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

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GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 1757

5 December 2003

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Established in terms of Act 58 of 1995

25 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 Further Education and Training : Communication Studies and Language (Levels 2, 3, 4) core group**

NOMINEE	WORKPLACE	NOMINATING BODY	EXPERIENCE/ QUALIFICATIONS
Lindeka Mlanjana	Department of Education – Eastern Cape	NSB 04	BA (Ed), B.Ed, Certificates in Management Development for Women and Curriculum Assessment. Exp: Administration: Human Resource Management; Lecturing, Education Specialist

Additional Names for the SGB for Communication Studies and Language

NOMINEE	WORKPLACE	NOMINATING BODY	EXPERIENCE/ QUALIFICATIONS
Elizabeth Barratt	Executive Editor: The Star	South African Editors Forum (SANEF)	B.A., B.A. (Hons) Psychology, Certificate in Management. Exp. Reporter, Editor, Education and Training, Media Advisor

Yours sincerely,

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. 1758

5 December 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

Pulp and Paper

Registered by NSB 06, Manufacturing, Engineering and Technology, publishes the following unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the unit standard. The unit standard can be accessed via the SAQA web-site at www.saga.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address *below and no later than 9 January 2004*. All correspondence should be marked **Standards Setting – SGB for Pulp and Paper** 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

JOE SAMUELS

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Pulp and Paper Chemical Recovery

SAQA QUAL ID	QUALIFICATION TITLE	
48645	National Certificate: Pulp and Paper Chemical Recovery	
SGB NAME	SGB Pulp and Paper	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
MET-4-National Certificate	National Certificate	Manufacturing and Assembly
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
157	Level 4	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

This qualification is primarily intended for application in chemical recovery within the pulp and paper industry. The qualification is aimed at learners who work or intend to work in one of the three specialisation areas and seek recognition for essential skills:

- > Magnesium sulphite liquor recovery
- > Kraft liquor recovery
- > Chemical recovery (fluidised bed reactor)

Qualifying learners will be capable of

- > Understanding the process and variables in recovery of pulping chemicals.
- > Engaging in the operational processes and procedures of the recovery process to produce chemicals
- > Applying basic business concepts, quality, safety, health and environmental procedures.
- > Demonstrating competence in mathematical literacy, science, reading, writing and speaking relevant to the pulp and paper industry.

The qualification is designed to be flexible and accessible so that learners are able to achieve the competencies required for working safely and efficiently in a chemical recovery operation.

Rationale of the qualification

This is a further qualification in a series for learners to progress beyond the National Certificate in Pulp and Paper Manufacturing: NQF level 2. The qualification reflects the workplace-based needs of operators who work in at least one of the specialisation areas within chemical recovery. The specialisation areas all have the objective of recovering chemicals, however, have marked differences in their methodology:

- > Magnesium sulphite liquor recovery
- > Kraft liquor recovery
- > Chemical recovery (fluidised bed reactor)

The needs, as verified by various Industry forums, are expressed by employers and employees, for both now and the future. This qualification is intended as an exit level qualification for the FET band of learners working in chemical recovery operations.

The level of flexibility within the range of electives allows the learner to work in various other jobs, for example: generating white liquor, producing calcium bisulphite cooking liquor, crude tall oil, crude turpentine and unslaked lime.

While the learning specified within this qualification is contextualised to chemical recovery operations, the qualification has been constructed in such a way that the learner will be able, with some further learning, to adapt the skills and knowledge to other manufacturing industries. The qualification therefore supports the

principle of portability within the manufacturing industry as a whole in South Africa and thus provides added value to the qualifying learner (increased employability) and to society and the economy (the creation of a pool of learners with manufacturing skills).

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

National Certificate in Pulp and Paper Manufacturing NQF level 2, as well as mathematical literacy, communication and science at NQF level 3.

If the learner does not meet these assumptions, this does not preclude him/her from starting the qualification. It will, however, require an increase in learning time.

Recognition of prior learning

By a process of recognition of prior learning, the learner will be able to gain credits and thus this qualification may be achieved in part or completely through the recognition of prior learning.

Assessment for the recognition of prior learning is, as for any assessment, subject to the following principles:

- > The application of NQF and credible assessment principles
- > The assessment being planned and designed on the basis of understanding the requirements of the unit standard, part qualification or qualification that the learner is seeking credit for
- > Collection of different types of evidence and quality of evidence
- > The application of the correct assessment process and moderation requirements

QUALIFICATION RULES

- > All fundamental unit standards are compulsory (65 credits)
- > All core unit standards are compulsory
- Magnesium sulphite liquor recovery (80 credits)
- Kraft liquor recovery (89 credits)
- Chemical recovery (fluidised bed reactor) (80 credits)
- > A selection of elective unit standards (minimum 20 credits)

EXIT LEVEL OUTCOMES

1. Apply quality, safety, health and environmental procedures according to standard operating procedures.
2. Understand and explain the basic processes, relevant equipment and raw materials used in chemical recovery operations.
3. Engage in chemical recovery operational processes and procedures to recover pulping chemicals.

Critical cross-field outcomes

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

- > 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
- > Organising and managing oneself and one's activities responsibly and effectively
- > Collecting, analysing, organising 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 recognising 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 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.

- > Quality procedures are explained and applied in chemical recovery operations
- > Safety, health, environmental and fire prevention procedures within chemical recovery operations are adhered to and explained, using appropriate examples and descriptions.

2.

- > The origin, use and properties of raw materials are understood and explained
- > The fundamental principles of the chemical recovery process is understood and explained
- > The main components of the chemical recovery process are described and explained
- > Utilities are described and explained

Range: processes

Magnesium sulphite liquor recovery or Kraft liquor recovery or chemical recovery (fluidised bed reactor)

3.

The following assessment criteria are carried out within standard time, following all safety and hygiene principles and according to workplace procedures

- > Pre-checks are carried out and the process is started up
- > The process is monitored and controlled and deviations are brought under control
- > The process is shut down

Range: processes

Magnesium sulphite liquor recovery or Kraft liquor recovery or chemical recovery (fluidised bed reactor)

- > Basic business principles with regards to chemical recovery operations are understood and implemented

Range:

Fixed and variable costs relating to chemicals, chemical recovery and waste.

Integrated Assessment

The unit standards on which this qualification is based, describe the competent performance in chemical recovery operations. The criteria by which competence is judged, as well as the range of circumstances in which competence should be demonstrated, are found in each unit standard.

Integrated assessment methods and tools for this qualification must allow the learner to demonstrate the acquired knowledge and the safe and efficient competencies required in chemical recovery operations.

For summative assessment the tools include:

- > Written and/or oral tests to determine level of knowledge and
- > On-the-job observation to determine applied competence.
- > The tools used for formative assessment during the learning programme include:
- > Written tests
- > Oral testing
- > On-the-job observation
- > Role-play situations.

For each learner a portfolio of evidence of all these assessments must be built up for record-keeping purposes. This portfolio may include, inter alia:

- > Production reports
- > Journals/logbooks, records of work performance.
- > Work samples
- > Supervisor and peer reports
- > Relevant awards or certificates.
- > Previous assessment records.

The learner's level of prior learning will determine the way an integrated assessment will be conducted.

INTERNATIONAL COMPARABILITY

The core and elective components have been developed, taking into account South Africa's unique context, but also looking at international best practice. Benchmarking was done by comparison to Unit Standards/ Outcomes of learning against:

New Zealand and Australian Unit Standards:

> Principles of the chemical recovery process in the production of Kraft wood pulping

National Vocational Qualifications from Britain (City and Guilds):

> Pulp mills are not common to Britain and thus no comparison could be made for chemical recovery unit standards

This qualification compares favourably with the above international unit standards in terms of outcomes, assessment criteria and degree of difficulty.

The fundamental components, reflecting foundational learning and generic skills and knowledge have been derived from South African NQF unit standards.

ARTICULATION OPTIONS

This qualification allows a learner to progress to higher qualifications in the pulp and paper industry, namely:

National Diploma in Pulp and Paper Technology (level 6)

Any other higher pulp and paper qualification still to be developed for the pulp and paper industry.

The fundamental and generic 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.

The choice of elective learning components allows the learner to achieve additional competencies in a variety of contexts for example generating white liquor; producing calcium bisulphite cooking liquor, crude tall oil, crude turpentine and unslaked lime.

MODERATION OPTIONS

Anyone assessing a learner or moderating the assessment of a learner against this qualification must be registered as an assessor with the relevant ETQA or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant ETQA or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

Moderation of assessment will be overseen by the relevant ETQA or by an ETQA that has a Memorandum of Understanding with the relevant ETQA, according to the ETQA's policies and guidelines for assessment and moderation.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

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

> Be declared competent in all the outcomes of the National Assessor Unit Standards as stipulated by SAQA and

> Have a recognised technical qualification such as the NTC in Pulp (N4) or an equivalent qualification or

> Have worked in the pulp and paper industry and be a subject matter expert in the area of chemical recovery in the pulp and paper industry

Notes for assessors

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

> Special note of the need for integrated assessment should be taken.

> Evidence should be gathered across the entire range, wherever it applies. Assessment activities should

be as close as possible to the real performance. Where simulations are used, there should be supporting evidence to show the learner 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:

> 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.

> Manageable: The methods used make for easy arranged cost-effective assessments that do not unduly interfere with learning.

> Integration into work or learning: Evidence collection is integrated into the work or learning process where this is appropriate and feasible.

> 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 learner being assessed.

> Sufficient: The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.

> Systematic: Planning and recording is sufficiently rigorous to ensure that assessment is fair.

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

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

NOTES

Range Statements

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

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	13223 Apply safety, health and environmental protection procedures	Level 3	6	Registered
Core	13234 Apply quality procedures	Level 3	8	Public Comment
Core	114239 Increase pulping spent liquor solids using an evaporation process.	Level 3	26	Public Comment
Core	114240 Produce chemical compounds by converting spent organic and inorganic pulping by-products using a fluidised bed reactor	Level 4	22	Public Comment
Core	114242 Understanding the process and the variables in the recovery of pulping chemicals	Level 4	10	Public Comment
Core	114267 Produce recyclable chemical compounds and steam by converting Kraft organic and inorganic pulping by-products	Level 4	31	Public Comment
Core	114280 Produce recyclable chemical compounds and steam by converting magnesium sulphite organic and inorganic pulping by-products	Level 4	22	Public Comment
Elective	12465 Develop a learning plan and a portfolio for assessment	Level 2	6	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	7786 Operate a Computer	Level 3	8	Registered
Elective	8039 Operating cranes	Level 3	10	Registered
Elective	9527 Lead a team, plan, allocate and assess their work	Level 3	4	Registered
Elective	9926 Coach learners	Level 3	10	Registered
Elective	110030 Demonstrate understanding of the water treatment and effluent treatment processes in the pulp and paper industry	Level 3	10	Public Comment
Elective	114238 Produce calcium bisulphite cooking liquor using a liquor preparation plant	Level 3	19	Public Comment

Elective	114251 Prepare chemical additives used in the pulp and paper industry	Level 3	4	Public Comment
Elective	114264 Produce unslaked lime using a rotary lime kiln	Level 3	19	Public Comment
Elective	7386 Assess learners within a learning situation	Level 4	10	Registered
Elective	114243 Generate white liquor using a causticizing process	Level 4	18	Public Comment
Elective	9951 Plan a learning programme	Level 5	18	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	9530 Manage work time effectively	Level 3	3	Registered
Fundamental	12457 Develop learning strategies and techniques	Level 3	3	Registered
Fundamental	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
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 Certificate: Paper, Board or Tissue Manufacturing

SAQA QUAL ID	QUALIFICATION TITLE	
48644	National Certificate: Paper, Board or Tissue Manufacturing	
SGB NAME	SGB Pulp and Paper	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
MET-4-National Certificate	National Certificate	Manufacturing and Assembly
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
175	Level 4	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

This qualification is primarily intended for application in paper, board or tissue manufacturing. The qualification is aimed at learners who work or intend to work in paper, board or tissue manufacturing and seek recognition for essential skills.

Qualifying learners will be capable of

- > Understanding the process and variables associated with paper, board or tissue manufacturing
- > Manufacturing paper, board or tissue
- > Applying basic business concepts, quality, safety, health and environmental procedures.
- > Demonstrating competence in mathematics, science, reading, writing and speaking relevant to the pulp and paper industry.

The qualification is designed to be flexible and accessible so that learners are able to achieve the competencies required for working safely and efficiently in paper, board or tissue manufacturing.

Rationale of the qualification

This is a further qualification in a series for learners to progress beyond the National Certificate in Pulp and Paper Manufacturing: NQF level 2. The qualification reflects the workplace-based needs of operators who work in paper, board or tissue manufacturing.

The needs, as verified by various Industry forums, are expressed by employers and employees, for both now and the future. This qualification is intended as an exit level qualification for the FET band of learners working in paper, board or tissue manufacturing.

The level of flexibility within the range of electives allows the learner to work in various other jobs, for example: producing supercalendered paper or board, producing paper, board or tissue reels, coating paper or board, preparing and providing stock.

While the learning specified within this qualification is contextualised to paper, board or tissue manufacturing, the qualification has been constructed in such a way that the learner will be able, with some further learning, to adapt the skills and knowledge to other manufacturing industries. The qualification therefore supports the principle of portability within the manufacturing industry as a whole in South Africa and thus provides added value to the qualifying learner (increased employability) and to society and the economy (the creation of a pool of learners with manufacturing skills).

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

National Certificate in Pulp and Paper Manufacturing NQF level 2, as well as mathematical literacy, communications and science at NQF level 3.

If the learner does not meet these assumptions, this does not preclude him/her from starting the qualification. It will, however, require an increase in learning time.

Recognition of prior learning

By a process of recognition of prior learning, the learner will be able to gain credits and thus this qualification may be achieved in part or completely through the recognition of prior learning.

Assessment for the recognition of prior learning is, as for any assessment, subject to the following principles:

- > The application of NQF and credible assessment principles
- > The assessment being planned and designed on the basis of understanding the requirements of the unit standard, part qualification or qualification that the learner is seeking credit for
- > Collection of different types of evidence and quality of evidence
- > The application of the correct assessment process and moderation requirements

QUALIFICATION RULES

- > All fundamental unit standards are compulsory (65 credits)
- > All core unit standards are compulsory (90 credits)
- > A selection of unit standards (minimum 20 credits)

EXIT LEVEL OUTCOMES

1. Apply quality, safety, health and environmental procedures according to standard operating procedures.
2. Understand and explain the basic processes, relevant equipment and raw materials used in paper, board or tissue manufacturing operations.
3. Engage in paper, board or tissue manufacturing operational processes and procedures to produce paper, board or tissue.

Critical cross-field outcomes

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

- > 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
- > Organising and managing oneself and one's activities responsibly and effectively
- > Collecting, analysing, organising 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 recognising 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 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.

- > Quality procedures are explained and applied in paper, board or tissue manufacturing
 - > Safety, health, environmental and fire prevention procedures within paper, board or tissue manufacturing are adhered to and explained, using appropriate examples and descriptions
- 2.
- The origin, use and properties of raw materials are understood and explained
 - > The fundamental principles of the paper, board or tissue manufacturing processes are understood and explained
 - > The main components of the paper, board or tissue manufacturing processes are described and explained
 - > Utilities are described and explained

Range:

Forming, pressing, drying and reeling processes

3.

The following assessment criteria are carried out within standard time, following all safety and hygiene principles and according to workplace procedures

- > Pre-checks are carried out and the process is started up
- > The process is monitored and controlled and deviations are brought under control
- > The process is shut down

Range: processes

Forming, pressing and/or drying and reeling processes

> Basic business principles with regards to paper, board or tissue manufacturing processes are understood and implemented

Range: Fixed and variable costs relating to raw materials, paper, board or tissue production and waste/broke

Integrated Assessment

The unit standards on which this qualification is based, describe the competent performance in paper, board or tissue manufacturing. The criteria by which competence is judged, as well as the range of circumstances in which competence should be demonstrated, are found in each unit standard. Integrated assessment methods and tools for this qualification must allow the learner to demonstrate the acquired knowledge and the safe and efficient competencies required in manufacturing paper, board or tissue.

For summative assessment the tools include:

- > Written and/or oral tests to determine level of knowledge and
- > On-the-job observation to determine applied competence.

The tools used for formative assessment during the learning programme include:

- > Written tests
- > Oral testing
- > On-the-job observation
- > Role-play situations.

For each learner a portfolio of evidence of all the assessments must be built up for record-keeping purposes. This portfolio may include, inter alia:

- > Production reports
- > Journals / logbooks, records of work performance.
- > Work samples
- > Supervisor and peer reports
- > Relevant awards or certificates.
- > Previous assessment records.

The learner's level of prior learning will determine the way an integrated assessment will be conducted.

INTERNATIONAL COMPARABILITY

The core and elective components have been developed, taking into account South Africa's unique context, but also looking at international best practice. Benchmarking was done by comparison to qualifications, unit standards and/or outcomes of learning against:

New Zealand and Australian Unit Standards:

> Principles of paper, board and tissue manufacturing

National Vocational Qualifications from Britain (City and Guilds):

> Paper, board and tissue manufacturing

This qualification compares favourably with the above international unit standards in terms of outcomes, assessment criteria and degree of difficulty.

The fundamental components, reflecting foundational learning and generic skills and knowledge, have been derived from South African NQF unit standards.

ARTICULATION OPTIONS

This qualification allows a learner to progress to higher qualifications in the pulp and paper industry namely:

National Diploma in Pulp and Paper Technology (level 6)

Any other higher pulp and paper qualification still to be developed for the pulp and paper industry.

The fundamental and generic 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.

The choice of elective learning components allows learners to achieve additional competencies in a variety of contexts for example: producing supercalendered paper or board, producing paper, board or tissue reels, coating paper or board, preparing and providing stock.

MODERATION OPTIONS

Anyone assessing a learner or moderating the assessment of a learner against this qualification must be registered as an assessor with the relevant ETQA or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant ETQA or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

Moderation of assessment will be overseen by the relevant ETQA or by an ETQA that has a Memorandum of Understanding with the relevant ETQA, according to the ETQA's policies and guidelines for assessment and moderation.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

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

> Be declared competent in all the outcomes of the National Assessor Unit Standards as stipulated by SAQA and

> Have a recognised technical qualification in pulp and paper such as the NTC in Paper (N4) or an equivalent qualification or

> Have worked in the pulp and paper industry and be a subject matter expert in the area of paper, board or tissue manufacturing

Notes for assessors

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

> Special note of the need for integrated assessment should be taken.

> Evidence should be gathered across the entire range, wherever it applies. Assessment activities should be as close as possible to the real performance. Where simulations are used, there should be supporting evidence to show the learner 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:

> 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.

