and providers offering learning that will lead to the achievement of the National Certificate in Financial Services: Wealth Management: NQF Level 4 must be accredited as providers with INSQA or a relevant accredited ETQA with whom INSETA has a Memorandum of Understanding.
- > INSQA or a relevant accredited ETQA with whom INSETA has a Memorandum of Understanding will monitor and quality assure moderation and assessment according to guidelines in the Qualification and INSQA procedures.
- > INSQA will assure the quality of all learning programmes in collaboration with other SETAs in different economic sectors.

Assessors must comply with the following criteria:

- > Assessors must be registered as an assessor with INSQA or a relevant accredited ETQA with whom INSETA has a Memorandum of Understanding.
- > Assessors must be in possession of an Financial Services/Wealth Management Qualification at NQF Level 5 or equivalent
- > Assessors should have subject matter expertise in the Unit Standards as well as an understanding of the context of the Qualification in order to carry out integrated assessment.

### **NOTES**

Exit points for learners who do not complete a Qualification

- > Learners will be credited with Unit Standards in which they have proved competence.
- > Learners who complete individual Unit Standards but do not complete this Qualification retain their credits. However, should the substance of the Unit Standard change, the validity of the credit towards the Qualification may be reviewed. In such cases, learners should apply to SAQA for an official record of learning.
- > Learners who change their provider or learning site before completing the Qualification may transfer their credits to the new learning site.
- > An official, original SAQA record of learning is required as proof of learning before the learner is officially



transferred to the new learning site.

# 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	STATUS
Core	8986 Research the history of the Financial Services Industry in South Africa	Level 3	10	Registered
Core	8992 Describe retirement funding in South Africa	Level 3	2	Registered
Core	113922 Explain the structure of the financial services industry in South Africa	Level 3	3	Public Comment
Core	12164 Demonstrate knowledge and insight of the Financial Advisors and Intermediaries Services' legislation (FAIS)	Level 4	2	Registered
Core	13940 Demonstrate knowledge and application of ethical conduct in a business environment	Level 4	4	Registered
Core	14506 Explain the Finance Intelligence Centre Act, Act 38 of 2001 and its implications to clients	Level 4	3	Registered
Core	14979 Describe issues of compliance or non-activity that could result in civil or criminal liability in terms of business law	Level 4	2	Registered
Core	14995 Explain the nature of risk and the risk management process	Level 4	4	Registered
Core	15007 Demonstrate knowledge and understanding of South African law and the regulation of risk management	Level 4	4	Registered
Core	113914 Investigate the range of options available for wealth management	Level 4	5	Public Comment
Core	113916 Explain basic investment principles	Level 4	3	Public Comment
Core	113925 Analyse current events reported in the media that could impact on wealth management	Level 4	10	Public Comment
Core	113928 Explain the application of the Promotion of Access to Information Act, 2 of 2002 and the Electronic Transactions and Communications Act, 25 of 2002, in Wealth Management	Level 4	2	Public Comment
Elective	9004 Market a single need insurance policy to a niche market	Level 2	2	Registered
Elective	8987 Indicate how different needs lead to the development of different insurance products	Level 3	4	Registered
Elective	8988 Describe life insurance	Level 3	2	Registered
Elective	8989 Describe short term insurance	Level 3	2	Registered
Elective	8990 Describe unit trusts as an investment	Level 3	2	Registered
Elective	8991 Explain Healthcare Benefits Administration in South Africa	Level 3	2	Registered
Elective	8995 Describe funeral insurance	Level 3	2	Registered
Elective	8996 Indicate the scope of life insurance in South Africa	Level 3	3	Registered
Elective	8997 Indicate the scope of short term insurance in South Africa	Level 3	3	Registered
Elective	9000 Indicate how unit trusts are reported	Level 3	2	Registered
Elective	9001 Explain basic transactions in the Unit Trust industry	Level 3	4	Registered
Elective	9002 Describe healthcare funding in South Africa and the role of intermediaries in the sector	Level 3	3	Registered
Elective	9005 Explain the types of compulsory statutory insurance in South Africa	Level 3	2	Registered
Elective	9302 Access information in order to respond to client enquiries in a financial services environment	Level 3	2	Registered
Elective	9303 Communicate verbally with clients in a financial environment	Level 3	3	Registered
Elective	10714 Research costs associated with marriage, birth, divorce and death in own circumstances	Level 3	4	Registered
Elective	12319 Perform change overs in a production or packaging environment	Level 3	7	Registered
Elective	12547 Demonstrate knowledge and understanding of the role, functions and duties of trustees of retirement funds	Level 3	4	Registered
Elective	12550 Demonstrate knowledge and understanding of the role and responsibilities of Trustees of Medical Schemes	Level 3	4	Registered
Elective	113911 Use an electronic system as a tool in a financial services context	Level 3	2	Public Comment