- > Manageable: The methods used make for easy arranged cost-effective assessments that do not unduly interfere with learning.
- > Integration into work or learning: Evidence collection is integrated into the work or learning process where this is appropriate and feasible.
- > 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 learner being assessed.
- > Sufficient: The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.
- > Systematic: Planning and recording is sufficiently rigorous to ensure that assessment is fair.
- > Open: Learners can contribute to the planning and accumulation of evidence. Learners understand the assessment process and the criteria that apply.
- > Consistent: The same assessor would make the same judgement again in similar circumstances. The judgement made is similar to the judgement that would be made by other assessors.

NOTES

Range Statements

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

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	13223 Apply safety, health and environmental protection procedures	Level 3	6	Registered
Core	13234 Apply quality procedures	Level 3	8	Public Comment
Core	114259 Dry and reel formed paper, board or tissue	Level 3	21	Public Comment
Core	114260 Understand the operating principles, processes and variables associated with the drying of paper, board or tissue products	Level 4	10	Public Comment
Core	114255 Understand the operating principles, processes and variables associated with wet end operations in the pulp and paper industry	Level 4	15	Public Comment
Core	114261 Form and press paper, board or tissue	Level 4	30	Public Comment
Elective	12465 Develop a learning plan and a portfolio for assessment	Level 2	6	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	7786 Operate a Computer	Level 3	8	Registered
Elective	8039 Operating cranes	Level 3	10	Registered
Elective	9527 Lead a team, plan, allocate and assess their work	Level 3	4	Registered
Elective	9926 Coach learners	Level 3	10	Registered
Elective	9973 Apply basic business concepts	Level 3	8	Registered
Elective	110030 Demonstrate understanding of the water treatment and effluent treatment processes in the pulp and paper industry	Level 3	10	Public Comment
Elective	110031 Produce supercalendered paper or board	Level 3	12	Public Comment
Elective	110036 Produce paper, board or tissue reels using a winder or rewinder	Level 3	14	Public Comment
Elective	114251 Prepare chemical additives used in the pulp and paper industry	Level 3	4	Public Comment
Elective	114279 Perform visual inspection tests to identify paper defects	Level 3	12	Public Comment
Elective	114281 Conduct physical tests on paper, board or tissue	Level 3	12	Public Comment

Elective	7386 Assess learners within a learning situation	Level 4	10	Registered
Elective	114246 Understand the properties of fibrous materials used in pulp and paper manufacturing	Level 4	10	Public Comment
Elective	114248 Coat paper or board using a coating machine	Level 4	17	Public Comment
Elective	114253 Understand the printing processes and quality requirements for the end use of manufactured paper products	Level 4	10	Public Comment
Elective	114256 De-ink recycled fibres for use in pulp and paper manufacturing	Level 4	21	Public Comment
Elective	114265 Prepare and provide a continuous supply of stock to the forming section of a paper, board or tissue machine	Level 4	24	Public Comment
Elective	114269 Understand the operating principles, processes and variables in stock preparation in the pulp and paper industry	Level 4	10	Public Comment
Elective	114271 Understand the operating principles, processes and variables associated with the coating of paper or board	Level 4	10	Public Comment
Elective	9951 Plan a learning programme	Level 5	18	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	9530 Manage work time effectively	Level 3	3	Registered
Fundamental	12457 Develop learning strategies and techniques	Level 3	3	Registered
Fundamental	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
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 certificate: Pulp and paper Manufacturing

SAQA QUAL ID	QUALIFICATION TITLE	
35941	National certificate: Pulp and paper Manufacturing	
SGB NAME	SGB Pulp and Paper	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
MET-2-National Certificate	National Certificate	Manufacturing and Assembly
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
143	Level 2	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

This qualification is for learners who seek recognition for workplace-based common or non-specific skills and for those learners preparing to enter work in the pulp and paper industry.

Qualifying learners will:

- > Have an understanding of the various process operations that are found in the pulp and paper industry.
- > Know about and be able to engage in basic manufacturing operations in the context of the pulp and paper industry.
- > Know the principles and operation of mechanical, electrical and instrumentation equipment as used in the pulp and paper industry (for example: valves, pumps and hydraulic equipment)
- > Have competence in mathematical literacy, science, reading, writing and speaking relevant to the pulp and paper industry.
- > Be able to progress to higher qualifications in pulp and paper operations.

The qualification is designed to be flexible and accessible so that learners are able to demonstrate the competencies required to work safely and effectively in the pulp and paper industry.

Rationale of the qualification

This qualification is the first in a series for people working in the pulp and paper industry who need to progress beyond NQF level 1 (ABET) and for learners who are entering the pulp and paper industry. The qualification reflects the workplace-based common or non-specific needs that a learner requires in the pulp and paper industry, before progressing to learning at a higher level. Learning at a higher level enables the learner to follow a career in any one of the diverse process operations within the pulp and paper industry, such as woodyard operations, chemical recovery, pulp manufacturing and paper, board or tissue manufacturing. The needs, as verified by various Industry forums, are expressed by employers and employees, for both now and the future. This qualification provides the learner with accessibility to employment and enables the learner to work in various jobs in the pulp and paper industry, for example embossing, supercalendering, laminating and baling.

While the learning specified within this qualification is contextualised to the pulp and paper industry, the qualification has been constructed in such a way that the learner will be able, with some further learning, to adapt the skills and knowledge to other manufacturing industries. The qualification therefore supports the principle of portability within the manufacturing industry as a whole in South Africa and thus provides added value to the qualifying learner (increased employability) and to society and the economy (the creation of a

pool of learners with manufacturing skills).

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

The learning assumed to be in place is necessary to ensure the learner has the ability to achieve the unit standards in the qualification. The following is the learning assumed to be in place:

- > Verbal and written communication at NQF level 1 or equivalent.
- > Numeracy at NQF level 1 or equivalent.
- > Science and technology at NQF level 1 or equivalent.

Should learners not have the learning assumed to be in place, learning in preparation for this qualification should also include literacy, numeracy and science and technology concepts

Recognition of prior learning

By a process of recognition of prior learning, the learner will be able to gain credits and thus this qualification may be achieved in part or completely through the recognition of prior learning.

Assessment for the recognition of prior learning is, as for any assessment, subject to the following principles:

- > The application of NQF and credible assessment principles.
- > The assessment being planned and designed on the basis of understanding the requirements of the unit standard, part qualification or qualification that the learner is seeking credit for.
- > Collection of different types of evidence and quality of evidence.
- > The application of the correct assessment process and moderation requirements.

QUALIFICATION RULES

- > All fundamental unit standards are compulsory (58 credits)
- > All core unit standards are compulsory (65 credits)
- > A selection of unit standards (minimum 20 credits)

The level assigned to this qualification is appropriate according to SAQA's level descriptors:

- > The process requires familiarity with the main areas of a discipline/subject
- > A basic understanding of the discipline's key terms
- > Familiarity with basic procedures and operations
- > An ability to use the above to select appropriate procedures to solve familiar routine problems within a given framework
- > An ability to summarise, interpret and take a position on available information
- > Well-developed literacy and numeracy skills in the required medium of instruction

This qualification will enable the qualifying learner to articulate to various other pulp and paper manufacturing specialisation domains at higher NQF levels.

EXIT LEVEL OUTCOMES

1. Understand and apply first level First Aid and first level Fire Fighting techniques as they relate to the pulp and paper industry.
2. Understand and explain the basic processes, relevant equipment and raw materials used in the pulp and paper industry, as specified in workplace procedures.
3. Use basic mechanical, electrical and instrumentation equipment in the pulp and paper industry.

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.

1. Identifying and solving problems in which responses display that responsible decisions using critical and creative thinking have been made.
2. Working effectively with others as a member of a team, group, organisation or community.
3. Organising and managing oneself and one's activities responsibly and effectively.
4. Collecting, analysing, organising and critically evaluating information.
5. Communicating effectively using visual, mathematical and/or language skills in the modes of oral and/or written persuasion.
6. Using science and technology effectively and critically, showing responsibility towards the environment and health of others.
7. Demonstrating an understanding of the world as a set of related systems by recognising 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 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 First level first aid techniques are explained and applied or demonstrated.
- 1.2 First level fire fighting techniques are explained and applied or demonstrated.
- 2.1 The origin, use and properties of raw materials are understood and explained
- 2.2 The fundamental principles of the basic pulp and paper manufacturing processes are understood and explained
- 2.3 The main components of the pulp production processes are described and explained
- 2.4 The main components of the paper production processes are described and explained
- 2.5 Major items of equipment used in pulp and paper manufacturing processes are identified
- 2.6 The functions, principles of operation and uses of mechanical, electrical and instrumentation equipment are discussed and explained
- 2.7 The origin and supply of water and power is described and explained
- 2.8 Maintenance principles are understood and explained
- 2.9 Process flows are represented diagrammatically, showing all major items of equipment
- 3.1 Mechanical, electrical and instrumentation equipment is used within standard time, following all safety principles and according to workplace instructions

Integrated Assessment

The unit standards, on which this qualification is based, describe the competent performance in pulp and paper operations. The criteria, by which competence is judged, as well as the range of circumstances in which competence is demonstrated, are found in each unit standard.

Integrated assessment methods and tools for this qualification must allow the learner to demonstrate the acquired knowledge and the safe and efficient competencies required in pulp and paper operations.

For summative assessment the tools include:

- > Written and/or oral tests to determine level of knowledge.
- > On-the-job observation to determine applied competence.

The tools used for formative assessment during the learning programme include:

- > Written tests
- > Oral testing
- > On-the-job observation
- > Role-play situations.

For each learner a portfolio of evidence of all these assessments must be built up for record-keeping purposes. This portfolio may include, inter alia:

- > Production reports.
- > Journals/logbooks, records of work performance.
- > Work samples.
- > Supervisor and peer reports.
- > Relevant awards or certificates.
- > Previous assessment records.

The learner's level of prior learning will determine the way an integrated assessment will be conducted.

INTERNATIONAL COMPARABILITY

The core and elective components have been developed, taking into account South Africa's unique context, but also looking at international best practice. Benchmarking was done by comparison to Unit Standards/ Outcomes of learning against:

New Zealand and Australian Qualifications:

- > National Certificate in Pulp and Paper Manufacturing level 2 and related unit standards.

National Vocational Qualifications from Britain (City and Guilds):

- > Various NVQ relating to Paper making and relevant unit standards.

This qualification compares favourably with the above mentioned international qualifications/unit standards in terms of outcomes, assessment criteria and degree of difficulty.

The fundamental components, reflecting foundational learning and generic skills and knowledge have been derived from South African NQF unit standards.

ARTICULATION OPTIONS

This qualification is the first in a series that allows a learner to progress to higher qualifications in pulp and paper operations, namely:

- > National Certificate in Pulp and Paper Woodyard Operations (level 3)
- > National Certificate in Chemical Pulp Manufacturing (level 4)
- > National Certificate in Pulp and Paper Chemical Recovery (level 4)
- > National Certificate in Paper, Board or Tissue Manufacturing (level 4)

Any other higher pulp and paper qualification still to be developed for the pulp and paper industry.

The fundamental and generic 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.

The choice of elective learning components allows the learner to achieve additional competencies in a variety of contexts, for example: embossing, supercalendering, laminating baling, manufacturing cores, winding, operating an overhead crane or forklift.

MODERATION OPTIONS

Anyone assessing a learner or moderating the assessment of a learner against this qualification must be registered as an assessor with the relevant ETQA or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant ETQA or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

Moderation of assessment will be overseen by the relevant ETQA or by an ETQA that has a Memorandum of Understanding with the relevant ETQA, according to the ETQA's policies and guidelines for assessment and moderation.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

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

- > Special note of the need for integrated assessment should be taken.
- > Evidence should be 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 learner 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:
 - > **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.
 - > **Manageable:**
The methods used make for easy arranged cost-effective assessments that do not unduly interfere with learning.
 - > **Integration into work or learning:**
Evidence collection is integrated into the work or learning process where this is appropriate and feasible.
 - > **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 learner being assessed.
 - > **Sufficient:**
The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.
 - > **Systematic:**
Planning and recording is sufficiently rigorous to ensure that assessment is fair.
 - > **Open:**
Learners can contribute to the planning and accumulation of evidence. Learners understand the assessment process and the criteria that apply.
 - > **Consistent:**
The same assessor would make the same judgement again in similar circumstances. The judgement made is similar to the judgement that would be made by other assessors.

Criteria for the registration of Assessors

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

- > Be declared competent in all the outcomes of the National Assessor Unit Standards as stipulated by SAQA.
- > Have a recognised technical qualification in pulp and paper such as the NTC in Pulp and Paper (N2) or an equivalent qualification.
- > Have worked in the pulp and paper industry and be a subject matter expert in the area of pulp and paper making processes.

NOTES**Rules of combination**

- > All fundamental unit standards are compulsory (58 credits)
- > All core unit standards are compulsory (65 credits)
- > A selection of elective unit standards (minimum 20 credits)

The level assigned to this qualification is appropriate according to SAQA's level descriptors, namely:

- > The process requires familiarity with the main areas of a discipline/subject
- > A basic understanding of the discipline's key terms.
- > Familiarity with basic procedures and operations.
- > An ability to use the above to select appropriate procedures to solve familiar routine problems within a given framework.
- > An ability to summarise, interpret and take a position on available information.
- > Well-developed literacy and numeracy skills in the required medium of instruction.

Range Statements

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

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	12199 Demonstrate an understanding of quality principles used in the chemical industry	Level 1	4	Registered
Core	7547 Operate a personal computer system	Level 2	6	Registered
Core	9964 Apply health and safety to a work area	Level 2	8	Registered
Core	12037 Demonstrate knowledge of mechanical and electrical equipment	Level 2	4	Registered
Core	12133 Operate pumps	Level 2	5	Registered
Core	12466 Explain the individual's role within business	Level 2	4	Registered
Core	12483 Perform basic first aid	Level 2	4	Registered
Core	12484 Perform basic fire fighting	Level 2	4	Recommended
Core	110051 Demonstrate understanding of pulp and paper making manufacturing processes	Level 2	10	Public Comment
Core	12059 Demonstrate knowledge of the principles of hydraulics	Level 4	6	Registered
Elective	9599 Lift and move material and equipment by means of a forklift	Level 2	3	Registered
Elective	9737 Transfer material by means of a belt conveyor	Level 2	4	Registered
Elective	9976 Apply basic business concepts	Level 2	8	Registered
Elective	110034 Produce wrapped finished paper, board or tissue products	Level 2	10	Public Comment
Elective	110037 Produce cut cores for the pulp and paper industry	Level 2	5	Public Comment
Elective	110040 Manufacture cores for the pulp and paper industry	Level 2	8	Public Comment
Elective	110043 Classify waste paper as per the South African Grade Definition	Level 2	4	Public Comment
Elective	110048 Produce bales of waste paper using a baling machine	Level 2	5	Public Comment
Elective	110049 Produce embossed paper, board or tissue	Level 2	6	Public Comment
Elective	110085 Produce laminated paper or board	Level 2	15	Public Comment
Elective	8039 Operating cranes	Level 3	10	Registered
Elective	13689 Prepare and supply bagasse	Level 3	14	Public Comment
Elective	110031 Produce supercalendered paper or board	Level 3	12	Public Comment
Elective	110036 Produce paper, board or tissue reels using a winder or rewinder	Level 3	14	Public Comment
Elective	110041 Produce cut/slit sheets of paper, board, pulp or tissue	Level 3	16	Public Comment
Fundamental	7469 Use mathematics to investigate and monitor the financial aspects of personal and community life	Level 2	2	Registered
Fundamental	8962 Maintain and adapt oral communication	Level 2	5	Registered

Fundamental	8963 Access and use information from texts	Level 2	5	Registered
Fundamental	8964 Write for a defined context	Level 2	5	Registered
Fundamental	8967 Use language and communication in occupational learning programmes	Level 2	5	Registered
Fundamental	8982 Demonstrate understanding of rational and irrational numbers and number systems within the context of relevant calculations	Level 2	3	Registered
Fundamental	9007 Work with a range of patterns and functions and solve problems	Level 2	5	Registered
Fundamental	9008 Identify, describe, compare, classify, explore shape and motion in 2-and 3-dimensional shapes in different contexts	Level 2	3	Registered
Fundamental	9009 Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems	Level 2	3	Registered
Fundamental	9122 Demonstrate knowledge of introductory principles of chemistry and physics	Level 2	4	Registered
Fundamental	9268 Manage basic personal finance	Level 2	6	Registered
Fundamental	12463 Understand and deal with HIV/AIDS	Level 2	3	Registered
Fundamental	12465 Develop a learning plan and a portfolio for assessment	Level 2	6	Registered
Fundamental	13202 Apply study and learning techniques	Level 2	3	Recommended



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Chemical Pulp Manufacturing

SAQA QUAL ID	QUALIFICATION TITLE	
48643	National Certificate: Chemical Pulp Manufacturing	
SGB NAME	SGB Pulp and Paper	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
MET-4-National Certificate	National Certificate	Manufacturing and Assembly
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
165	Level 4	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

This qualification is primarily intended for application in pulp manufacturing and is aimed at learners who work, or intend to work, in one of the three specialisation areas and seek recognition for essential skills:

- > Producing chemical pulp from wood chips using a batch digester
- > Producing chemical pulp from wood chips using a vertical continuous digester
- > Producing bagasse pulp using a horizontal continuous digester

Qualifying learners will be capable of:

- > Understanding the process and variables associated with pulp manufacturing
- > Engaging in the operational processes and procedures to manufacture chemical pulp
- > Applying basic business concepts, quality, safety, health and environmental procedures.
- > Demonstrating competence in mathematical literacy, science, reading, writing and speaking relevant to the pulp and paper industry.

The qualification is designed to be flexible and accessible so that learners are able to achieve the competencies required for working safely and efficiently in pulp manufacturing.

Rationale of the qualification:

This is a further qualification in a series for learners to progress beyond the National Certificate in Pulp and Paper Manufacturing: NQF level 2. The qualification reflects the workplace-based needs of operators who work in at least one of the specialisation areas within pulp manufacturing. The specialisation areas all have the objective of manufacturing pulp, however have marked differences in their methodology:

- > Producing chemical pulp from wood chips using a batch digester
- > Producing chemical pulp from wood chips using a vertical continuous digester
- > Producing bagasse pulp using a horizontal continuous digester

The needs, as verified by various Industry forums, are expressed by employers and employees, for both now and the future. This qualification is intended as an exit level qualification for the FET band of learners working in pulp manufacturing.

The level of flexibility within the range of electives allows learners to work in various other jobs, for example, preparing and supplying bagasse, producing bleached pulp and generating chlorine dioxide for pulp bleaching.

While the learning specified within this qualification is contextualised to pulp manufacturing, the qualification has been constructed in such a way that the learner will be able, with some further learning, to adapt the skills and knowledge to other manufacturing industries. The qualification therefore supports the principle of portability within the manufacturing industry as a whole in South Africa and thus provides added value to the qualifying learner (increased employability) and to society and the economy (the creation of a pool of learners with manufacturing skills).

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

National Certificate in Pulp and Paper Manufacturing NQF level 2, as well as mathematical literacy, communication and science at NQF level 3.

If the learner does not meet these assumptions, this does not preclude him/her from starting the qualification. It will, however, require an increase in learning time.

Recognition of Prior Learning:

By a process of recognition of prior learning, the learner will be able to gain credits and thus this qualification may be achieved in part or completely through the recognition of prior learning.

Assessment for the recognition of prior learning is, as for any assessment, subject to the following principles:

- > The application of NQF and credible assessment principles
- > The assessment being planned and designed on the basis of understanding the requirements of the unit standard, part qualification or qualification that the learner is seeking credit for
- > Collection of different types of evidence and quality of evidence
- > The application of the correct assessment process and moderation requirements

QUALIFICATION RULES

All fundamental unit standards are compulsory (65 credits).

All core unit standards are compulsory.

> Specialisation area 1: batch digester (88 credits)

Core unit standard: Produce chemical pulp from wood chips using a batch digester (37 credits)

> Specialisation area 2: vertical continuous digester (85 credits)

Core unit standard: Produce chemical pulp from wood chips using a vertical continuous digester (34 credits)

> Specialisation area 3: horizontal continuous digester (80 credits)

Core unit standard: Produce bagasse pulp using a horizontal continuous digester (29 credits)

A selection of elective unit standards (minimum 20 credits).

EXIT LEVEL OUTCOMES

Exit Level Outcomes:

1. Apply quality, safety, health and environmental procedures according to standard operating procedures.
2. Understand and explain the basic processes, relevant equipment and raw materials used in chemical pulping operations.
3. Engage in chemical pulping operational processes and procedures to produce pulp.

Critical Cross-Field Outcomes:

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

- 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) Organising and managing oneself and one's activities responsibly and effectively.
- d) Collecting, analysing, organising 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 recognising 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 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 Quality procedures are explained and applied in chemical pulping operations.
- 1.2 Safety, health, environmental and fire prevention procedures within chemical pulping operations are adhered to and explained, using appropriate examples and descriptions.

- 2.1 The origin, use and properties of raw materials are understood and explained.
- 2.2 The fundamental principles of the pulping process are understood and explained.
- 2.3 The main components of the chemical pulping process are described and explained.
- 2.4 Utilities are described and explained.

Range - Processes:

Batch digester or vertical continuous digester or horizontal continuous digester.

The following assessment criteria are carried out within standard time, following all safety and hygiene principles and according to workplace procedures:

- 3.1 Pre-checks are carried out and the process is started up.
- 3.2 The process is monitored and controlled and deviations are brought under control.
- 3.3 The process is shut down.

Range - Processes:

Batch digester or vertical continuous digester or horizontal continuous digester.

- 3.4 Basic business principles with regards to chemical pulping operations are understood and implemented.

Range:

Fixed and variable costs relating to raw materials, pulp production and waste.

Integrated Assessment:

The unit standards on which this qualification is based, describe the competent performance in pulp manufacturing. The criteria, by which competence is judged, as well as the range of circumstances in which competence should be demonstrated, are found in each unit standard.

Integrated assessment methods and tools for this qualification must allow the learner to demonstrate the acquired knowledge and the safe and efficient competencies required in pulp manufacturing.

For summative assessment the tools include:

- > Written and/or oral tests to determine level of knowledge; and
- > On-the-job observation to determine applied competence.

The tools used for formative assessment during the learning programme include:

- > Written tests
- > Oral testing
- > On-the-job observation
- > Role-play situations.

For each learner a portfolio of evidence of all the assessments must be built up for record-keeping purposes. This portfolio may include, inter alia:

- > Production reports
- > Journals/logbooks, records of work performance
- > Work samples
- > Supervisor and peer reports
- > Relevant awards or certificates
- > Previous assessment records.

The learner's level of prior learning will determine the way an integrated assessment will be conducted.

INTERNATIONAL COMPARABILITY

The core and elective components have been developed, taking into account South Africa's unique context, but also looking at international best practice. Benchmarking was done by comparison to qualifications, unit standards and/or outcomes of learning against:

New Zealand and Australian Unit Standards:

- > Principles of pulp manufacturing.

National Vocational Qualifications from Britain (City and Guilds):

- > Pulp mills are not common to Britain and thus no comparison could be made for chemical pulping unit standards.

This qualification compares favourably with the above international unit standards in terms of outcomes, assessment criteria and degree of difficulty.

The fundamental components, reflecting foundational learning and generic skills and knowledge, have been derived from South African NQF unit standards.

ARTICULATION OPTIONS

This qualification allows a learner to progress to higher qualifications in the pulp and paper industry, namely:

- > National Diploma in Pulp and Paper Technology (level 6)
- > Any other higher pulp and paper qualification still to be developed for the pulp and paper industry.

The fundamental and generic 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.

The choice of elective learning components allows the learner to achieve additional competencies in a variety of contexts for example, preparing and supplying bagasse, producing bleached pulp and generating chlorine dioxide for pulp bleaching.

MODERATION OPTIONS

Anyone assessing a learner or moderating the assessment of a learner against this qualification must be registered as an assessor with the relevant ETQA or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant ETQA or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

Moderation of assessment will be overseen by the relevant ETQA or by an ETQA that has a Memorandum of Understanding with the relevant ETQA, according to the ETQA's policies and guidelines for assessment and moderation.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

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

- > Be declared competent in all the outcomes of the National Assessor Unit Standards as stipulated by SAQA; and
- > Have a recognised technical qualification in pulp and paper such as the NTC in Pulp (N4) or an equivalent qualification; or
- > Have worked in the pulp and paper industry and be considered a subject matter expert in the area of chemical pulp manufacturing.

Notes for assessors:

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

- > Special note of the need for integrated assessment should be taken.
- > Evidence should be gathered across the entire range, wherever it applies. Assessment activities should be as close as possible to the real performance. Where simulations are used, there should be supporting evidence to show the learner 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:
 - > 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.
 - > Manageable: The methods used make for easy arranged cost-effective assessments that do not unduly interfere with learning.
 - > Integration into work or learning: Evidence collection is integrated into the work or learning process where this is appropriate and feasible.
 - > 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 learner being assessed.
 - > Sufficient: The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.
 - > Systematic: Planning and recording is sufficiently rigorous to ensure that assessment is fair.
 - > Open: Learners can contribute to the planning and accumulation of evidence. Learners understand the assessment process and the criteria that apply.
 - > Consistent: The same assessor would make the same judgement again in similar circumstances. The judgement made is similar to the judgement that would be made by other assessors.

NOTES

Range Statements:

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

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	13223 Apply safety, health and environmental protection procedures	Level 3	6	Registered

Core	13234 Apply quality procedures	Level 3	8	Public Comment
Core	114257 Understand the fundamental process principles of screening and cleaning pulp suspensions	Level 3	10	Public Comment
Core	114268 Remove spent liquor contaminants from pulp	Level 3	17	Public Comment
Core	114241 Produce chemical pulp from wood chips using a batch digester	Level 4	37	Public Comment
Core	114245 Produce bagasse pulp using a horizontal continuous digester	Level 4	29	Public Comment
Core	114252 Produce chemical pulp from wood chips using a vertical continuous digester	Level 4	34	Public Comment
Core	114263 Understand the operating principles, processes and variables associated with chemical pulping	Level 4	12	Public Comment
Elective	7547 Operate a personal computer system	Level 2	6	Registered
Elective	12465 Develop a learning plan and a portfolio for assessment	Level 2	6	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	9527 Lead a team, plan, allocate and assess their work	Level 3	4	Registered
Elective	9926 Coach learners	Level 3	10	Registered
Elective	9973 Apply basic business concepts	Level 3	8	Registered
Elective	110030 Demonstrate understanding of the water treatment and effluent treatment processes in the pulp and paper industry	Level 3	10	Public Comment
Elective	114237 Recover crude turpentine as a Kraft pulping by-product	Level 3	4	Public Comment
Elective	114244 Generate chlorine dioxide for pulp bleaching	Level 3	30	Public Comment
Elective	114247 Produce bleached pulp	Level 3	29	Public Comment
Elective	114249 Reduce wood chips to thermo mechanical pulp	Level 3	26	Public Comment
Elective	114251 Prepare chemical additives used in the pulp and paper industry	Level 3	4	Public Comment
Elective	114254 Reduce logs to groundwood pulp	Level 3	22	Public Comment
Elective	114258 Perform physical and chemical tests on raw materials, pulp and chemicals used in pulp making	Level 3	12	Public Comment
Elective	114262 Prepare and supply washed and depithed bagasse	Level 3	14	Public Comment
Elective	7386 Assess learners within a learning situation	Level 4	10	Registered
Elective	114246 Understand the properties of fibrous materials used in pulp and paper manufacturing	Level 4	10	Public Comment
Elective	114266 Understand the processes and variables in mechanical pulping	Level 4	10	Public Comment
Elective	114270 Understand the operating principles, processes and variables associated with pulp bleaching	Level 4	10	Public Comment
Elective	9951 Plan a learning programme	Level 5	18	Registered
Fundamental	12463 Understand and deal with HIV/AIDS	Level 2	3	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	9530 Manage work time effectively	Level 3	3	Registered
Fundamental	12457 Develop learning strategies and techniques	Level 3	3	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



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Pulp and Paper Woodyard Operations

SAQA QUAL ID	QUALIFICATION TITLE	
35939	National Certificate: Pulp and Paper Woodyard Operations	
SGB NAME	SGB Pulp and Paper	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
MET-3-National Certificate	National Certificate	Manufacturing and Assembly
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
126	Level 3	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 in woodyard operations and who seek recognition for essential skills. Qualifying learners will be capable of

- > Understanding the process and variables in woodyard operations
- > Receiving and storing logs
- > Producing and storing wood chips
- > Applying basic business concepts, quality procedures and safety, health and environmental procedures.
- > Demonstrating competence in mathematical literacy, science, reading, writing and speaking relevant to the pulp and paper industry.
- > Progressing to higher level qualifications in pulp and paper operations

The qualification is designed to be flexible and accessible so that learners are able to achieve the competencies required for working safely and efficiently in a woodyard.

Rationale of the qualification

This is a further qualification in a series for learners to progress beyond the National Certificate in Pulp and Paper Manufacturing: NQF level 2. The qualification reflects the workplace-based needs of woodyard operators. The needs, as verified by various Industry forums, are expressed by employers and employees, for both now and the future. This qualification is intended as an exit level qualification for the FET band for learners working in woodyard operations. The level of flexibility within the range of electives enables the learner to work in various jobs, for example: debarking logs, handling and storing bark for further processing.

While the learning specified within this qualification is contextualised to woodyard operations, the qualification has been constructed in such a way that the learner will be able, with some further learning, to adapt the skills and knowledge to other manufacturing industries. The qualification therefore supports the principle of portability within the manufacturing industry as a whole in South Africa and thus provides added value to the qualifying learner (increased employability) and to society and the economy (the creation of a pool of learners with manufacturing skills).

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

National Certificate Pulp and Paper Manufacturing NQF Level 2.

If the learner does not have this qualification, this does not preclude him/her from starting the qualification. It will, however, require an increase in learning time.

Recognition of prior learning

By a process of recognition of prior learning, the learner will be able to gain credits and thus this qualification may be achieved in part or completely through the recognition of prior learning. Assessment for the recognition of prior learning is, as for any assessment, subject to the following principles:

- > The application of NQF and credible assessment principles.
- > The assessment being planned and designed on the basis of understanding the requirements of the unit standard, part qualification or qualification that the learner is seeking credit for.
- > Collection of different types of evidence and quality of evidence.
- > The application of the correct assessment process and moderation requirements.

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- > Collection of different types of evidence and quality of evidence
- > The application of the correct assessment process and moderation requirements

QUALIFICATION RULES

- > All fundamental unit standards are compulsory (58 credits).
- > All core unit standards are compulsory (54 credits).
- > A selection of unit standards (minimum 20 credits).

EXIT LEVEL OUTCOMES

1.
Apply quality, safety, health and environmental procedures according to standard operating procedures.
2.
Understand and explain the basic processes, relevant equipment and raw materials used in woodyard operations.
3.
Engage in woodyard operational processes and procedures within standard time, following all safety and hygiene principles and according to workplace procedures.
4.
Receive, produce and store logs and woodchips in a woodyard within standard time, following all safety and hygiene principles and according to workplace procedures.

Critical cross-field outcomes

The way in which the critical cross-field outcomes are addressed is presented in detail in the unit standards outlined.

This qualification addresses the following critical cross-field outcomes:

- 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) Organising and managing oneself and one's activities responsibly and effectively

- d) Collecting, analysing, organising 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 recognising 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 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 Quality procedures are explained and applied in wood yard operations
- 1.2 Safety, health, environmental and fire prevention procedures within wood yard operations are adhered to and explained, using appropriate examples and descriptions

- 2.1 The origin, use and properties of raw materials are understood and explained
- 2.2 The fundamental principles of the woodyard processes are understood and explained
- 2.3 The main components of the woodyard process are described and explained
- 2.4 Utilities are described and explained

- 3.1 Pre-checks are carried out, the process is started up, monitored and controlled and shut down
- 3.2 Basic business principles (level 2) with regards to woodyard operations are understood and implemented

Range:

Fixed and variable costs relating to transport, raw materials, chip production and waste

- 4.1 Logs are received and stored in a wood yard
- 4.2 Woodchips are produced and stored
- 4.3 The process and variables in wood yard operations are understood and described, using appropriate examples and descriptions

Integrated Assessment

The unit standards, on which this qualification is based, describe the competent performance in woodyard operations. The criteria, by which competence is judged, as well as the range of circumstances in which competence is demonstrated, are found in each unit standard.

Integrated assessment methods and tools for this qualification must allow the learner to demonstrate the acquired knowledge and the safe and efficient competencies required in woodyard operations. For summative assessment the tools include:

- > Written and/or oral tests to determine level of knowledge and
- > On-the-job observation to determine applied competence.

The tools used for formative assessment during the learning programme include:

- > Written tests
- > Oral testing
- > On-the-job observation
- > Role-play situations.

For each learner a portfolio of evidence of all these assessments must be built up for record-keeping purposes. This portfolio may include, inter alia:

- > Production reports
- > Journals/logbooks, records of work performance.
- > Work samples
- > Supervisor and peer reports
- > Relevant awards or certificates.
- > Previous assessment records.

The learner's level of prior learning will determine the way an integrated assessment will be conducted.

INTERNATIONAL COMPARABILITY

The core and elective components have been developed, taking into account South Africa's unique context, but also looking at international best practice. Benchmarking was done by comparison to Unit Standards/ Outcomes of learning against:

New Zealand and Australian Qualifications

- > Woodyard unit standards

National Vocational Qualifications from Britain (City and Guilds):

- > Woodyard operations are not common to Britain and thus no comparison could be made for woodyard unit standards

The unit standards compare favourably with the above international unit standards in terms of outcomes, assessment criteria and degree of difficulty

The fundamental components, reflecting foundational learning and generic skills and knowledge have been derived from South African NQF unit standards

ARTICULATION OPTIONS

This qualification allows a learner to progress to higher qualifications in pulp and paper operations namely:

National Certificate in Chemical Pulp Manufacturing (level 4)

National Certificate in Pulp and Paper Chemical Recovery (level 4)

National Certificate in Paper, Board or Tissue Manufacturing (level 4)

National Diploma in Pulp and Paper Technology (level 6)

Any other higher pulp and paper qualification still to be developed for the pulp and paper industry.

The fundamental and generic 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.

The choice of elective learning components allows the learner to achieve additional competencies in a variety of contexts for example: debarking logs, handling and storing bark for further processing, operating overhead cranes and lift trucks.

MODERATION OPTIONS

Anyone assessing a learner or moderating the assessment of a learner against this qualification must be registered as an assessor with the relevant ETQA or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant ETQA or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

Moderation of assessment will be overseen by the relevant ETQA or by an ETQA that has a Memorandum of Understanding with the relevant ETQA, according to the ETQA's policies and guidelines for assessment and moderation.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

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

- > Special note of the need for integrated assessment should be taken.
- > Evidence should be gathered across the entire range, wherever it applies. Assessment activities should be as close as possible to the real performance. Where simulations are used, there should be supporting evidence to show the learner 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:
 - > Appropriate: The method of assessment is suited to the performance being assessed.
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 - > Systematic: Planning and recording is sufficiently rigorous to ensure that assessment is fair.
 - > Open: Learners can contribute to the planning and accumulation of evidence. Learners understand the assessment process and the criteria that apply.
 - > Consistent: The same assessor would make the same judgement again in similar circumstances. The judgement made is similar to the judgement that would be made by other assessors.

Criteria for the registration of Assessors

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

- > Be declared competent in all the outcomes of the National Assessor Unit Standards as stipulated by SAQA and
- > Have a recognised technical qualification in pulp and paper such as the NTC in Pulp and Paper (N3) or an equivalent qualification or
- > Have worked in the pulp and paper industry and be a subject matter expert in the area of woodyard operations

NOTES

Range Statements

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

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	13688 Receive and store logs in a woodyard	Level 2	8	Public Comment
Core	9973 Apply basic business concepts	Level 3	8	Registered
Core	13223 Apply safety, health and environmental protection procedures	Level 3	6	Registered
Core	13234 Apply quality procedures	Level 3	8	Public Comment
Core	110039 Produce and store wood chips	Level 3	14	Public Comment

Core	110038 Understand the process and variables in woodyard operations	Level 4	8	Public Comment
Elective	13582 Handle and store bark for further processing	Level 2	6	Public Comment
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	7786 Operate a Computer	Level 3	8	Registered
Elective	8038 Operating lift trucks	Level 3	6	Registered
Elective	8039 Operating cranes	Level 3	10	Registered
Elective	8042 Operating dry bulk handling equipment	Level 3	10	Registered
Elective	9527 Lead a team, plan, allocate and assess their work	Level 3	4	Registered
Elective	9926 Coach learners	Level 3	10	Registered
Elective	12456 Explain and use organisational procedures	Level 3	6	Registered
Elective	110030 Demonstrate understanding of the water treatment and effluent treatment processes in the pulp and paper industry	Level 3	10	Public Comment
Elective	110035 Debark logs using a drum debarker	Level 3	10	Public Comment
Elective	7386 Assess learners within a learning situation	Level 4	10	Registered
Fundamental	7454 Collect and use data to establish statistical and probability models and solve related problems	Level 3	5	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	9013 Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 3	4	Registered
Fundamental	9530 Manage work time effectively	Level 3	3	Registered
Fundamental	12457 Develop learning strategies and techniques	Level 3	3	Registered
Fundamental	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



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Demonstrate understanding of pulp and paper making manufacturing processes

SAQA US ID	UNIT STANDARD TITLE		
110051	Demonstrate understanding of pulp and paper making manufacturing processes		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 2	10

Specific Outcomes:

SPECIFIC OUTCOME 1

The learner will have learned to discuss and explain the mechanical pulping processes.