Elective	10194	Demonstrate knowledge and insight into the the Short Term Insurance Act (No 53 of 1998) and the accompanying regulations	Level 4	2	Registered
Elective	10371	Demonstrate knowledge and understanding of personal accident insurance	Level 4	2	Registered
Elective	10372	Describe financial interactions of insurers and intermediaries in short term insurance	Level 4	2	Registered
Elective	10375	Demonstrate knowledge and understanding of personal/domestic insurance in South Africa	Level 4		Registered-capture in proc
Elective	10379	Demonstrate knowledge and understanding of the sales process in short term insurance	Level 4	5	Registered
Elective	10381	Demonstrate knowledge and understanding of the Value Added Tax Act, 89 of 1991 as amended as it applies to insurance policies	Level 4	2	Registered
Elective	10386	Investigate the possibilities of establishing and running a small business enterprise (SMME)	Level 4	3	Registered
Elective	10390	Demonstrate knowledge and understanding of different group retirement benefit products	Level 4	2	Registered
Elective	10392	Demonstrate knowledge and insight into the Estate Duties Act (45 of 1955) as it applies to insurance	Level 4	2	Registered
Elective	10394	Demonstrate knowledge and understanding of how the insurance industry responds to different needs in the Group Retirement Benefits market	Level 4	2	Registered
Elective	10395	Describe group insured benefits	Level 4	2	Registered
Elective	12166	Demonstrate knowledge and insight into the Collective Investment Schemes Act	Level 4	2	Registered
Elective	12167	Demonstrate knowledge and insight into Capital Gains Tax legislation	Level 4	2	Registered
Elective	12168	Analyse the Financial Services industry and the role of insurance in a business environment	Level 4	9	Registered
Elective	12183	Indicate how different needs lead to the development of different investment products	Level 4	5	Registered
Elective	12314	Explain the concept of coding as used in Healthcare Benefits Administration	Level 4	4	Registered
Elective	12318	Describe managed care as it is applied in Healthcare Benefits Administration in South Africa	Level 4	6	Registered
Elective	12321	Describe the control of fraud in Healthcare Benefits Administration	Level 4	8	Registered
Elective	12323	Demonstrate knowledge and understanding of different products marketed by Healthcare Benefits Administrators	Level 4	4	Registered
Elective	12325	Research the Healthcare Benefits Administrator sub-sector in South Africa	Level 4	5	Registered
Elective	12332	Demonstrate knowledge and insight into the Policyholder protection legislation	Level 4	2	Registered
Elective	12335	Demonstrate knowledge and insight into the Medical Schemes Act (131 of 1998) and the accompanying regulations	Level 4	3	Registered
Elective	14314	Analyse the different products available in the Long Term Insurance Industry and the benefits of each	Level 4	10	Registered
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	Registered
Elective	14316	Demonstrate knowledge and insight into the Long Term Insurance Act (1998)	Level 4	2	Registered
Elective	14317	Demonstrate knowledge and understanding of the sales process in Long Term Insurance	Level 4	5	Registered
Elective	14318	Describe the control of fraud in Long Term Insurance	Level 4	3	Registered
Elective	14432	Demonstrate knowledge and understanding of reinsurance at a basic level in long term insurance	Level 4	3	Registered
Elective	14987	Explain fidelity insurance as a means of managing people related financial risk	Level 4	3	Registered
Elective	14988	Demonstrate knowledge and understanding of the risks involved in the manufacture, use, handling and storage of dangerous and hazardous substances	Level 4	3	Registered
Elective	14991	Apply the law of contract to insurance	Level 4	2	Registered
Elective	14994	Demonstrate knowledge and understanding of insurable risk	Level 4	2	Registered
Elective	15011	Underwrite a credit risk	Level 4	4	Registered
Elective	113903	Demonstrate skills and techniques required to build a relationship with a client in a financial services environment	Level 4	3	Public Comment
Elective	113905	Explain Equity Markets	Level 4	2	Public Comment
Elective	113906	Explain Capital Markets as fixed interest bearing instruments	Level 4	2	Public Comment

Elective	113908	Explain money markets as fixed interest bearing instruments	Level 4	2	Public Comment
Elective	113910	Describe disability insurance solutions in the context of financial planning	Level 4	4	Public Comment
Elective	113913	Investigate dread disease products and their place in wealth management	Level 4	2	Public Comment
Elective	113917	Explain the basic principles of asset management that apply to financial markets and insurance	Level 4	4	Public Comment
Elective	113919	Explain the options available for post retirement healthcare funding	Level 4	3	Public Comment
Elective	113920	Investigate possible funding options for investors exiting a group retirement fund	Level 4	2	Public Comment
Elective	113921	Apply knowledge of the sales cycle in wealth management	Level 4	3	Public Comment
Elective	113923	Explain fiduciary responsibilities and the associated risks	Level 4	1	Public Comment
Elective	113926	Explain options for healthcare in order to make an informed decision	Level 4	2	Public Comment
Elective	113927	Analyse the proposed National Health policy as a means of providing healthcare for the nation	Level 4	4	Public Comment
Elective	113930	Apply industry knowledge to develop an investment strategy for a group retirement fund or medical scheme	Level 4	2	Public Comment
Elective	113931	Describe the main aspects of pre and post retirement planning	Level 4	2	Public Comment
Elective	113932	Explain the Medicines and Related Substances Control Amendment Act, 59 of 2003, as it impacts on medical schemes	Level 4	2	Public Comment
Fundamental	8968	Accommodate audience and context needs in oral communication	Level 3	5	Registered
Fundamental	8969	Interpret and use information from texts	Level 3	5	Registered
Fundamental	8970	Write texts for a range of communicative contexts	Level 3	5	Registered
Fundamental	8972	Interpret a variety of literary texts	Level 3	5	Registered
Fundamental	12548	Demonstrate ability to use and interpret texts that apply to the role and responsibilities of trustees of retirement funds	Level 3	4	Registered
Fundamental	8974	Engage in sustained oral communication and evaluate spoken texts	Level 4	5	Registered
Fundamental	8975	Read, analyse and respond to a variety of texts	Level 4	5	Registered
Fundamental	8976	Write for a wide range of contexts	Level 4	5	Registered
Fundamental	8979	Use language and communication in occupational learning programmes	Level 4	5	Registered
Fundamental	9014	Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 4	6	Registered
Fundamental	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6	Registered
Fundamental	9016	Represent, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 4	4	Registered
Fundamental	10385	Develop a business plan for a small business	Level 4	5	Registered
Fundamental	10387	Investigate ways of managing financial risk in own lives	Level 4	6	Registered
Fundamental	10388	Interpret basic financial statements	Level 4	3	Registered
Fundamental	10389	Describe the basic principles of personal income tax	Level 4	3	Registered
Fundamental	12153	Use the writing process to compose texts required in the business environment	Level 4	5	Registered
Fundamental	12154	Apply comprehension skills to engage oral texts in a business environment	Level 4	5	Registered
Fundamental	12155	Apply comprehension skills to engage written texts in a business environment	Level 4	5	Registered
Fundamental	15008	Determine risk exposure in order to manage the risk in a specific situation	Level 4	2	Registered



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

1

**Explain how money laundering legislation impacts on monetary transactions in South Africa**

SAQA US ID	UNIT STANDARD TITLE		
113904	Explain how money laundering legislation impacts on monetary transactions 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 2	2

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Explain money laundering.