SPECIFIC OUTCOME 2

The learner will be able to discuss and explain the chemical pulping processes.

SPECIFIC OUTCOME 3

The learner is able to discuss and explain the energy and utility requirements.

SPECIFIC OUTCOME 4

Qualifying learners are able to discuss and explain the basic properties and uses of raw materials.

SPECIFIC OUTCOME 5

Qualifying learners can discuss and explain machine configurations used for the manufacturing.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Receive and store logs in a woodyard

SAQA US ID	UNIT STANDARD TITLE		
13688	Receive and store logs in a woodyard		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB PP	Regular	Level 2	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Qualifying learners can discuss and explain the fundamental principles of the log receiving process.

SPECIFIC OUTCOME 2

The learner will have learned to control the quality of logs received.

SPECIFIC OUTCOME 3

The learner will have learned to monitor and control the process of stacking & storing of logs.

SPECIFIC OUTCOME 4

Qualifying learners are able to adhere to Safety, Health, and Environmental requirements.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Dry and reel formed paper, board or tissue

SAQA US ID	UNIT STANDARD TITLE		
114259	Dry and reel formed paper, board or tissue		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 3	21

Specific Outcomes:**SPECIFIC OUTCOME 1**

Qualifying learners are able to discuss and explain the fundamental principles of drying.

SPECIFIC OUTCOME 2

The learner will have learned to engage in the operational processes and procedures of drying.

SPECIFIC OUTCOME 3

The learner will have learned to monitor and control the process of drying and reeling paper, board.

SPECIFIC OUTCOME 4

Qualifying learners are able to adhere to Safety, Health and Environmental requirements.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Increase pulping spent liquor solids using an evaporation process.

SAQA US ID	UNIT STANDARD TITLE		
114239	Increase pulping spent liquor solids using an evaporation process.		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 3	26

Specific Outcomes:

SPECIFIC OUTCOME 1

Qualifying learners are able to discuss and explain the fundamental principles of increasing pulp.

SPECIFIC OUTCOME 2

The learner will have learned to engage in the operational processes and procedures.

SPECIFIC OUTCOME 3

The learner will have learned to monitor and control the process of increasing pulping spent liquor.

SPECIFIC OUTCOME 4

Qualifying learners are able to adhere to Safety, Health, and Environmental requirements.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Produce and store wood chips

SAQA US ID	UNIT STANDARD TITLE		
110039	Produce and store wood chips		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 3	14

Specific Outcomes:

SPECIFIC OUTCOME 1

Qualifying learners can discuss and explain the fundamental principles of producing.

SPECIFIC OUTCOME 2

The learner will have learned to engage in the operational processes and procedures.

SPECIFIC OUTCOME 3

The learner will have learned to monitor and control the process of producing.

SPECIFIC OUTCOME 4

Qualifying learners can adhere to Safety, Health, and Environmental requirements.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Remove spent liquor contaminants from pulp

SAQA US ID	UNIT STANDARD TITLE		
114268	Remove spent liquor contaminants from pulp		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 3	17

Specific Outcomes:

SPECIFIC OUTCOME 1

Discuss and explain the fundamental principles of removing spent liquor contaminants from pulp.

SPECIFIC OUTCOME 2

Engage in the operational processes and procedures of removing spent liquor contaminants from pulp.

SPECIFIC OUTCOME 3

Monitor and control the process of removing spent liquor contaminants from pulp.

SPECIFIC OUTCOME 4

The learner can adhere to Safety, Health and Environmental requirements.



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SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Understand the fundamental process principles of screening and cleaning pulp suspensions

SAQA US ID	UNIT STANDARD TITLE		
114257	Understand the fundamental process principles of screening and cleaning pulp suspensions		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 3	10

Specific Outcomes:**SPECIFIC OUTCOME 1**

Qualifying learners are able to discuss and explain typical contraries found in pulp suspensions.

SPECIFIC OUTCOME 2

Qualifying learners are able to discuss and explain the fundamental operating principles.

SPECIFIC OUTCOME 3

Qualifying learners are able to determine what type of screen or cleaner to use.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

8

Form and press paper, board or tissue

SAQA US ID	UNIT STANDARD TITLE		
114261	Form and press paper, board or tissue		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 4	30

Specific Outcomes:

SPECIFIC OUTCOME 1

Qualifying learners are able to discuss and explain the fundamental principles of forming.

SPECIFIC OUTCOME 2

The learner will have learned to engage in the operational processes and procedures of forming.

SPECIFIC OUTCOME 3

The learner is able to monitor and control the process of forming and pressing paper, board.

SPECIFIC OUTCOME 4

Qualifying learners are able to maintain wet end machine clothing.

SPECIFIC OUTCOME 5

Qualifying learners are able to adhere to safety, health and environmental requirements.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

9

Produce bagasse pulp using a horizontal continuous digester

SAQA US ID	UNIT STANDARD TITLE		
114245	Produce bagasse pulp using a horizontal continuous digester		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 4	29

Specific Outcomes:

SPECIFIC OUTCOME 1

Learners can discuss and explain the fundamental principles of producing bagasse pulp.

SPECIFIC OUTCOME 2

The learner will have learned to engage in the operational processes and procedures.

SPECIFIC OUTCOME 3

The learner will have learned to monitor and control the bagasse pulp process.

SPECIFIC OUTCOME 4

Learners are able to adhere to Safety, Health and Environmental requirements.



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

10

**Produce chemical compounds by converting spent organic and inorganic pulping by-products
using a fluidised bed reactor**

SAQA US ID	UNIT STANDARD TITLE		
114240	Produce chemical compounds by converting spent organic and inorganic pulping by-products using a fluidised bed reactor		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Pulp and Paper	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 4	22

Specific Outcomes:**SPECIFIC OUTCOME 1**

Qualifying learners will be able to discuss and explain the fundamental principles of producing.

SPECIFIC OUTCOME 2

The learner will have learned to engage in the operational processes and procedures of producing.

SPECIFIC OUTCOME 3

The learner will have learned to monitor and control the process of producing chemical compounds.

SPECIFIC OUTCOME 4

Qualifying learners are able to adhere to Safety, Health, and Environmental requirements.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

11

Produce chemical pulp from wood chips using a batch digester

SAQA US ID	UNIT STANDARD TITLE		
114241	Produce chemical pulp from wood chips using a batch digester		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 4	37

Specific Outcomes:

SPECIFIC OUTCOME 1

Learners can discuss and explain the fundamental principles of producing chemical pulp.

SPECIFIC OUTCOME 2

The learner will have learned to engage in the operational processes and procedures.

SPECIFIC OUTCOME 3

The learner will have learned to monitor and control the process of producing chemical.

SPECIFIC OUTCOME 4

Learners are able to adhere to Safety, Health and Environmental requirements.



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

12

Produce chemical pulp from wood chips using a vertical continuous digester

SAQA US ID	UNIT STANDARD TITLE		
114252	Produce chemical pulp from wood chips using a vertical continuous digester		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 4	34

Specific Outcomes:

SPECIFIC OUTCOME 1

Learners can discuss and explain the fundamental principles of producing chemical pulp.

SPECIFIC OUTCOME 2

The learner will be able to engage in the operational processes.

SPECIFIC OUTCOME 3

The learner will have learned to monitor and control the process of producing chemical pulp.

SPECIFIC OUTCOME 4

The learner will have learned to adhere to Safety, Health and Environmental requirements.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

13

Produce recyclable chemical compounds and steam by converting Kraft organic and inorganic pulping by-products

SAQA US ID	UNIT STANDARD TITLE		
114267	Produce recyclable chemical compounds and steam by converting Kraft organic and inorganic pulping by-products		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 4	31

Specific Outcomes:

SPECIFIC OUTCOME 1

Qualifying learners are able to discuss and explain the fundamental principles of producing.

SPECIFIC OUTCOME 2

The learner will have learned to engage in the operational processes and procedures.

SPECIFIC OUTCOME 3

The learner will have learned to monitor and control the process of producing recyclable chemicals.

SPECIFIC OUTCOME 4

Qualifying learners are able to adhere to Safety, Health, and Environmental requirements.



Established in terms of Act 54 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

14

Produce recyclable chemical compounds and steam by converting magnesium sulphite organic and inorganic pulping by-products

SAQA US ID	UNIT STANDARD TITLE		
114280	Produce recyclable chemical compounds and steam by converting magnesium sulphite organic and inorganic pulping by-products		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Pulp and Paper	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB PP	Regular	Level 4	22

Specific Outcomes:

SPECIFIC OUTCOME 1

Qualifying learners are able to discuss and explain the fundamental principles.

SPECIFIC OUTCOME 2

The learner will have learned to engage in the operational processes and procedures.

SPECIFIC OUTCOME 3

The learner will have learned to monitor and control the process.

SPECIFIC OUTCOME 4

Qualifying learners are able to adhere to Safety, Health, and Environmental requirements.



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

15

Understand the operating principles, processes and variables associated with chemical pulping

SAQA US ID	UNIT STANDARD TITLE		
114263	Understand the operating principles, processes and variables associated with chemical pulping		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 4	12

Specific Outcomes:

SPECIFIC OUTCOME 1

Learners can discuss and explain the basic equipment and processes of chemical pulping.

SPECIFIC OUTCOME 2

The learner will have learned to discuss and explain the inputs to the chemical pulping processes.

SPECIFIC OUTCOME 3

The learner will have learned to explain the process variables and their interrelationships.

SPECIFIC OUTCOME 4

The learner will have learned to discuss and explain typical chemical pulping process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

16

Understand the operating principles, processes and variables associated with the drying of paper, board or tissue products

SAQA US ID	UNIT STANDARD TITLE		
114250	Understand the operating principles, processes and variables associated with the drying of paper, board or tissue products		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 4	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Qualifying learners are able to discuss and explain the basic equipment and process configuration.

SPECIFIC OUTCOME 2

Qualifying learners are able to discuss and explain the inputs to drying processes.

SPECIFIC OUTCOME 3

Learners are able to discuss and explain the process variables.

SPECIFIC OUTCOME 4

Learners are able to discuss and explain the effects of application of surface treatments.

SPECIFIC OUTCOME 5

Learners are able to discuss and explain process problems and typical solutions to the problems.



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY**UNIT STANDARD:**

17

Understand the operating principles, processes and variables associated with wet end operations in the pulp and paper industry

SAQA US ID	UNIT STANDARD TITLE		
114255	Understand the operating principles, processes and variables associated with wet end operations in the pulp and paper industry		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Pulp and Paper	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 4	15

Specific Outcomes:**SPECIFIC OUTCOME 1**

Qualifying learners are able to discuss and explain the basic equipment and process configuration.

SPECIFIC OUTCOME 2

Learners are able to discuss and explain the inputs to wet end operations.

SPECIFIC OUTCOME 3

Learners are able to discuss and explain the process variables and their interrelationships.

SPECIFIC OUTCOME 4

Learners are able to discuss and explain typical process problems and typical solutions.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

18

Understand the process and variables in woodyard operations

SAQA US ID	UNIT STANDARD TITLE		
110038	Understand the process and variables in woodyard operations		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 4	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Qualifying learners can discuss and explain the basic equipment and process configuration.

SPECIFIC OUTCOME 2

The learner is able to discuss and explain the inputs to woodyard/fibre supply (bagasse) operations.

SPECIFIC OUTCOME 3

The learner would have learned to discuss and explain the process variables.

SPECIFIC OUTCOME 4

The learner is able to discuss and explain typical process problems and typical solutions.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

19

Understanding the process and the variables in the recovery of pulping chemicals

SAQA US ID	UNIT STANDARD TITLE		
114242	Understanding the process and the variables in the recovery of pulping chemicals		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 4	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Qualifying learners are able to discuss and explain the basic equipment and processes.

SPECIFIC OUTCOME 2

Qualifying learners are able to discuss and explain the inputs to the chemical recovery processes.

SPECIFIC OUTCOME 3

Qualifying learners are able to discuss and explain the process variables.

SPECIFIC OUTCOME 4

Qualifying learners are able to discuss and explain the typical process problems.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

20

Classify waste paper as per the South African Grade Definition

SAQA US ID	UNIT STANDARD TITLE		
110043	Classify waste paper as per the South African Grade Definition		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 2	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Qualifying learners are able to discuss and explain the fundamental principles.

SPECIFIC OUTCOME 2

The learner will have learned to sort and classify waste paper.

SPECIFIC OUTCOME 3

Qualifying learners are able to adhere to Safety, Health, and Environmental requirements.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

21

Handle and store bark for further processing

SAQA US ID	UNIT STANDARD TITLE		
13582	Handle and store bark for further processing		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB PP	Regular	Level 2	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Qualifying learners can discuss and explain the fundamental principles of handling and storing bark.

SPECIFIC OUTCOME 2

The learner will have learned to engage in the operational procedures.

SPECIFIC OUTCOME 3

The learner will have learned to monitor and control the process of handling.

SPECIFIC OUTCOME 4

Qualifying learners are able to adhere to Safety, Health, and Environmental requirements.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

22

Manufacture cores for the pulp and paper industry

SAQA US ID	UNIT STANDARD TITLE		
110040	Manufacture cores for the pulp and paper industry		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 2	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Qualifying learners can discuss and explain the fundamental principles of manufacturing cores.

SPECIFIC OUTCOME 2

The learner will have learned to engage in the operational processes.

SPECIFIC OUTCOME 3

The learner will have learned to monitor and control the core manufacturing process.

SPECIFIC OUTCOME 4

Qualifying learners can adhere to Safety, Health, and Environmental requirements.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

23

Produce bales of waste paper using a baling machine

SAQA US ID	UNIT STANDARD TITLE		
110048	Produce bales of waste paper using a baling machine		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 2	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Qualifying learners are able to discuss and explain the fundamental principles of baling.

SPECIFIC OUTCOME 2

The learner will have learned to engage in the operational processes and procedures.

SPECIFIC OUTCOME 3

The learner will have learned to monitor and control the baling process, according to process.

SPECIFIC OUTCOME 4

Qualifying learners are able to adhere to Safety, Health, and Environmental requirements.



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY**UNIT STANDARD:**

24

Produce cut cores for the pulp and paper industry

SAQA US ID	UNIT STANDARD TITLE		
110037	Produce cut cores for the pulp and paper industry		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 2	5

Specific Outcomes:**SPECIFIC OUTCOME 1**

Qualifying learners can discuss and explain the fundamental principles of producing cut cores.

SPECIFIC OUTCOME 2

The learner will have learned to engage in the operational processes and procedures.

SPECIFIC OUTCOME 3

The learner will have learned to monitor and control the core cutting process.

SPECIFIC OUTCOME 4

Qualifying learners can adhere to Safety, Health, and Environmental requirements.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

25

Produce embossed paper, board or tissue

SAQA US ID	UNIT STANDARD TITLE		
110049	Produce embossed paper, board or tissue		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-FBE-0-SGB MAP	Regular	Level 2	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Qualifying learners can discuss and explain the fundamental principles of producing embossed paper.

SPECIFIC OUTCOME 2

The learner will have learned to engage in the operational processes and procedures.

SPECIFIC OUTCOME 3

The learner will have learned to monitor and control the embossing process.

SPECIFIC OUTCOME 4

Qualifying learners can adhere to Safety, Health, and Environmental requirements.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

26

Produce laminated paper or board

SAQA US ID	UNIT STANDARD TITLE		
110085	Produce laminated paper or board		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 2	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Qualifying learners can discuss and explain the fundamental principles of producing laminated paper.

SPECIFIC OUTCOME 2

The learner will have learned to engage in the operational processes and procedures of laminating.

SPECIFIC OUTCOME 3

The learner will have learned to monitor and control the laminating process, according to process.

SPECIFIC OUTCOME 4

Qualifying learners can adhere to Safety, Health, and Environmental requirements.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

27

Produce wrapped finished paper, board or tissue products

SAQA US ID	UNIT STANDARD TITLE		
110034	Produce wrapped finished paper, board or tissue products		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 2	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Qualifying learners can discuss and explain the fundamental principles of producing wrapped paper.

SPECIFIC OUTCOME 2

The learner will have learned to engage in operational processes and procedures of wrapped paper.

SPECIFIC OUTCOME 3

The learner will have learned to monitor and control the paper, board or tissue wrapping process.

SPECIFIC OUTCOME 4

Qualifying learners can adhere to Safety, Health, and Environmental requirements.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

28

Conduct physical tests on paper, board or tissue

SAQA US ID	UNIT STANDARD TITLE		
114281	Conduct physical tests on paper, board or tissue		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB PP	Regular	Level 3	12

Specific Outcomes:

SPECIFIC OUTCOME 1

Learners are able to discuss and explain the fundamental principles of tests carried out on paper.

SPECIFIC OUTCOME 2

Learners are able to perform routine checks on test equipment.

SPECIFIC OUTCOME 3

Learners are able to select and carry out tests.

SPECIFIC OUTCOME 4

Learners are able to record and report test results.

SPECIFIC OUTCOME 5

Learners are able to adhere to safety, health and environmental requirements.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

29

Debark logs using a drum debarker

SAQA US ID	UNIT STANDARD TITLE		
110035	Debark logs using a drum debarker		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 3	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Qualifying learners can discuss and explain the fundamental principles of the debarking process.

SPECIFIC OUTCOME 2

The learner will have learned to engage in the operational processes.

SPECIFIC OUTCOME 3

The learner will have learned to monitor and control the debarking process.

SPECIFIC OUTCOME 4

Qualifying learners are able to adhere to Safety, Health, and Environmental requirements.



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

30

Demonstrate understanding of the water treatment and effluent treatment processes in the pulp and paper industry

SAQA US ID	UNIT STANDARD TITLE		
110030	Demonstrate understanding of the water treatment and effluent treatment processes in the pulp and paper industry		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 3	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Qualifying learners can discuss and explain the basic water treatment process.

SPECIFIC OUTCOME 2

The learner will be able to discuss and explain the basic effluent treatment process.

SPECIFIC OUTCOME 3

The learner will have learned to discuss and explain the water requirements for pulp.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

31

Generate chlorine dioxide for pulp bleaching

SAQA US ID	UNIT STANDARD TITLE		
114244	Generate chlorine dioxide for pulp bleaching		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Pulp and Paper	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 3	30

Specific Outcomes:

SPECIFIC OUTCOME 1

Learners can discuss and explain the fundamental principles of generating chlorine dioxide for pulp.

SPECIFIC OUTCOME 2

The learner will have learned to engage in the operational processes and procedures of generating.

SPECIFIC OUTCOME 3

The learner will have learned to monitor and control the process of generating chlorine dioxide.

SPECIFIC OUTCOME 4

Learners are able to adhere to Safety, Health and Environmental requirements.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

32

Perform physical and chemical tests on raw materials, pulp and chemicals used in pulp making

SAQA US ID	UNIT STANDARD TITLE		
114258	Perform physical and chemical tests on raw materials, pulp and chemicals used in pulp making		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 3	12

Specific Outcomes:

SPECIFIC OUTCOME 1

Learners can explain the fundamental principles of tests carried out.

SPECIFIC OUTCOME 2

Learners will have learned to perform routine checks on test equipment.

SPECIFIC OUTCOME 3

Learners will have learned to select and carry out physical and chemical tests.

SPECIFIC OUTCOME 4

Adhere to safety, health, environment and quality (SHEQ) requirements.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

33

Perform visual inspection tests to identify paper defects

SAQA US ID	UNIT STANDARD TITLE		
114279	Perform visual inspection tests to indenntify paper defects		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB PP	Regular	Level 3	12

Specific Outcomes:

SPECIFIC OUTCOME 1

Learners will have learned to identify and discuss paper defects common to the paper industry.

SPECIFIC OUTCOME 2

The learner is able to identify and discuss paper defects caused by equipment faults.

SPECIFIC OUTCOME 3

The learner is able to perform tests and record and report data related to inspections.

SPECIFIC OUTCOME 4

The learner is able to adhere to safety, health and environmental requirements.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

34

Prepare and supply bagasse

SAQA US ID	UNIT STANDARD TITLE		
13689	Prepare and supply bagasse		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB PP	Regular	Level 3	14

Specific Outcomes:

SPECIFIC OUTCOME 1

Qualifying learners are able to discuss and explain the fundamental principles.

SPECIFIC OUTCOME 2

The learner will have learned to engage in the operational processes and procedures.

SPECIFIC OUTCOME 3

The learner will have learned how to monitor and control the process.

SPECIFIC OUTCOME 4

Qualifying learners are able to adhere to Safety, Health, and Environmental requirements.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

35

Prepare and supply washed and depithed bagasse

SAQA US ID	UNIT STANDARD TITLE		
114262	Prepare and supply washed and depithed bagasse		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 3	14

Specific Outcomes:

SPECIFIC OUTCOME 1

Learners can discuss and explain the fundamental principles of preparing and supplying bagasse.

SPECIFIC OUTCOME 2

The learner will have learned to engage in the operational processes and procedures.

SPECIFIC OUTCOME 3

The learner will have learned to monitor and control the bagasse washing and depithing process.

SPECIFIC OUTCOME 4

Learners are able to adhere to Safety, Health and Environmental requirements.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

36

Prepare chemical additives used in the pulp and paper industry

SAQA US ID	UNIT STANDARD TITLE		
114251	Prepare chemical additives used in the pulp and paper industry		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 3	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Learners are able to discuss and explain the fundamental principles of the chemical additive.

SPECIFIC OUTCOME 2

The learner will have learned to engage in the operational processes.

SPECIFIC OUTCOME 3

The learner will have learned to monitor and control the process of preparing chemical additives.

SPECIFIC OUTCOME 4

Learners are able to adhere to Safety, Health, and Environmental requirements.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

37

Produce bleached pulp

SAQA US ID	UNIT STANDARD TITLE		
114247	Produce bleached pulp		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 3	29

Specific Outcomes:

SPECIFIC OUTCOME 1

The learner can discuss and explain the fundamental principles of bleaching pulp.

SPECIFIC OUTCOME 2

The learner will have learned to engage in the operational processes and procedures of bleaching.

SPECIFIC OUTCOME 3

The learner will have learned to monitor and control the process of bleaching pulp.

SPECIFIC OUTCOME 4

Learners are able to adhere to Safety, Health, and Environmental requirements.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

38

Produce calcium bisulphite cooking liquor using a liquor preparation plant

SAQA US ID	UNIT STANDARD TITLE		
114238	Produce calcium bisulphite cooking liquor using a liquor preparation plant		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 3	19

Specific Outcomes:

SPECIFIC OUTCOME 1

Qualifying learners are able to discuss and explain the fundamental principles of producing calcium.

SPECIFIC OUTCOME 2

The learner will have learned to engage in the operational processes and procedures to produce.

SPECIFIC OUTCOME 3

The learner will have learned to monitor and control the process to produce calcium bisulphite.

SPECIFIC OUTCOME 4

Qualifying learners are able to adhere to Safety, Health, and Environmental requirements.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

39

Produce cut/slit sheets of paper, board, pulp or tissue

SAQA US ID	UNIT STANDARD TITLE		
110041	Produce cut/slit sheets of paper, board, pulp or tissue		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Pulp and Paper	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Manufacturing, Engineering and Technology	Manufacturing and Assembly		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 3	16

Specific Outcomes:

SPECIFIC OUTCOME 1

Qualifying learners can discuss and explain the fundamental principles of producing cut/slit paper.

SPECIFIC OUTCOME 2

The learner will have learned to engage in the operational processes and procedures of producing.

SPECIFIC OUTCOME 3

The learner will have learnt to monitor and control the paper, board, pulp or tissue cutting.

SPECIFIC OUTCOME 4

Qualifying learners can adhere to Safety, Health, and Environmental requirements.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

40

Produce paper, board or tissue reels using a winder or rewinder

SAQA US ID	UNIT STANDARD TITLE		
110036	Produce paper, board or tissue reels using a winder or rewinder		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 3	14

Specific Outcomes:

SPECIFIC OUTCOME 1

Qualifying learners are capable of adhering to Safety, Health, and Environmental requirements.

SPECIFIC OUTCOME 2

The learner will have learned to monitor and control the winding/rewinding process.

SPECIFIC OUTCOME 3

The learner will have learned to engage in the operational processes and procedures.

SPECIFIC OUTCOME 4

Qualifying learners are able to discuss and explain the fundamental principles.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

41

Produce supercalendered paper or board

SAQA US ID	UNIT STANDARD TITLE		
110031	Produce supercalendered paper or board		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 3	12

Specific Outcomes:

SPECIFIC OUTCOME 1

Qualifying learners can discuss and explain the fundamental principles of producing supercalendered.

SPECIFIC OUTCOME 2

The learner will have learned to engage in the operational processes and procedures of producing.

SPECIFIC OUTCOME 3

The learner will have learned to monitor and control supercalendering process, according to process.

SPECIFIC OUTCOME 4

Qualifying learners are adhere to Safety, Health, and Environmental requirements.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

42

Produce unslaked lime using a rotary lime kiln

SAQA US ID	UNIT STANDARD TITLE		
114264	Produce unslaked lime using a rotary lime kiln		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 3	19

Specific Outcomes:

SPECIFIC OUTCOME 1

Qualifying learners are able to discuss & explain the fundamental principles of producing unslaked.

SPECIFIC OUTCOME 2

The learner will have learned to engage in the operational processes and procedures to produce.

SPECIFIC OUTCOME 3

The learner will have learned to monitor and control the process of producing unslaked lime.

SPECIFIC OUTCOME 4

Qualifying learners are able to adhere to Safety, Health, and Environmental requirements.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

43

Recover crude turpentine as a Kraft pulping by-product

SAQA US ID	UNIT STANDARD TITLE		
114237	Recover crude turpentine as a Kraft pulping by-product		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 3	4

Specific Outcomes:**SPECIFIC OUTCOME 1**

Learners can discuss and explain the fundamental principles of recovering crude turpentine.

SPECIFIC OUTCOME 2

The learner will have learned to engage in the operational processes and procedures.

SPECIFIC OUTCOME 3

The learner will have learned to monitor and control the process of recovering crude turpentine.

SPECIFIC OUTCOME 4

Learners are able to adhere to Safety, Health and Environmental requirements.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

44

Reduce logs to groundwood pulp

SAQA US ID	UNIT STANDARD TITLE		
114254	Reduce logs to groundwood pulp		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 3	22

Specific Outcomes:

SPECIFIC OUTCOME 1

Learners can discuss and explain the fundamental principles of the groundwood pulping process.

SPECIFIC OUTCOME 2

Learners will have learned to engage in the operational processes and procedures of reducing logs.

SPECIFIC OUTCOME 3

The learner will have learned to monitor and control process of reducing logs to groundwood pulp.

SPECIFIC OUTCOME 4

Learners are able to adhere to Safety, Health and Environmental requirements.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

45

Reduce wood chips to thermo mechanical pulp

SAQA US ID	UNIT STANDARD TITLE		
114249	Reduce wood chips to thermo mechanical pulp		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 3	26

Specific Outcomes:

SPECIFIC OUTCOME 1

Learners can discuss and explain the fundamental principles.

SPECIFIC OUTCOME 2

Learners will have learned to engage in the operational processes and procedures.

SPECIFIC OUTCOME 3

Learners will have learned to monitor and control the thermo mechanical pulping process.

SPECIFIC OUTCOME 4

Learners are able to adhere to Safety, Health, and Environmental requirements.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

46

Coat paper or board using a coating machine

SAQA US ID	UNIT STANDARD TITLE		
114248	Coat paper or board using a coating machine		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 4	17

Specific Outcomes:

SPECIFIC OUTCOME 1

Qualifying learners are able to discuss and explain the fundamental principles of coating.

SPECIFIC OUTCOME 2

The learner will have learned to engage in the operational processes and procedures of coating.

SPECIFIC OUTCOME 3

The learner will have learned how to monitor and control the coating process according to workplace.

SPECIFIC OUTCOME 4

Learners are able to adhere to Safety, Health, and Environmental requirements.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

47

De-ink recycled fibres for use in pulp and paper manufacturing

SAQA US ID	UNIT STANDARD TITLE		
114256	De-ink recycled fibres for use in pulp and paper manufacturing		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 4	21

Specific Outcomes:

SPECIFIC OUTCOME 1

Learners can discuss and explain the fundamental principles of de-inking re-cycled fibres.

SPECIFIC OUTCOME 2

The learner will have learned to engage in the operational processes and procedures of de-inking.

SPECIFIC OUTCOME 3

The learner will have learned to monitor and control the de-inking process according to workplace.

SPECIFIC OUTCOME 4

Learners are able to adhere to Safety, Health, and Environmental requirements.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

48

Generate white liquor using a causticizing process

SAQA US ID	UNIT STANDARD TITLE		
114243	Generate white liquor using a causticizing process		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 4	18

Specific Outcomes:

SPECIFIC OUTCOME 1

Qualifying learners are able to discuss and explain the fundamental principles.

SPECIFIC OUTCOME 2

The learner will have learned to engage in the operational processes and procedures.

SPECIFIC OUTCOME 3

The learner will have learned to monitor and control the process of generating white liquor.

SPECIFIC OUTCOME 4

Qualifying learners are able to adhere to Safety, Health, and Environmental requirements.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

49

Prepare and provide a continuous supply of stock to the forming section of a paper, board or tissue machine

SAQA US ID	UNIT STANDARD TITLE		
114265	Prepare and provide a continuous supply of stock to the forming section of a paper, board or tissue machine		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Pulp and Paper	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 4	24

Specific Outcomes:

SPECIFIC OUTCOME 1

Qualifying learners are able to discuss and explain the fundamental principles of preparing stock.

SPECIFIC OUTCOME 2

The learner is able to discuss and explain the fundamental principles of cellulose fibre technology.

SPECIFIC OUTCOME 3

The learner will have learned to engage in the operational processes.

SPECIFIC OUTCOME 4

The learner will have learned to monitor and control the process of preparing and providing stock.

SPECIFIC OUTCOME 5

The learner is able to monitor and control the process of reclaiming water and fibre.

SPECIFIC OUTCOME 6

Qualifying learners are able to adhere to Safety, Health, Environmental requirements.



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

50

Understand the operating principles, processes and variables associated with the coating of paper or board

SAQA US ID	UNIT STANDARD TITLE		
114271	Understand the operating principles, processes and variables associated with the coating of paper or board		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 4	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Qualifying learners are able to discuss and explain the basic equipment and process configuration.

SPECIFIC OUTCOME 2

Learners are able to discuss and explain the inputs to coating operations:

SPECIFIC OUTCOME 3

Learners are able to discuss and explain the process variables and their interrelationships.

SPECIFIC OUTCOME 4

Learners are able to discuss and explain typical process problems and offer typical solutions.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

51

Understand the operating principles, processes and variables associated with pulp bleaching

SAQA US ID	UNIT STANDARD TITLE		
114270	Understand the operating principles, processes and variables associated with pulp bleaching		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 4	10

Specific Outcomes:

SPECIFIC OUTCOME 1

The learner will have learned to discuss and explain the inputs to bleach processes.

SPECIFIC OUTCOME 2

The learner will have learned to discuss and explain the basic equipment.

SPECIFIC OUTCOME 3

The learner will have learned to discuss and explain the different bleaching reactions and reaction.

SPECIFIC OUTCOME 4

The learner will have learned to discuss and explain the effect of different bleaching reaction.

SPECIFIC OUTCOME 5

The learner will have learned to discuss and explain typical bleaching process problems.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

52

Understand the operating principles, processes and variables in stock preparation in the pulp and paper industry

SAQA US ID	UNIT STANDARD TITLE		
114269	Understand the operating principles, processes and variables in stock preparation in the pulp and paper industry		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 4	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Qualifying learners are able to discuss and explain the basic equipment and process configuration.

SPECIFIC OUTCOME 2

Learners are able to discuss and explain the inputs to stock preparation operations.

SPECIFIC OUTCOME 3

Learners are able to discuss and explain the process variables and their interrelationships.

SPECIFIC OUTCOME 4

Learners are able to discuss and explain typical process problems and offer typical solutions.



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

53

Understand the printing processes and quality requirements for the end use of manufactured paper products

SAQA US ID	UNIT STANDARD TITLE		
114253	Understand the printing processes and quality requirements for the end use of manufactured paper products		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 4	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Qualifying learners are able to discuss and explain the fundamental principles.

SPECIFIC OUTCOME 2

Qualifying learners are able to discuss and explain the fundamental principles.

SPECIFIC OUTCOME 3

Qualifying learners are able to discuss and explain the fundamental principles.

SPECIFIC OUTCOME 4

Qualifying learners are able to discuss and explain the fundamental principles.

SPECIFIC OUTCOME 5

Qualifying learners are able to discuss and explain the fundamental principles.

SPECIFIC OUTCOME 6

Qualifying learners are able to discuss and explain the fundamental principles.

SPECIFIC OUTCOME 7

Qualifying learners are able to discuss and explain the fundamental principles.

SPECIFIC OUTCOME 8

Qualifying learners are able to describe the suitability of different paper products.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

54

Understand the processes and variables in mechanical pulping

SAQA US ID	UNIT STANDARD TITLE		
114266	Understand the processes and variables in mechanical pulping		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 4	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Learners are able to discuss and explain the basic equipment and processes of mechanical pulping

SPECIFIC OUTCOME 2

The learner will have learned to discuss and explain the inputs to the mechanical pulping processes

SPECIFIC OUTCOME 3

The learner will have learned to discuss and explain the process variables.

SPECIFIC OUTCOME 4

The learner will have learned to discuss and explain typical mechanical pulping process problems.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

55

Understand the properties of fibrous materials used in pulp and paper manufacturing

SAQA US ID	UNIT STANDARD TITLE		
114246	Understand the properties of fibrous materials used in pulp and paper manufacturing		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Pulp and Paper		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB MAP	Regular	Level 4	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Qualifying learners are able to discuss and explain the general biology.

SPECIFIC OUTCOME 2

Learners are able to discuss and explain the physical and chemical nature of pulp fibres.

SPECIFIC OUTCOME 3

The learner is able to discuss and explain the end user requirements for paper products.

No. 1759

5 December 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. 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 9 January 2004***. 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

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or faxed to 012 – 431-5144

e-mail: dmphuthing@saga.co.za


JOE SAMUELS**DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Financial Services Management

SAQA QUAL ID	QUALIFICATION TITLE	
48640	National Certificate: Financial Services 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
150	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 build the knowledge and skills required by employees in management who have either had schooling at or below NQF level 4, including learners who have gaps in Communication in the language of business and/or mathematical literacy that could inhibit progress in a career path in management in financial services. It is also intended for learners in management who are not yet ready to learn at NQF Level 5. The Qualification should empower learners to acquire knowledge, skills, attitudes and values required to operate confidently as managers in the South African financial services community and to respond to the challenges specific to the financial services environment and the changing world of work in the industry.

The Qualification introduces some theoretical concepts, requires the application of knowledge and a well-developed range of specialist skills that will enable learners to be informed workers in the financial services industry. It requires the ability to adjust or amend an application of a common solution within relevant parameters and the ability to motivate the change using relevant evidence. 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.

The National Certificate in Financial Services: Management: Level 4 is intended for personnel already employed and other learners who intend to follow a career in management in financial services. The focus is on analysis and evaluation skills and application of knowledge.

Rationale

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 reputational risk. Managers in Financial Services require a sound knowledge of the financial services environment, the capacity to understand broad financial and legal aspects and knowledge of and skills in management. In the Financial Services industry managers are appointed based on technical knowledge, experience and potential managerial ability. It is therefore assumed that learners attempting this Qualification are technically competent in a specific aspect or sub-sector of financial services and have a sound knowledge of the financial services sector as a whole.

The National Certificate in Financial Services: Management: NQF Level 4 is designed to meet the needs of learners in the financial services sector who require management skills including first line managers of business units in medium to large organisations and managers in SMEs that are part of the financial services sector. This Qualification is for learners who work at the first level at which the management

function is performed in the financial services sector. The Qualification is intended as a vehicle to fast track learners from previously disadvantaged groups and other learners to acquire the knowledge and skills of management that are required to build a pool of learners with management expertise in the financial services industry and enable the industry to meet Employment Equity targets.