##### **SPECIFIC OUTCOME 2**

Explain how money laundering legislation impacts on the individual.

##### **SPECIFIC OUTCOME 3**

Explain the impact of money laundering legislation on a business.

##### **SPECIFIC OUTCOME 4**

Explain how to identify and deal with suspicious transactions.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

2

#### Apply basic business ethics in a work environment

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
113924	Apply basic business ethics in a work environment		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Financial Services		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
BUS-FEA-0-SGB FinS	Regular	Level 2	2

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Reflect on own values and belief systems and how they influence own behaviour.

##### **SPECIFIC OUTCOME 2**

Discuss how an individual's ethics impact on the people around him/her.

##### **SPECIFIC OUTCOME 3**

Explain how an individual can behave ethically in a business environment.

##### **SPECIFIC OUTCOME 4**

Demonstrate techniques for dealing with situations where own ethics and values conflict with work.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

3

**Explain the implications of the Financial Advisors and Intermediaries Services' Act, (FAIS) for employees in financial services organisations**

SAQA US ID	UNIT STANDARD TITLE		
113918	Explain the implications of the Financial Advisors and Intermediaries Services' Act, (FAIS) for employees in financial services organisations		
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 2	2

#### **Specific Outcomes:**

##### ***SPECIFIC OUTCOME 1***

Explain why the Intermediaries Services' (FAIS) legislation was passed.

##### ***SPECIFIC OUTCOME 2***

Apply FAIS to a specific work environment.

##### ***SPECIFIC OUTCOME 3***

Explain how an individual can inadvertently give advice and the consequences for the employee.

##### ***SPECIFIC OUTCOME 4***

Identify the policies, procedures and documents in an organisation that support FAIS.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

4

**Coach a team member in order to enhance individual performance in work environment**

SAQA US ID	UNIT STANDARD TITLE		
113909	Coach a team member in order to enhance individual performance in work 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 3	5

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Explain the concept of coaching in a business environment.

##### **SPECIFIC OUTCOME 2**

Demonstrate skills and techniques required of a coach.

##### **SPECIFIC OUTCOME 3**

Develop action plans to coach team members.

##### **SPECIFIC OUTCOME 4**

Gather evidence and monitor progress.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

5

#### Explain the impact of personal wellness on work performance

SAQA US ID	UNIT STANDARD TITLE		
113907	Explain the impact of personal wellness on work performance		
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 3	2

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Explain the concept of wellness.

##### **SPECIFIC OUTCOME 2**

Identify factors that influence wellness and the effects of wellness over time.

##### **SPECIFIC OUTCOME 3**

Investigate the effect of wellness on people in a group or team.

##### **SPECIFIC OUTCOME 4**

Discuss ways to improve the wellness of a group or team.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

6

**Explain the structure of the financial services industry in South Africa**

SAQA US ID	UNIT STANDARD TITLE		
113922	Explain the structure of the financial services industry 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 3	3

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Describe the different services that are classified as financial.

##### **SPECIFIC OUTCOME 2**

Explain the concept of financial planning and the role of the sub sectors in wealth creation.

##### **SPECIFIC OUTCOME 3**

Explaining the concept of a market as applied to the Financial Services industry.

##### **SPECIFIC OUTCOME 4**

Identify potential clients in the financial services market.



Established in terms of Act 58 of 1995

## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

## UNIT STANDARD:

7

**Explain the application of the Promotion of Access to Information Act, 2 of 2002 and the Electronic Transactions and Communications Act, 25 of 2002, in Wealth Management**

SAQA US ID	UNIT STANDARD TITLE		
113928	Explain the application of the Promotion of Access to Information Act, 2 of 2002 and the Electronic Transactions and Communications Act, 25 of 2002, in Wealth Management		
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 4	2

**Specific Outcomes:****SPECIFIC OUTCOME 1**

Explain the requirements of the Access to Information Act that impact on wealth management.