The term business unit in this Qualification implies a cost centre, section, department or SME. Managers at this level may or may not be required to interact with senior management. They are accountable for systems and the implementation of the strategic requirements of an organisation. They may write policies and procedures that in turn impact on supervisors and team leaders. It is envisaged that learners who complete this Qualification will be engaged in work roles in financial services organisations where they can be part of the employment decision-making process and their specialist financial services industry knowledge can impact on recruitment and employment decisions. They therefore need to be familiar with employment trends in the market and current events that could impact on the financial services sector. Managers at this level in the financial services sector have decision-making powers and are involved in counselling.

The move in the financial services sector is to flat management structures and away from traditional pyramiding. The level of the Qualification is therefore not linked to grading levels or an organisation's remuneration structure. Managers at this level are involved in high-level decision-making and high-level reporting. They may be required to do presentations to senior management and are responsible for performance management interaction.

Managers in financial services at this level require extensive technical expertise. They may serve as advisors on committees, boards and focus groups as part of their network function where their technical skill is required to make recommendations. They have input into development issues such as the training strategy of the department and have a broad co-ordination function between other departments in terms of timing, funding and implementation plans of their own business unit and the impact of changes on their business unit.

At this level managers require a wide knowledge and understanding of the financial services industry and their particular sub-sector. They need insight into how events in the financial services environment can impact on business processes and delivery and how the work of other sections or business units can impact on their unit.

At level 4, there is greater specialisation in a particular field and the manager's role may be mainly administrative or may require specialisation in law or other specific industry knowledge. Managers may not always manage people, but may perform a professional or managerial function. This Qualification works from the premise that managers require specialist technical knowledge and skill as well as behavioural skills. Managers engaged in enterprise-wide risk management, who do not necessarily manage people, could elect to do the National Certificate in Risk Management: NQF Level 4.

Management positions at this level include, but are not limited to first line managers and section heads. Queries are inevitably escalated to them and they are expected to act within their level of authority and may be required to refer to a manager at a higher level.

The National Certificate in Financial Services: Management: NQF Level 4 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 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 first line managers in the financial services industry and wish to improve their management skills.

The National Certificate in Financial Services: Management: Level 4 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 5. The intention is:

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

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

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that learners are competent in Communication and Mathematical Literacy at NQF Level 3.

Recognition of Prior Learning:

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

QUALIFICATION RULES

The Qualification is made up of a planned combination of learning outcomes that have a defined purpose and will provide qualifying learners with applied competence and a basis for further training. It is a building block for the proposed National Certificate in Financial Services: Management: NQF Level 5.

The Qualification is made up of Unit Standards that are classified as Fundamental, Core and Elective for the purpose of this Qualification. A minimum of 150 credits is required to complete the Qualification.

In this Qualification the credits are allocated as follows:

Fundamental: 68 credits (45%)
 Core: 64 credits (43%)
 Electives: 18 credits (12%)
 Total: 150 credits (100%)

Note that the Core credits, relate directly to management in the financial services sector. Electives may be selected that are:

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

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

Fundamental Component:

Twenty (20) credits are allocated to Communication in a First language at NQF Level 4 and 20 credits to an additional South African language at NQF Level 3. Sixteen (16) credits are allocated to Mathematical

Literacy. For the purpose of this Qualification 12 credits are also required for Financial Literacy at level 4. Although this is not a SAQA requirement, the industry believes that if learners are to function in a field that manages people's money, they should be able to manage their own finances. In this Qualification, they also serve as an introduction that will lead to an understanding of financial aspects of insurance and risk finance in later Qualifications. This means that 68 credits are allocated to the Fundamental Component and will add value to learners both socially and economically in terms of:

- > Their ability to manage their own finances.
- > Their ability to operate as literate and numerate workers in a global economy.
- > Their ability to be informed consumers of the financial services industry.
- > An awareness of the need to avoid the debt spiral that undermines the economy of South Africa.

At this level, financial decisions are based on management of own finances including responsibility for dependants and finances of a small business or organisation.

Note that credits classified as Fundamental and obtained as part of the National Certificate in Insurance: NQF Level 4 or other Financial Services related Qualification at NQF Level 4, may be credited towards the National Certificate in Financial Services: Management NQF Level 4. In such cases the industry Qualification is sufficient and no RPL is required.

Core Component:

Sixty-four (64) credits have been allocated to Unit Standards designated as Core for the purpose of this Qualification. The Unit Standards classified as Core describe the specific management knowledge and skills required within the Financial Services industry including ethics and legal aspects. They provide an opportunity to develop knowledge of management through research and the application of study skills. A Unit Standard on the Financial Advisory and Intermediary Services Act (FAIS) (Act 37 of 2002) has been included as Core as the potential impact of the legislation is such that all managers should have a working knowledge of FAIS and its application in their specific business units.

Elective Component:

Learners are required to select Electives that add up to at least eighteen (18) credits.

There is a wide variety of Unit Standards in this section in order to ensure that the Qualification is, fit for purpose, for managers who are first line managers of business units in medium to large organisations and managers in SMEs that are part of the financial services sector. Unit Standards may be selected from the allocated list of Electives.

> Additional Unit Standards in Financial Literacy at level 3 and 4 may also be included as Electives in this Qualification provided they have not already been offered as part of a level 3 Qualification. Knowledge of own finances is essential if managers are to be able to competently perform the finance function of managers.

> Unit Standards at Level 3 for Trustees of Retirement Funds and Medical Schemes have been included as managers could be elected to such positions and need to know what these positions entail.

> Unit Standards at Level 4 that deal with legislation that impacts directly on the work of a business unit should be included as an elective to ensure that the Qualification is fit for purpose in the highly regulated financial services environment.

EXIT LEVEL OUTCOMES

The National Certificate in Financial Services: Management: Level 4 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 analysis, comparison, choice, interpretation and application of knowledge. Learners should have the capacity to adjust the application of a common solution to meet the needs resulting from small changes in the problem or operating context. They should be able to take the initiative to address problems within their own mandate. 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.

Integrated assessment of the Core Unit Standards is required at exit level.

Qualifying learners should be capable of:

1. Aligning a business unit to an organisation's strategy and monitoring performance in terms of a performance agreement.

Associated Unit Standards:

- > Demonstrate an understanding of the role of a business strategy in managing a small business or business unit.
- > Apply technical knowledge and skill to align business unit performance to business goals.
- > Manage risk in own work/business environment.
- > Explain the manager's role in identifying and referring people related risks to productivity, performance, conduct and capacity in the workplace.
- > Mentor a colleague to enhance the individual's knowledge, skills, values and attitudes in a selected career path.

2. Analysing and explaining topical innovations, developments and issues in a selected sub-sector and business enterprise in the Financial Services environment with due regard for the organisation's code of conduct.

Associated Unit Standards:

- > Analyse current events reported in media that could impact on a business sector or industry.
- > Analyse the Financial Services Industry and the role of insurance in a business environment.
- > Explain and apply ethical conduct in a business environment.

3. Explaining liabilities linked to corporate governance and legislation in the context of a specific business unit.

Associated Unit Standards:

- > Explain and apply ethical conduct in a business environment.
- > Describe issues of compliance and/or non-activity that could result in civil or criminal liability in terms of business law.
- > Demonstrate knowledge and insight of the Financial Advisory and Intermediary Services Act (FAIS) (Act 37n of 2002).

4. Preparing, presenting and monitoring a budget for a business unit.

Associated Unit Standard:

- > Apply the budget function in a business unit.

5. Applying knowledge of leadership and management to a specific business unit.

Associated Unit Standards:

- > Apply the principles of situational leadership to a business unit.
- > Describe and apply the management functions of an organisation.
- > Mentor a colleague to enhance the individual's knowledge, skills, values and attitudes in a selected career path.
- > Conduct a formal meeting.

Exit Outcomes for the Critical Cross Field Outcomes:

The learner can demonstrate ability to:

- > Identify and solve problems in familiar contexts in which responses show that responsible decisions have been made, adjust common solutions to meet changes in the problem and motivate the change within own limit of authority.

- > Work effectively with others as a member of a team, group, organisation or community. As a first line manager it is unlikely that the learner would work alone.
 - > Organise and manage oneself and one's activities responsibly and effectively in that it is expected that the learner will be responsible for his/her own learning and for organising his/her own work allocated tasks and the tasks of others responsibly in the work environment. S/he is required to complete research assignments timeously and to apply knowledge of different aspects management. He/she should be able to apply the budget function in a business unit or small business.
 - > Collect, organise and critically evaluate information. These competencies are built into the assessment criteria in many of the Unit Standards and the learner is required to do research projects and analyse information from the media.
 - > Communicate effectively using visual, mathematics and language skills in the modes of oral and/or written presentations. These competencies are an integral part of all the Unit Standards and are built into the assessment criteria.
 - > Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation in that the learner is required to be up to date with current affairs that could potentially impact on a business unit, organisation and the financial services sector. Learners are required to have a broad co-ordination function between other departments in terms of timing, funding and implementation plans of their own business unit and the impact of changes on their business unit.
- In addition, this Qualification contributes to the full personal development of each learner and the social and economic development of the society at large, by making it the underlying intention of any programme of learning to make the individual aware of the importance of:
- > Reflecting on and exploring a variety of strategies to learn more effectively in order to become an informed manager.
 - > Being culturally and aesthetically sensitive across a range of social contexts in dealing with diverse people in the workplace including customers, co-workers and people who are surveyed or interviewed.

Exit points for learners who do not complete the Qualification:

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

ASSOCIATED ASSESSMENT CRITERIA

- 1.1 An organisation's business strategy is analysed and an indication is given of how a business unit can support the business strategy and what problems, if any, the business unit will have in aligning to the strategy.
- 1.2 Risks in a work situation are analysed, performance of the business unit is measured against a performance agreement and suggestions are made as to how the performance of the unit can be improved or maintained at a high level.
- 1.3 The consequences for the organisation if a business unit under-performs are explained and an indication is given of how underperformance can be addressed in a specific business unit.
- 1.4 Work output is in line with an agreed mandate, relevant service agreements and an organisation's customer service standards applicable to a business unit.
- 1.5 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.

2.1 New developments and trends in the financial services industry are accessed, analysed and interpreted from reports in the media.

2.2 Current developments in industry are discussed with reference to the potential impact on the financial services sector.

2.3 Current events that could impact on the financial services sector are analysed and the information is used to inform ethical business decisions in a specific business unit.

2.4 Examples of ethical and unethical conduct are identified in financial journals and newspaper.

3.1 Potential liabilities in a business unit are identified and an indication is given of what action is necessary to ensure compliance with all appropriate legislation.

3.2 The consequences of non-compliance with an organisation's policy and/or legislative requirements are clearly indicated for practices required in a specific work role.

3.3 Legislated requirements are applied in a business unit.

4.1 The budget needs of a business unit are analysed and a budget is drawn up for a specific business unit.

4.2 Expenses and revenue in a business unit are monitored against a projected budget.

5.1 The management activities required in a specific business unit are analysed and a decision is made as to how a specific business unit can best be managed with due regard for the needs of the people in the business unit.

5.2 A meeting is arranged to communicate the decision to the people in the business unit.

Assessment Criteria for the Critical Cross-Field Outcomes:

> Essential methods, procedures and techniques of the Financial Services industry are applied within the legislated environment in order to make management decisions.

> Industry knowledge is applied in order to solve common problems within a familiar context, to adjust an application of a common solution within relevant parameters to meet an identified need and to motivate proposed changes using relevant evidence within the learner's licensing mandate and the organisation's code of ethics.

> Information is gathered, analysed and evaluated in order to determine a management strategy for a specific business unit.

> 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 a relevant ETQA.

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 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 4 is awarded learners are required to demonstrate competence in the required Unit Standards and complete a summative assessment based on the exit outcomes of the Qualification.

INTERNATIONAL COMPARABILITY

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

ARTICULATION OPTIONS

N/A

MODERATION OPTIONS

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

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

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

CRITERIA FOR THE REGISTRATION OF ASSESSORS

- > Assessors must be registered with a relevant accredited ETQA, or by an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- > Moderators, competent at the level of the Qualification are registered by a relevant accredited ETQA, or by an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- > Moderators are required to be competent in assessment practices.
- > Institutions and providers offering learning that will lead to the achievement of this Qualification must be accredited as providers with a relevant accredited ETQA, or by an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- > The relevant accredited ETQA will monitor and quality-assure moderation and assessment according to guidelines in the Qualification and ETQA.

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	13913 Describe the management functions in an organisation	Level 3	6	Registered
Core	13914 Conduct a formal meeting	Level 3	3	Registered
Core	114216 Explain the manager's role in identifying and referring vulnerable or at risk employees	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	12168 Analyse the Financial Services industry and the role of insurance in a business environment	Level 4	9	Registered
Core	13940 Demonstrate knowledge and application of ethical conduct in a business environment	Level 4	4	Registered
Core	13941 Apply the budget function in a business unit	Level 4	5	Registered
Core	13942 Demonstrate a basic understanding of the role of a business strategy in managing a small business or a business unit	Level 4	5	Registered
Core	13943 Analyse new developments reported in the media that could impact on a business sector or industry	Level 4	10	Registered
Core	13949 Apply technical knowledge and skill to align business unit performance to business goals	Level 4	5	Registered
Core	13953 Apply the principles of situational leadership to a business unit	Level 4	5	Registered
Core	13954 Manage risk in own work/business environment	Level 4	5	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	114215 Mentor a colleague to enhance the individual's knowledge, skills, values and attitudes in a selected career path	Level 4	3	Public Comment
Elective	9005 Explain the types of compulsory statutory insurance in South Africa	Level 3	2	Registered
Elective	10712 Manage personal expenditure	Level 3	3	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	13911 Induct a new member into a team	Level 3	3	Registered
Elective	113909 Coach a team member in order to enhance individual performance in work environment	Level 3	5	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	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	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	10385	Develop a business plan for a small business	Level 4	5	Registered
Elective	10386	Investigate the possibilities of establishing and running a small business enterprise (SMME)	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	10392	Demonstrate knowledge and insight into the Estate Duties Act (45 of 1955) as it applies to insurance	Level 4	2	Registered
Elective	10393	Demonstrate knowledge and understanding of the Primary legislation that impacts on retirement funds	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	12154	Apply comprehension skills to engage oral texts in a business environment	Level 4	5	Registered
Elective	12155	Apply comprehension skills to engage written texts in a business environment	Level 4	5	Registered
Elective	12166	Demonstrate knowledge and insight into the Collective Investment Schemes Act, 45 of 2003 (CICSA)	Level 4	2	Registered
Elective	12167	Demonstrate knowledge and understanding of the Capital Gains Tax Legislation as it applies to insurance and investment	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	13939	Apply technical knowledge and skill in order to manage risk in emergency planning	Level 4	3	Registered
Elective	13947	Motivate a team	Level 4	6	Registered
Elective	13948	Negotiate an agreement or deal in an authentic work situation	Level 4	5	Registered
Elective	13950	Apply technical knowledge and skill in order to manage risk in occupational health and occupational hygiene	Level 4	8	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	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	14319	Explore strategies to retain or expand existing business in the insurance/investment industry	Level 4	3	Registered
Elective	14506	Explain the Finance Intelligence Centre Act, Act 38 of 2001 and its implications to clients	Level 4	3	Registered
Elective	14980	Apply technical knowledge and skill in order to manage risk in business interruption	Level 4	2	Registered
Elective	14987	Explain fidelity insurance as a means of managing people related financial risk	Level 4	3	Registered
Elective	14995	Explain the nature of risk and the risk management process	Level 4	4	Registered
Elective	14999	Analyse people related risks in an organisation in order to control the risk	Level 4	3	Registered
Elective	15007	Demonstrate knowledge and understanding of South African law and the regulation of risk management	Level 4	4	Registered
Elective	15008	Determine risk exposure in order to manage the risk in a specific situation	Level 4	2	Registered
Elective	113917	Explain the basic principles of asset management that apply to financial markets and insurance	Level 4	4	Public Comment
Elective	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	113932	Explain the Medicines and Related Substances Control Amendment Act, 59 of 2003, as it impacts on medical schemes	Level 4	2	Public Comment

Elective	114208	Develop a strategy to manage compromised employee wellbeing	Level 4	3	Public Comment
Elective	114209	Apply Return on Investment (ROI) theory and practice to a business unit	Level 4	6	Public Comment
Elective	114212	Explain the impact of organisational wellness on a business environment and indicate a strategy for a business unit	Level 4	3	Public Comment
Elective	15094	Demonstrate insight into the application of theories of Emotional and Spiritual Intelligence in personal development	Level 5	5	Registered
Elective	15096	Demonstrate an understanding of stress in order to apply strategies to achieve optimal stress levels in personal and work situations	Level 5	5	Registered
Elective	114206	Analyse the strategic impact of a successful wellness programme	Level 5	5	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	8973	Use language and communication in occupational learning programmes	Level 3	5	Registered
Fundamental	7485	Demonstrate understanding of real and complex number systems	Level 4	3	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	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	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



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Explain the manager's role in identifying and referring vulnerable or at risk employees

SAQA US ID	UNIT STANDARD TITLE		
114216	Explain the manager's role in identifying and referring vulnerable or at risk employees		
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

Identify at risk behaviour.

SPECIFIC OUTCOME 2

Explain the legal and regulatory environment for managing employees who are at risk.

SPECIFIC OUTCOME 3

Plan a possible intervention to manage a specific situation.

SPECIFIC OUTCOME 4

Refer and monitor an at risk employee.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Mentor a colleague to enhance the individual's knowledge, skills, values and attitudes in a selected career path

SAQA US ID	UNIT STANDARD TITLE		
114215	Mentor a colleague to enhance the individual's knowledge, skills, values and attitudes in a selected career path		
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

Explain the concept of mentoring.

SPECIFIC OUTCOME 2

Describe the characteristics of a good mentor.

SPECIFIC OUTCOME 3

Explain the importance of knowledge in mentoring.

SPECIFIC OUTCOME 4

Apply the skills and techniques required of a mentor.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Develop a strategy to manage compromised employee wellbeing

SAQA US ID	UNIT STANDARD TITLE		
114208	Develop a strategy to manage compromised employee wellbeing		
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

Analyse events that could result in compromised employee wellbeing.

SPECIFIC OUTCOME 2

Analyse the need for a wellbeing intervention in a specific business unit.

SPECIFIC OUTCOME 3

Propose an intervention for a specific situation.

SPECIFIC OUTCOME 4

Monitor, evaluate, and review an existing wellbeing intervention.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Apply Return on Investment (ROI) theory and practice to a business unit

SAQA US ID	UNIT STANDARD TITLE		
114209	Apply Return on Investment (ROI) theory and practice to a business unit		
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	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Explain basic Return on Investment (ROI) theory.

SPECIFIC OUTCOME 2

Apply techniques to collect and analyse data.

SPECIFIC OUTCOME 3

Develop a plan to improve the financial effectiveness in a business unit.

SPECIFIC OUTCOME 4

Present a business case to justify the investment of resources.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Explain the impact of organisational wellness on a business environment and indicate a strategy for a business unit

SAQA US ID	UNIT STANDARD TITLE		
114212	Explain the impact of organisational wellness on a business environment and indicate a strategy for a business unit		
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

Explain the factors that impact on wellness in a business environment.

SPECIFIC OUTCOME 2

Research the corporate culture in a specific business unit or small organisation.

SPECIFIC OUTCOME 3

Explain the benefits of wellness on an organisation.

SPECIFIC OUTCOME 4

Develop a strategy to improve organisational wellness in a business unit or small organisation.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Analyse the strategic impact of a successful wellness programme

SAQA US ID	UNIT STANDARD TITLE		
114206	Analyse the strategic impact of a successful wellness programme		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Financial Services		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Finance, Economics and Accounting	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-FEA-0-SGB FinS	Regular	Level 5	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Explain personal and organisational wellness from a strategic point of view.

SPECIFIC OUTCOME 2

Investigate the potential benefits of a wellness programme.

SPECIFIC OUTCOME 3

Develop a business plan to implement a wellness programme.

SPECIFIC OUTCOME 4

Measure and evaluate the impact of a wellness programme on an organisation.

No. 1760

5 December 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

Human Resource Management and Practices

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. 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 9 January 2004***. All correspondence should be marked **Standards Setting – SGB for Human Resource Management and Practices** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D Mphuthing

Postnet Suite 248

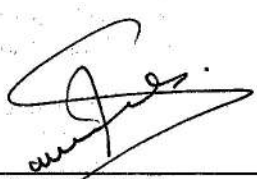
Private Bag X06

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e-mail: dmphuthing@saqa.co.za


JOE SAMUELS**DIRECTOR: STANDARDS SETTING AND DEVELOPMENT**



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Labour Relations Practice

SAQA QUAL ID	QUALIFICATION TITLE	
48641	National Certificate: Labour Relations Practice	
SGB NAME	SGB Human Resource Management and Practices	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
BUS-5-National Certificate	National Certificate	Human Resources
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
121	Level 5	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

This Qualification is the second step in a learning pathway that underpins a career in the Labour Relations arena. A large number of the competencies developed in the Qualification are rooted in actual workplace practice and should lead to greater productivity resulting from the improved performance by the learner, due to the integration of the knowledge mastered with workplace practice.

Many different roles and careers are linked to and affected by this Qualification. They include but are not limited to:

- > HR officers.
- > Case Management Officers - Bargaining Councils.
- > Department of Labour Advice officers.
- > Labour brokers.
- > Union officials, particularly organisers.
- > CCMA case management officials.
- > Public and/or private agents providing labour law advice.
- > IR administrators.
- > Dispute Resolution Call Centre Agents.

Specifically the purpose of this Certificate Qualification is to:

- > Equip learners to understand and apply the underlying principles of the Labour Relations sector and associated Human Resource Development Legislation.
- > Provide a Qualification at NQF Level 5 that is the second step in a learning pathway in the Labour Relations field which will enhance the mobility of employees along a career path in the sector. This can be done through an individual learning programme or through associated learnerships at various levels and areas in the Labour Relations environment.
- > Provide for mobility of learning into associated areas such as Human Resource Practice, Consulting etc.
- > Equip learners to become effective employees, employers and/or self-employed members of society.
- > Develop a richer learning environment in the field of Labour Relations through high quality lifelong learning.
- > Improve the Labour Relations skills of employees in the sector, as well as of employers who wish to become experts in the labour relations field to ensure compliance of their organization with labour legislation
- > Enable the learner to assist workers/employees within his/her community in terms of their labour rights

and obligations and thereby ensure social and economic transformation.

> Ensure the development of competence in the Labour Relations field, arguably one of the most important arenas for social and economic transformation in the country.

Qualifying learners will have acquired a range of competencies in the areas of:

- > Labour Relations Practice.
- > Human Resources.
- > The implementation of policies and procedures.
- > Communication.
- > Legal knowledge.
- > Business practice and ethics.

This learning supports the objectives of the NQF through increased portability and articulation of learning and career path progression. It creates increased opportunity for access to lifelong learning for learners both employed and unemployed. It also provides recognition to learners through a formal qualification of knowledge and skills they might have acquired in the workplace. By concentrating on the link between theory and practice, the quality of education and training as well as the personal development of the learner will be elevated.

Rationale

The Certificate in Labour Relations Practice: NQF Level 5, is part of the learning pathway in Labour Relations, which starts with a National Certificate at NQF Level 4 and will end with a Qualification at NQF 7 so encouraging the notion of life-long learning.

With the advent of democratic government in South Africa in 1994 an entirely new approach to Labour Relations Practice in South Africa has emerged. There has been the establishment of new statutory structures with implications for every level of labour relations in the country. It is estimated that between ten and fifteen thousand persons will require some or all of the competencies contained in this Qualification.

The Certificate in Labour Relations Practice: NQF Level 5, is designed to meet the needs of learners who are already employed and involved in the fields of Labour Relations and/or Labour Law. Additionally, however, it will also meet the needs and aspirations of the youth and unemployed who wish to pursue a career in the Labour Relations and associated fields, or in other fields where this learning may be useful. This includes adult learners who want to enter the sector or develop their careers in one or more of the related sub-fields. This Qualification would also be relevant to many Human Resources (HR) Practitioners. Since the Certificate is part of a learning pathway, it will offer mobility to persons operating at any level in the field.

The Qualification provides learners with a background in Labour Law. This will enable them to understand the South African Labour Relations field and will underpin their ability to use this learning in various business environments. The development of competence in this field will lead to better service delivery, company longevity, the promotion of wealth and job creation. Application of the learning achieved in completing this Qualification will also assist employed and unemployed persons to enforce their labour rights, while at the same time enabling them to become aware of their obligations.

The Qualification recognises the fact that knowledge and the application of Labour Legislation is a business imperative, necessary for the success of any organisation, both strategically and operationally. This Certificate is thus designed to enable individuals to develop the theoretical competencies and the practical skills to operate effectively in the field.

Practitioners and/or organisations in the following fields would have an interest in the Qualification:

- > The Commission for Conciliation, Mediation & Arbitration.
- > The Department of Labour.
- > Labour law, labour courts (including appeal courts) & labour consultants.
- > Bargaining & statutory councils.
- > Private labour agents.

- > Public & private labour advice offices.
- > Law firms, particularly labour lawyers.
- > Commercial organisations.

This Qualification also reflects some of the needs of the Human Resources sector both now and in the future.

The impact of the Qualification on society and the economy is reflected in the multiple job roles and careers that can stem from the Qualification, including self-employment opportunities, job creation opportunities and the development of, or entry to, learners who are employed within the private or public sector. It can further stimulate and support skills development in the SMME sector.

The Certificate in Labour Relations Practice is structured in such a way that it supports the ability of public agencies to enforce the rights and obligations of both employers and employees while also allowing for specialised competencies in Labour Relations for use in commercial situations

The Qualification is also ideal for the development of a number of learnerships leading to the attainment of the Qualification and so to improved career opportunities for employed and unemployed learners.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

Learners accessing this Qualification should be competent in:

- > Communication at NQF Level 4.
- > Mathematical Literacy at NQF Level 4.

Recognition of Prior Learning (RPL)

This Qualification can be achieved wholly or in part through the Recognition of Prior Learning and the Qualification may be granted to learners who have acquired the skills and knowledge without attending formal courses providing they can demonstrate competence in the outcomes of the individual Unit Standards as required by the Fundamental, Core and Elective areas stipulated in the Qualification and by the Exit Level Outcomes.

An RPL process may also be used to credit learners with Unit Standards in which they have developed the necessary competency as a result of workplace and experiential learning.

RPL may also be used by learners, who are not in possession of an FETC or equivalent qualification, to gain access to the Qualification.

Learners submitting themselves for RPL should be thoroughly briefed prior to the assessment, and will be required to submit a Portfolio of Evidence in the prescribed format to be assessed for formal recognition. While this is primarily a workplace-based Qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit level outcomes.

QUALIFICATION RULES

N/A

EXIT LEVEL OUTCOMES

1. Communicate effectively in the workplace with internal and external clients.
2. Screen and refer cases.
3. Operate the case management process and manage the flow of information.
4. Apply knowledge of applicable Labour legislation to real or simulated cases.
5. Apply the Rules of the Commission for Conciliation, Mediation and Arbitration.
6. Understand the regulations of the Labour Relations Act relating to Collective Agreements and Bargaining Councils.

7. Analyse referred disputes and select appropriate resolution process.
8. Apply knowledge of the Compensation for Occupational Injury and Disease Act of 1993 (COIDA).
9. Demonstrate an understanding of the transformative elements of the Human Resource Development Legislation.
10. Conduct a pre-conciliation by telephone.

Critical Cross-Field Outcomes

The various constituent parts of the Qualification, namely, Labour Relations Administration, Legislation and Dispute Management as well as the Fundamental Component, present numerous opportunities to develop each of the Critical Cross-Field Outcomes.

The following Critical Cross-Field Outcomes will be developed as an intrinsic part of any learning programme leading to the awarding of this Qualification:

1. Creative problem-solving is explicitly required throughout the learning process.
2. Team and group work is a functional necessity and the Associated Assessment Criteria specify this.
3. The capacity of the individual learner in "manage and organise him/herself and his/her activities responsibly and effectively" will be developed by all Unit Standards.
4. In defining a solution to the Dispute Resolution problem at hand, each learner is required to "collect, analyze, organise and critically evaluate information".
5. Communicating effectively is explicitly part of the requirements built into the Fundamental Component of the Qualification.
6. In Labour Relations Practice within an organisational setting, a systemic approach is encouraged throughout.

Exact details of how the Critical Outcomes are handled are given in each Unit Standard.

ASSOCIATED ASSESSMENT CRITERIA

1.
 - > The correct language, industry specific terminology, format, register and conventions specific to business texts for effective writing are used in written communication.
 - > Information needed to compile reports, memorandums, letters, etc is identified and collected for a specific business environment.
 - > Plain language avoiding the use of jargon, but using industry specific terminology, is used in all business writing, presentations and oral communications.
 - > Tables, graphs, diagrams and charts to capture information relevant to a variety of workplace functions are selected and used appropriately in terms of the type of information to be relayed and the target audience.
 - > Presentations are made using tables, graphs, diagrams, charts and electronic aids such as PowerPoint.
 - > Oral communications are interpreted, understood and acted upon in the workplace.
 - > Effective oral communication is undertaken so that colleagues and clients understand the message being relayed.
2.
 - > The purpose of Screening of Referrals is understood in terms of the cases received.
 - > Cases are screened according to organisational policy and procedures.
 - > Cases are allocated to the appropriate person/department according to organisational policy and procedures.
3.
 - > Newly referred cases are captured and recorded on the Case Management System and information can be managed and retrieved when required

- > Cases are processed on the Case Management System for scheduling purposes.
- > Outcome details of the cases, which have been heard, are accurately recorded.
- > Finalised cases are closed according to organizational policy and procedures.
- > Decisions regarding information flow can be made based on specific circumstances and the work environment
- > The effectiveness of Information flow processes are examined and decisions made to improve them for efficient case management.

4.

- > The scope and primary purpose of the Basic Conditions of Employment Act and the Labour Relations Act are determined, summarised and explained with examples.
- > The bodies established by the L.R.A. are identified and a description given of their purpose, powers, functions and roles.
- > Issues such as dismissal disputes, unfair labour practices, dispute resolution routes and codes of good labour practice as covered by the act are specified and explained with examples.
- > The regulation of working time, the particulars related to employment, remuneration and termination of employment and the application of an employee's leave entitlement as set in the act are understood and applied to real or simulated cases.

5.

- > The process for serving and filing documents and various applications filed in terms of the CCMA Rules are applied to real or simulated cases.
- > The CCMA Rules pertaining to the conciliation and con-arb, arbitration, pre-dismissal arbitration (section 188a) processes and certification of award(s) (section 143) are applied to real or simulated cases.

6.

- > The creation of the CCMA, its origins, functions, powers and duties are clarified, clearly understood and explained orally.
- > A collective agreement can be explained in terms of the parties to a collective agreement, their roles and its legal status.
- > The differences between a collective and an extended agreement are explained together with the legal processes of enforcement to the two types of agreements.

7.

- > The complaint is identified and an analysis of all relevant information is carried out to aid resolution.
- > A solution to the problem is selected based on the facts and parties in the case.
- > The solution is communicated to all stakeholders and the necessary actions executed within field of authority.

8.

- > The purpose of the COIDA is explained with examples.
- > The Provisions of COIDA are applied to real or simulated cases.
- > Avenues available to a complainant who is dissatisfied with an award are explained and the necessary assistance given to the client.

9.

- > An overview of the South African HRD legislation is given with an emphasis on the transformative elements it contains.

10.

- > The rationale of the pre-conciliation process is understood and an explanation is given of the preparation required for conducting a pre-conciliation.
- > A pre-conciliation is conducted by telephone.
- > A pre-conciliation is concluded with the relevant parties.

Integrated Assessment

The Qualification and its Associated Assessment Criteria have been designed so that assessment is fully

integrated with the learning. The learner must take place in an authentic setting so that the learner can:

- > Demonstrate competence by means of the practical application of the embedded knowledge in a manner that meets the required performance standards.
- > Illustrate a clear understanding of the concepts, theory and principles that underpin the practical action taken.

The emphasis throughout the Qualification should be on continuous, formative assessment. Much of this is achieved in "sites of application" and involves a range of assessment tools, which will include a degree of self and peer assessment. A number of appropriate summative assessments should be planned at specific times, by assessor and learner jointly, throughout the learning process.

As a result of a range of on-going assessment approaches in terms of testing and evaluating the fundamental, practical and reflexive competence of the learner, a skills matrix should be produced. This will clearly indicate not only the knowledge gaps and skills deficits of the individual, but also highlight the learner's strengths and weaknesses related to the other elements of applied competence, namely:

- > Information processing and the power of analysis.
- > Problem solving and a decision making capacity.
- > Communication skills.

The assessment process should be capable of being applied to RPL, subject to the rules and criteria of the relevant ETQA.

INTERNATIONAL COMPARABILITY

This Qualification has been benchmarked against international practice in Labour Relations. However, it needs to be recognised that the South African Labour Legislation deals pointedly with the legacy of the past and the introduction of new, democratic structures, systems and practices in the Labour Relations field. This Qualification deals explicitly with those elements.

Given the need in South Africa for this new approach to Labour Relations this Qualification is breaking new ground and so cannot be compared with any foreign equivalent.

ARTICULATION OPTIONS

There is ready articulation of this Qualification across a range of areas such as:

- > The Qualification in Labour Relations Practice at NQF Level 6 and above.
- > The National Certificate in Business Consulting Practice at NQF Level 6.
- > The National Certificate in Management: NQF Level 5.
- > The National Diploma in Human Resource Development: Level 5.

The Qualification is a stepping-stone for other programmes that involve Labour Relations Practice.

MODERATION OPTIONS

- > Anyone assessing a learner, or moderating the assessment of a learner, against this Qualification must be registered as an assessor with the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- > Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.
- > Assessment and moderation of assessment will be overseen by the relevant ETQA according to the policies and guidelines for assessment and moderation of that ETQA, in terms of agreements reached around assessment and moderation between various ETQAs (including professional bodies), and in terms of the moderation guideline detailed immediately below.
- > Moderation must include both internal and external moderation of assessments at all exit points of the Qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of

the competence described both in individual Unit Standards as well as the integrated competence described in the Exit Level Outcomes of the Qualification.

Anyone wishing to be assessed against this Qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

The options as listed above provide the opportunity to ensure that assessment and moderation can be transparent, affordable, valid, reliable and non-discriminatory.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

For an applicant to register as an assessor or moderator of this Qualification the applicant needs:

- > To be declared competent in all the outcomes of the National Assessor Unit Standards.
- > To be in possession of a Qualification in Labour Relations or Labour Law at NQF Level 6 or higher.

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	10377 Demonstrate knowledge and insight into the Compensation for Occupational Injury and Disease Act 130 of 1993 (COIDA)	Level 4	2	Registered
Core	8648 Demonstrate an understanding of professional values and ethics	Level 5	4	Registered
Core	15226 Implement systems to meet the flow of information in a team, department or division	Level 5	3	Registered
Core	114224 Demonstrate and apply an understanding of the CCMA rules	Level 5	3	Public Comment
Core	114225 Screen and allocate referrals	Level 5	6	Public Comment
Core	114226 Interpret and manage conflicts within the workplace	Level 5	8	Public Comment
Core	114228 Demonstrate and apply an understanding of bargaining council rules	Level 5	3	Public Comment
Core	114229 Conduct a pre-conciliation by telephone in terms of the CCMA rules	Level 5	8	Public Comment
Core	114230 Operate the case management process	Level 5	10	Public Comment
Core	114272 Analyse complaints and reports relating to referred disputes and select appropriate resolution process	Level 5	10	Public Comment
Core	114273 Demonstrate and apply an understanding of the Labour Relations Act with respect to Collective Agreements and Bargaining Councils	Level 5	6	Public Comment
Core	114274 Demonstrate and apply an understanding of the Basic Conditions of Employment Act (Act 75 of 1997)	Level 5	8	Public Comment
Core	114278 Demonstrate and apply an understanding of the Labour Relations Act (Act 66 of 1995)	Level 5	12	Public Comment
Core	114307 Interpret and apply collective agreements	Level 5	6	Public Comment
Elective	8555 Contribute to information distribution regarding HIV/AIDS in the workplace	Level 4	4	Registered
Elective	8664 Examine social features as pertaining to the workplace	Level 5	4	Registered
Elective	10053 Manage customer requirements and needs and implement action plans	Level 5	8	Registered
Elective	10054 Identify and manage areas of customer service impact	Level 5	6	Registered
Elective	114227 Demonstrate understanding of the transformative elements of the HRD legislation	Level 5	10	Public Comment
Fundamental	12153 Use the writing process to compose texts required in the business environment	Level 4	5	Registered
Fundamental	8647 Apply workplace communication skills	Level 5	10	Registered
Fundamental	8662 Analyse and communicate workplace data	Level 5	5	Registered



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Interpret and apply collective agreements

SAQA US ID	UNIT STANDARD TITLE		
114307	Interpret and apply collective agreements		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Human Resource Management and Practices		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Human Resources	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-HRS-0-SGB HRMP	Regular	Level 5	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe the process of concluding collective agreements.

SPECIFIC OUTCOME 2

The legal effect of collective agreements in terms of the Labour Relations Act (LRA) is described.

SPECIFIC OUTCOME 3

Describe the process of resolving disputes on collective agreements in terms of the LRA.