**SPECIFIC OUTCOME 2**

Explain the purpose of the electronic transactions and communications Act.

**SPECIFIC OUTCOME 3**

Explain protection issues in the electronic transactions and communications Act.

**SPECIFIC OUTCOME 4**

Explain application of electronic transactions and communications Act.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

8

#### Investigate the range of options available for wealth management

SAQA US ID	UNIT STANDARD TITLE		
113914	Investigate the range of options available for wealth management		
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 4	5

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Analyse the different types of risk associated with specific needs.

##### **SPECIFIC OUTCOME 2**

Describe insurance based options available for wealth management.

##### **SPECIFIC OUTCOME 3**

Describe investment type options available for wealth management.

##### **SPECIFIC OUTCOME 4**

Apply technical knowledge and skill in order to propose a financial solution.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

9

#### Explain basic investment principles

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
113916	Explain basic investment principles		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Financial Services		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
BUS-FEA-0-SGB FinS	Regular	Level 4	3

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Explain the implications of goals for investments.

##### **SPECIFIC OUTCOME 2**

Identify factors that could affect the choice of investment principles.

##### **SPECIFIC OUTCOME 3**

Analyse the risk associated with different investments.

##### **SPECIFIC OUTCOME 4**

Apply basic investment principles to propose a financial solution.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

10

Analyse current events reported in the media that could impact on wealth management

SAQA US ID	UNIT STANDARD TITLE		
113925	Analyse current events reported in the media that could impact on wealth management		
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 4	10

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Analyse economic and financial event reported in media that have implications for wealth management.

##### **SPECIFIC OUTCOME 2**

Interpret the potential impact of current human and social issues on wealth management.

##### **SPECIFIC OUTCOME 3**

Analyse events in natural environment that could impact on wealth management.

##### **SPECIFIC OUTCOME 4**

Analyse development in research and technology that could influence decision on wealth management.

##### **SPECIFIC OUTCOME 5**

Analyse event in political and legislative environment that have implication for wealth management.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

11

**Explain the application of the basic conditions of employment act in an employment contract**

SAQA US ID	UNIT STANDARD TITLE		
113915	Explain the application of the basic conditions of employment act in an employment contract		
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 3	2

#### **Specific Outcomes:**

##### ***SPECIFIC OUTCOME 1***

Explain the financial elements of an employment contract.

##### ***SPECIFIC OUTCOME 2***

Explain deductions reflected on a salary advice.

##### ***SPECIFIC OUTCOME 3***

Explain the manager's role in ensuring that a company honours its financial responsibilities.

##### ***SPECIFIC OUTCOME 4***

Explain the role of the manager in ensuring that employees honour their responsibilities.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

12

### Use an electronic system as a tool in a financial services context

SAQA US ID	UNIT STANDARD TITLE		
113911	Use an electronic system as a tool in a financial services context		
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 3	2

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Demonstrate knowledge and understanding of the kind of information stored.

##### **SPECIFIC OUTCOME 2**

Manage data in an electronic system.

##### **SPECIFIC OUTCOME 3**

Use information in an electronic system to manage client relationships.

##### **SPECIFIC OUTCOME 4**

Demonstrate knowledge and understanding of potential integration of the system with other systems.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

13

#### Explain fiduciary responsibilities and the associated risks

SAQA US ID	UNIT STANDARD TITLE		
113923	Explain fiduciary responsibilities and the associated risks		
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 4	1

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Explain the relationship between fiduciary responsibility and personal liability.

##### **SPECIFIC OUTCOME 2**

Identify the fiduciary risk in a specific situation.

##### **SPECIFIC OUTCOME 3**

Analyse and quantify consequences of fiduciary risk in a specific situation.

##### **SPECIFIC OUTCOME 4**

Propose a solution to manage fiduciary risk in a specific situation.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

14

#### Explain Capital Markets as fixed interest bearing instruments

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
113906	Explain Capital Markets as fixed interest bearing instruments		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Financial Services		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
BUS-FEA-0-SGB FinS	Regular	Level 4	2

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Explain why the Capital Market exists.

##### **SPECIFIC OUTCOME 2**

Analyse the Capital Market environment.

##### **SPECIFIC OUTCOME 3**

Describe the role players in the Capital Market.

##### **SPECIFIC OUTCOME 4**

Explain the basic Capital Market instruments.

##### **SPECIFIC OUTCOME 5**

Compare bonds with other asset classes.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

15

**Explain the basic principles of asset management that apply to financial markets and insurance**

SAQA US ID	UNIT STANDARD TITLE		
113917	Explain the basic principles of asset management that apply to financial markets and insurance		
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 4	4

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Explain concepts related to financial markets.

##### **SPECIFIC OUTCOME 2**

Distinguish between different investment portfolio management companies.

##### **SPECIFIC OUTCOME 3**

Explain the key drivers in performance and portfolio management companies.

##### **SPECIFIC OUTCOME 4**

Explain the risks associated with investment portfolio management.

##### **SPECIFIC OUTCOME 5**

Interpret information from investment portfolio management companies.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

16

#### Apply knowledge of the sales cycle in wealth management

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
113921	Apply knowledge of the sales cycle in wealth management		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Financial Services		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
BUS-FEA-0-SGB FinS	Regular	Level 4	3

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Investigate and analyse a client's needs in order to propose a financial solution.

##### **SPECIFIC OUTCOME 2**

Interpret data based on the needs and wants of a client in order to propose a financial solution.

##### **SPECIFIC OUTCOME 3**

Produce documentation required in proposing financial solution and proceeding to implement solution.

##### **SPECIFIC OUTCOME 4**

Clarify policy and procedures relating to the product.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

17

### Explain Equity Markets

SAQA US ID	UNIT STANDARD TITLE		
113905	Explain Equity Markets		
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 4	2

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Explain why the Equity Market exists.

##### **SPECIFIC OUTCOME 2**

Analyse the Equity Market environment.

##### **SPECIFIC OUTCOME 3**

Describe the role players in the Equity Market.

##### **SPECIFIC OUTCOME 4**

Explain the basic Equity Market instruments.

##### **SPECIFIC OUTCOME 5**

Compare a share to other asset classes.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

18

#### Explain money markets as fixed interest bearing instruments

SAQA US ID	UNIT STANDARD TITLE		
113908	Explain money markets as fixed interest bearing instruments		
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 4	2

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Explain why the Money Market exists.

##### **SPECIFIC OUTCOME 2**

Analyse the Money Market environment.

##### **SPECIFIC OUTCOME 3**

Describe the role players in the Money Market.

##### **SPECIFIC OUTCOME 4**

Explain the basic Money Market instruments.

##### **SPECIFIC OUTCOME 5**

Compare Money Market instruments with other asset classes.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

19

**Explain options for healthcare in order to make an informed decision**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
113926	Explain options for healthcare in order to make an informed decision		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Financial Services		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
BUS-FEA-0-SGB FinS	Regular	Level 4	2

#### **Specific Outcomes:**

##### ***SPECIFIC OUTCOME 1***

Analyse the healthcare needs of a prospective client.

##### ***SPECIFIC OUTCOME 2***

Analyse the affordability of different healthcare options.

##### ***SPECIFIC OUTCOME 3***

Analyse the Medical Schemes Act and rules of a scheme in order to make an informed decision.

##### ***SPECIFIC OUTCOME 4***

Propose a possible solution to provide healthcare for a specific client.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

20

**Explain the options available for post retirement healthcare funding**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
113919	Explain the options available for post retirement healthcare funding		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Financial Services		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
BUS-FEA-0-SGB FinS	Regular	Level 4	3

### **Specific Outcomes:**

#### **SPECIFIC OUTCOME 1**

Explain post retirement healthcare funding in the context of overall financial planning.

#### **SPECIFIC OUTCOME 2**

Analyse the post retirement healthcare needs of individuals.

#### **SPECIFIC OUTCOME 3**

Analyse the effect of a client's current benefits in the context of Group Employee Benefits.

#### **SPECIFIC OUTCOME 4**

Propose a solution to provide for post retirement healthcare funding.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

21

**Analyse the proposed National Health policy as a means of providing healthcare for the nation**

SAQA US ID	UNIT STANDARD TITLE		
113927	Analyse the proposed National Health policy as a means of providing healthcare for the nation		
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 4	4

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Explain the purpose and implications of a National Health Policy for South Africa.

##### **SPECIFIC OUTCOME 2**

Interpret potential risk to medical schemes.

##### **SPECIFIC OUTCOME 3**

Analyse the impact of National Health Policy on stakeholders.

##### **SPECIFIC OUTCOME 4**

Analyse the implications of National Health Policy for benefit design.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

22

**Investigate possible funding options for investors exiting a group retirement fund**

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
113920	Investigate possible funding options for investors exiting a group retirement fund		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Financial Services		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
BUS-FEA-0-SGB FinS	Regular	Level 4	2

### **Specific Outcomes:**

#### **SPECIFIC OUTCOME 1**

Explain the various instances where a benefit could become payable from a group retirement fund.

#### **SPECIFIC OUTCOME 2**

Interpret the regulatory environment governing exit from a group retirement fund.

#### **SPECIFIC OUTCOME 3**

Investigate funding options on exiting a group retirement fund.

#### **SPECIFIC OUTCOME 4**

Explain the procedure specific to a funding option.

#### **SPECIFIC OUTCOME 5**

Propose a financial solution for a client exiting a group retirement fund.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

23

**Apply industry knowledge to develop an investment strategy for a group retirement fund or medical scheme**

SAQA US ID	UNIT STANDARD TITLE		
113930	Apply industry knowledge to develop an investment strategy for a group retirement fund or medical scheme		
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 4	2

### **Specific Outcomes:**

#### **SPECIFIC OUTCOME 1**

Analyse the needs of the members of a group retirement fund or medical scheme.

#### **SPECIFIC OUTCOME 2**

Indicate the impact of value systems on an investment strategy.

#### **SPECIFIC OUTCOME 3**

Explain the guidelines for investment in terms of current legislation.

#### **SPECIFIC OUTCOME 4**

Suggest a possible investment strategy for a specific group retirement fund or medical scheme.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

24

**Describe disability insurance solutions in the context of financial planning**

SAQA US ID	UNIT STANDARD TITLE		
113910	Describe disability insurance solutions in the context of financial planning		
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 4	4

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Determine the source and nature of income generation in order to establish level of income.

##### **SPECIFIC OUTCOME 2**

Explain the relationship between occupation and avocation risks and cover.

##### **SPECIFIC OUTCOME 3**

Analyse the financial impact of a potential occurrence.

##### **SPECIFIC OUTCOME 4**

Propose a potential disability cover solution in the context of holistic financial planning.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

25

**Describe the main aspects of pre and post retirement planning**

<b>SAQA US ID</b>		<b>UNIT STANDARD TITLE</b>	
113931		Describe the main aspects of pre and post retirement planning	
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Financial Services		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
BUS-FEA-0-SGB FinS	Regular	Level 4	2

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Explain the main aspects that impact on a secure and comfortable retirement.

##### **SPECIFIC OUTCOME 2**

Match anticipated personal retirement needs to available products.

##### **SPECIFIC OUTCOME 3**

Explain the impact of annuity rates on an investment.

##### **SPECIFIC OUTCOME 4**

Revisit an investment solution and adjust it to meet current needs.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

26

#### Investigate dread disease products and their place in wealth management

SAQA US ID	UNIT STANDARD TITLE		
113913	Investigate dread disease products and their place in wealth management		
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 4	2

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Explain dread disease as an insurance product.

##### **SPECIFIC OUTCOME 2**

Investigate dread disease products offered by different financial services institutions.

##### **SPECIFIC OUTCOME 3**

Explain the legal framework for dread disease.

##### **SPECIFIC OUTCOME 4**

Describe dread disease as part of holistic wealth management.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

27

**Explain the Medicines and Related Substances Control Amendment Act, 59 of 2003, as it impacts on medical schemes**

SAQA US ID	UNIT STANDARD TITLE		
113932	Explain the Medicines and Related Substances Control Amendment Act, 59 of 2003, as it impacts on medical schemes		
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 4	2

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Explain the purpose of the Medicines and Related Substances Control Amendment Act, 59 of 2003.

##### **SPECIFIC OUTCOME 2**

Analyse the impact of the Act on the pricing of medicines and controlled substances.

##### **SPECIFIC OUTCOME 3**

Analyse the implications of the Act for the supply of medicines and controlled substances.

##### **SPECIFIC OUTCOME 4**

Explain the impact of the Act on service providers.

##### **SPECIFIC OUTCOME 5**

Analyse the major impact of the Act on medical schemes.





## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

28

**Demonstrate skills and techniques required to build a relationship with a client in a financial services environment**

SAQA US ID	UNIT STANDARD TITLE		
113903	Demonstrate skills and techniques required to build a relationship with a client in a financial services 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 4	3

### Specific Outcomes:

#### **SPECIFIC OUTCOME 1**

Project a professional image in a financial services environment.

#### **SPECIFIC OUTCOME 2**

Relate appropriately to a prospective client.

#### **SPECIFIC OUTCOME 3**

Explain the importance of industry knowledge in building a relationship with a client.

#### **SPECIFIC OUTCOME 4**

Adapt a communication to the needs of a client.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

29

#### Render basic first aid in an office workplace

SAQA US ID	UNIT STANDARD TITLE		
113929	Render basic first aid in an office workplace		
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 2	4

#### **Specific Outcomes:**

##### **SPECIFIC OUTCOME 1**

Recognise and deal with minor medical emergencies and first aid situation in an office workplace.

##### **SPECIFIC OUTCOME 2**

Identify the cause of and treat a bleeding wound.

##### **SPECIFIC OUTCOME 3**

Recognise the symptoms of and treat an injured person for shock.

##### **SPECIFIC OUTCOME 4**

Recognise and immobilise a fracture.

##### **SPECIFIC OUTCOME 5**

Know and understand procedures that apply when someone is injured or falls ill at work.



## SOUTH AFRICAN QUALIFICATIONS AUTHORITY

### UNIT STANDARD:

30

#### Use an electronic system to propose a financial solution

<b>SAQA US ID</b>	<b>UNIT STANDARD TITLE</b>		
113912	Use an electronic system to propose a financial solution		
<b>SGB NAME</b>		<b>ABET BAND</b>	<b>PROVIDER NAME</b>
SGB Financial Services		Undefined	
<b>FIELD DESCRIPTION</b>		<b>SUBFIELD DESCRIPTION</b>	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
<b>UNIT STANDARD CODE</b>	<b>UNIT STANDARD TYPE</b>	<b>NQF LEVEL</b>	<b>CREDITS</b>
BUS-FEA-0-SGB FinS	Regular	Level 4	3

#### Specific Outcomes:

##### **SPECIFIC OUTCOME 1**

Explain basic financial planning theory as it impacts on an electronic system.

##### **SPECIFIC OUTCOME 2**

Use an electronic system to do a financial needs and gap analysis.

##### **SPECIFIC OUTCOME 3**

Propose a financial solution.

##### **SPECIFIC OUTCOME 4**

Generate the reports and proposals needed for a client to make an informed decision.

##### **SPECIFIC OUTCOME 5**

Process new business on an electronic system.

##### **SPECIFIC OUTCOME 6**

Demonstrate the use of an electronic system as a sales tool.

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