SPECIFIC OUTCOME 4

Describe the process and requirements for concluding an agency shop agreement in terms of the LRA.

SPECIFIC OUTCOME 5

Describe the process & requirements used in concluding a closed shop agreement in terms of the LRA.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Demonstrate and apply an understanding of the Labour Relations Act with respect to Collective Agreements and Bargaining Councils

SAQA US ID	UNIT STANDARD TITLE		
114273	Demonstrate and apply an understanding of the Labour Relations Act with respect to Collective Agreements and Bargaining Councils		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Human Resource Management and Practices	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Business, Commerce and Management Studies	Human Resources		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-HRS-0-SGB HRMP	Regular	Level 5	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of the creation of the CCMA, its origins, functions, powers and duties.

SPECIFIC OUTCOME 2

Demonstrate an understanding of the creation and the functioning of a Bargaining Council.

SPECIFIC OUTCOME 3

Demonstrate an understanding of Collective Agreements, their origins, structures and legal standing.

SPECIFIC OUTCOME 4

Demonstrate an understanding of the process to extend Collective Agreements.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Analyse complaints and reports relating to referred disputes and select appropriate resolution process

SAQA US ID	UNIT STANDARD TITLE		
114272	Analyse complaints and reports relating to referred disputes and select appropriate resolution process		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Human Resource Management and Practices	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Human Resources	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-HRS-0-SGB HRMP	Regular	Level 5	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify the complaint.

SPECIFIC OUTCOME 2

Commit to resolving the complaint.

SPECIFIC OUTCOME 3

Arrange correct planning and resolution of the complaint.

SPECIFIC OUTCOME 4

Communicate with all stakeholders.

SPECIFIC OUTCOME 5

Maintain relationships with stakeholders.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Demonstrate and apply an understanding of the Basic Conditions of Employment Act (Act 75 of 1997)

SAQA US ID	UNIT STANDARD TITLE		
114274	Demonstrate and apply an understanding of the Basic Conditions of Employment Act (Act 75 of 1997)		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Human Resource Management and Practices	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Business, Commerce and Management Studies	Human Resources		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-HRS-0-SGB HRMP	Regular	Level 5	8

Specific Outcomes:**SPECIFIC OUTCOME 1**

Demonstrate an understanding of the purpose and application of the Basic Conditions of Employment.

SPECIFIC OUTCOME 2

Describe the regulation relating to working time and leave as set out in the Basic Conditions.

SPECIFIC OUTCOME 3

Describe the particulars relating to employment, remuneration and termination of employment.

SPECIFIC OUTCOME 4

Demonstrate an understanding of the monitoring, enforcement and legal proceedings as set out.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Demonstrate and apply an understanding of the Labour Relations Act (Act 66 of 1995)

SAQA US ID	UNIT STANDARD TITLE		
114278	Demonstrate and apply an understanding of the Labour Relations Act (Act 66 of 1995)		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Human Resource Management and Practices		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Human Resources	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-HRS-0-SGB HRMP	Regular	Level 5	12

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of the purpose and primary objects, application and interpretation.

SPECIFIC OUTCOME 2

Describe the bodies created by the labour relations act.

SPECIFIC OUTCOME 3

Identify the relevant stakeholders covered by the Labour Relations Act.

SPECIFIC OUTCOME 4

Explain the various categories of dismissal disputes covered by the Labour Relations Act.

SPECIFIC OUTCOME 5

Describe the appropriate dispute resolution route for dismissal disputes.

SPECIFIC OUTCOME 6

Demonstrate an understanding of disputes referred as unfair labour practice disputes.

SPECIFIC OUTCOME 7

Demonstrate and apply an understanding of the various codes of good practice and schedules.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Interpret and manage conflicts within the workplace

SAQA US ID	UNIT STANDARD TITLE		
114226	Interpret and manage conflicts within the workplace		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Human Resource Management and Practices		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Human Resources	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-HRS-0-SGB HRMP	Regular	Level 5	8

Specific Outcomes:**SPECIFIC OUTCOME 1**

Describe the main sources of conflict.

SPECIFIC OUTCOME 2

Explain appropriate techniques in conflict management.

SPECIFIC OUTCOME 3

Describe the appropriate action plan and strategies to manage conflict.

SPECIFIC OUTCOME 4

Explain the attributes of an effective conflict manager.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Conduct a pre-conciliation by telephone in terms of the CCMA rules

SAQA US ID	UNIT STANDARD TITLE		
114229	Conduct a pre-conciliation by telephone in terms of the CCMA rules		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Human Resource Management and Practices	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Business, Commerce and Management Studies	Human Resources		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-HRS-0-SGB HRMP	Regular	Level 5	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of the rationale of the pre-conciliation process.

SPECIFIC OUTCOME 2

Conduct a pre-conciliation by telephone.

SPECIFIC OUTCOME 3

Conclude a pre-conciliation.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

8

Demonstrate and apply an understanding of bargaining council rules

SAQA US ID	UNIT STANDARD TITLE		
114228	Demonstrate and apply an understanding of bargaining council rules		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Human Resource Management and Practices		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Human Resources	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-HRS-0-SGB HRMP	Regular	Level 5	3

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of the purpose and application of Bargaining Council Rules.

SPECIFIC OUTCOME 2

Demonstrate an understanding of the process for serving and filing the various applications filed.

SPECIFIC OUTCOME 3

Demonstrate an understanding of the Bargaining Council Rules pertaining to the conciliation.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate and apply an understanding of the CCMA rules

SAQA US ID	UNIT STANDARD TITLE		
114224	Demonstrate and apply an understanding of the CCMA rules		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Human Resource Management and Practices		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Human Resources	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-HRS-0-SGB HRMP	Regular	Level 5	3

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of the purpose and application of the CCMA rules.

SPECIFIC OUTCOME 2

Demonstrate and apply an understanding of the process for serving and filing documents.

SPECIFIC OUTCOME 3

Demonstrate and apply an understanding of the CCMA Rules.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

10

Screen and allocate referrals

SAQA US ID	UNIT STANDARD TITLE		
114225	Screen and allocate referrals		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Human Resource Management and Practices		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Human Resources	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-HRS-0-SGB HRMP	Regular	Level 5	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of the purpose of screening of referrals.

SPECIFIC OUTCOME 2

Demonstrate an understanding of the application and term "Jurisdiction".

SPECIFIC OUTCOME 3

Conduct the screening of a referral.

SPECIFIC OUTCOME 4

Complete the screening of a referral.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

11

Operate the case management process

SAQA US ID	UNIT STANDARD TITLE		
114230	Operate the case management process		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Human Resource Management and Practices	Undefined		
FIELD DESCRIPTION	SUBFIELD DESCRIPTION		
Business, Commerce and Management Studies	Human Resources		
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-HRS-0-SGB HRMP	Regular	Level 5	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Capture and record newly referred cases on the case management system.

SPECIFIC OUTCOME 2

Process cases on case management system for scheduling purposes.

SPECIFIC OUTCOME 3

Accurately record outcome details of cases heard.

SPECIFIC OUTCOME 4

Close finalised cases.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

12

Demonstrate understanding of the transformative elements of the HRD legislation

SAQA US ID	UNIT STANDARD TITLE		
114227	Demonstrate understanding of the transformative elements of the HRD legislation		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Human Resource Management and Practices	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Human Resources	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-HRS-0-SGB HRMP	Regular	Level 5	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate why the SAQA Act of 1995 is a clear departure from the past.

SPECIFIC OUTCOME 2

Illustrate what the Skills Development Act is designed to achieve.

SPECIFIC OUTCOME 3

Demonstrate why the Skills Development Levy Act is not merely a tax.

SPECIFIC OUTCOME 4

Analyse the features of the Employment Equity Act for transformation of Society.

No. 1761

5 December 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

Democracy, Human Rights, Peace and Elections

Registered by NSB 07, Human and Social Studies, publishes the following unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the unit standards upon which qualifications are based. The unit standards can be accessed via the SAQA web-site at www.saga.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1069 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address ***below and no later than 31 December 2003***. All correspondence should be marked **Standards Setting – SGB Democracy, Human Rights, Peace and Elections** 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

JOE SAMUELS

DIRECTOR: STANDARDS SETTING



Established in terms of Act 59 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Manage a voting station to contribute towards free and fair elections

SAQA US ID		UNIT STANDARD TITLE	
114088		Manage a voting station to contribute towards free and fair elections	
SGB NAME		ABET BAND	PROVIDER NAME
SGB Democracy, Human Rights, Peace and Elections		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		Public Policy, Politics and Democratic Citizenship	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-PCD-0-SGB DHRPE	Regular	Level 5	4
REGISTRATION START DATE	REGISTRATION END DATE	REGISTRATION NUMBER	SAQA DECISION NUMBER

PURPOSE OF THE UNIT STANDARD

This unit standard will be useful to those who act in a managing capacity within a voting station at national, provincial, local or organisational level and could include presiding officers or deputies in an election process.

Learners credited with this unit standard are able to:

- > Plan and prepare voting station and election processes.
- > Manage electoral processes and personnel.
- > Resolve election-related problems, and
- > Report on electoral process and activities.

LEARNING ASSUMED TO BE IN PLACE

The credit calculation is based on the assumption that learners are already competent in terms of the following outcomes or areas of learning when starting to learn towards this unit standard:

- > General coordination and management of resources and personnel.
- > Report writing at NQF level 4.
- > General administration skills.

UNIT STANDARD RANGE

1. This unit standard applies to elections at national, provincial, local or organisational level involving formal, established legislation or specified requirements and procedures, including secret ballots and voters' lists or rolls. The scale of the election should be such that those managing the elections are required to manage human and physical resources. Small-scale elections, such as voting by show of hands, are not sufficient for the purposes of awarding this unit standard.

2. Personnel could include paid or unpaid individuals with defined roles within a voting station.

3. Election-related problems referred to could include, but are not limited to:

- > Running out of or a lack of physical resources such as ballots.
- > Interference in the electoral process by individuals or groups.
- > Inadequate or poorly functioning personnel.
- > Conflicts involving personnel, voters and/or individuals or groups.
- > Political and/or interest group activities that are in contravention of legislation and/or specified requirements.

4. "Specified requirements" may apply in situations where the elections are not covered directly by legislation. The requirements may come in the form of procedures, policies, rules or guidelines.

UNIT STANDARD OUTCOME HEADER

N/A

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

Plan and prepare voting station and electoral process.

OUTCOME NOTES**OUTCOME RANGE****ASSESSMENT CRITERIA****ASSESSMENT CRITERION 1**

1. The planning and set up of the voting station facilitates the efficient flow of voters and the casting of secret ballots.

ASSESSMENT CRITERION NOTES**ASSESSMENT CRITERION RANGE**

The layout complies with electoral legislation and/or specified requirements.

ASSESSMENT CRITERION 2

2. All required resources are secured, arranged and allocated to allow for an efficient electoral process.

ASSESSMENT CRITERION NOTES**ASSESSMENT CRITERION RANGE****ASSESSMENT CRITERION 3**

3. The orientation and organisation of voting personnel is sufficient to enable a learner to fulfil his/her particular roles as specified in electoral legislation and/or specified requirements.

ASSESSMENT CRITERION NOTES**ASSESSMENT CRITERION RANGE**

Task allocation is in line with the skills and responsibility areas of the relevant personnel.

ASSESSMENT CRITERION 4

4. Security arrangements comply with electoral requirements and plans.

ASSESSMENT CRITERION NOTES**ASSESSMENT CRITERION RANGE****ASSESSMENT CRITERION 5**

5. Plans ensure the smooth running of the voting station in line with the principle of free and fair election

ASSESSMENT CRITERION NOTES**ASSESSMENT CRITERION RANGE**

Plans include provisions to ensure the station is able to cater for voters with special needs, as well as to address a range of possible election-related problems.

ASSESSMENT CRITERION 6

6. Descriptions of electoral processes are provided in a manner that reflects knowledge of given electoral legislation and/or specified requirements.

ASSESSMENT CRITERION NOTES**ASSESSMENT CRITERION RANGE****SPECIFIC OUTCOME 2**

Manage electoral processes and personnel.

OUTCOME NOTES**OUTCOME RANGE****ASSESSMENT CRITERIA****ASSESSMENT CRITERION 1**

1. The electoral process is managed as per the plans, electoral legislation and/or specified requirements

ASSESSMENT CRITERION NOTES**ASSESSMENT CRITERION RANGE****ASSESSMENT CRITERION 2**

2. The electoral personnel are managed according to their role specifications.

ASSESSMENT CRITERION NOTES**ASSESSMENT CRITERION RANGE****ASSESSMENT CRITERION 3**

3. The electoral process and personnel are monitored in a manner that provides sufficient information for record keeping and to allow for timely interventions when required.

ASSESSMENT CRITERION NOTES**ASSESSMENT CRITERION RANGE****ASSESSMENT CRITERION 4**

4. Management interventions are appropriate to the situation and facilitate the smooth running of the station in line with the principle of free and fair elections.

ASSESSMENT CRITERION NOTES**ASSESSMENT CRITERION RANGE****ASSESSMENT CRITERION 5**

5. Interactions with public, personnel, party agents, security and any other role-players are inclusive, non-partisan, respect human dignity and promote tolerance.

ASSESSMENT CRITERION NOTES**ASSESSMENT CRITERION RANGE**

SPECIFIC OUTCOME 3

Resolve election-related problems.

OUTCOME NOTES**OUTCOME RANGE****ASSESSMENT CRITERIA****ASSESSMENT CRITERION 1**

1. Potential or actual problems are identified and analysed in terms of potential impact on the electoral process and possible solutions.

ASSESSMENT CRITERION NOTES**ASSESSMENT CRITERION RANGE****ASSESSMENT CRITERION 2**

2. Actions are justified by the situations and are suitable for addressing the problems effectively.

ASSESSMENT CRITERION NOTES**ASSESSMENT CRITERION RANGE**

This includes the possibility of making referrals to higher authorities or specialist personnel as justified by the situation.

ASSESSMENT CRITERION 3

3. Problem solving activities are in line with plans, legislation and/or specified requirements where applicable.

ASSESSMENT CRITERION NOTES**ASSESSMENT CRITERION RANGE****ASSESSMENT CRITERION 4**

4. The manner of problem-solving promotes the smooth running of the voting station and upholds the principle of free and fair elections.

ASSESSMENT CRITERION NOTES**ASSESSMENT CRITERION RANGE****SPECIFIC OUTCOME 4**

Report on electoral processes.

OUTCOME NOTES**OUTCOME RANGE****ASSESSMENT CRITERIA**

ASSESSMENT CRITERION 1

1. Reports and records reflect the electoral process accurately and concisely.

ASSESSMENT CRITERION NOTES**ASSESSMENT CRITERION RANGE****ASSESSMENT CRITERION 2**

2. Information is presented in a clear and structured manner and meets the electoral management body's format requirements.

ASSESSMENT CRITERION NOTES**ASSESSMENT CRITERION RANGE****ASSESSMENT CRITERION 3**

3. Language is consistent with electoral terminology and is pitched at the level required by the electoral management body.

ASSESSMENT CRITERION NOTES**ASSESSMENT CRITERION RANGE****ASSESSMENT CRITERION 4**

4. Reports are suitable as a record of the electoral process and also for further analysis.

ASSESSMENT CRITERION NOTES**ASSESSMENT CRITERION RANGE****ASSESSMENT CRITERION 5**

5. Reports and records are submitted as per agreed distribution arrangements and timeframes.

ASSESSMENT CRITERION NOTES**ASSESSMENT CRITERION RANGE****UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS**

1. Assessors for this unit standard must be registered as an assessor with the appropriate ETQA.
2. Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider through the appropriate ETQA.
3. Moderation of assessment will be overseen by the appropriate ETQA according to the moderation guidelines and the agreed ETQA procedures.

UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE

The following areas of knowledge are embedded within the standard, and will be assessed implicitly and/or directly via assessment of the specific outcomes in terms of the given assessment criteria:

- > Voting legislation and/or specified requirements.
- > Principles of democracy and free and fair elections.
- > General management principles and processes.

UNIT STANDARD DEVELOPMENTAL OUTCOME

N/A

UNIT STANDARD LINKAGES

N/A

Critical Cross-field Outcomes (CCFO):**UNIT STANDARD CCFO IDENTIFYING**

Identify and solve problems: this will be demonstrated generally throughout the standard, but particularly when solving election-related problems.

UNIT STANDARD CCFO WORKING**UNIT STANDARD CCFO ORGANIZING**

Organise and manage oneself and one's activities responsibly and effectively: this standard demands high levels of self-management.

UNIT STANDARD CCFO COLLECTING

Collect, analyse, organise and critically evaluate information: this will be displayed when monitoring election processes and reporting on activities.

UNIT STANDARD CCFO COMMUNICATING

Communicate effectively using visual, mathematical and/or language skills: communication will be demonstrated through interactions with all role-players, as well as in the form of reporting.

UNIT STANDARD CCFO SCIENCE

Use science and technology effectively and critically: this will be demonstrated to a limited extent, mainly in related to election-related technology.

UNIT STANDARD CCFO DEMONSTRATING

Understand the world as a set of inter-related parts of a system: This will be demonstrated in a limited sense, but mainly through a consideration of the impact situations could have on the electoral process and result.

UNIT STANDARD CCFO CONTRIBUTING**UNIT STANDARD ASSESSOR CRITERIA**

N/A

UNIT STANDARD NOTESN/A

No. 1762

5 December 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

Secondary Agriculture: Processing

Registered by NSB 01, Agriculture and Nature Conservation, publishes the following qualifications and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards upon which qualifications are based. The full qualification and unit standards can be accessed via the SAQA web site at www.saqa.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address ***below and no later than 12 January 2004***. All correspondence should be marked **Standards Setting – SGB for Secondary Agriculture: Processing** 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 – 431-5000

dmphuthing@saqa.co.za

JOE SAMUES

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Cigarette Filter Rod Production

SAQA QUAL ID	QUALIFICATION TITLE	
48394	National Certificate: Cigarette Filter Rod Production	
SGB NAME	SGB for Secondary Agriculture: Processing	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
AGR-3-National Certificate	National Certificate	Secondary Agriculture
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
120	Level 3	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

This Qualification is aimed at level 3 on the National Qualification Framework. It provides learners with the opportunity to obtain competence in specialised filter rod production processes and practices, namely preparing for filter rod production, maintaining the filter rod production processes, shutting down and cleaning thereof as well as quality monitoring and providing opportunity for learners to grow in this specific field.

The fundamental learning, which learners will acquire, will allow them to be able to compile verbal and written communications and perform basic calculations. This Qualification complies with the objectives of the NQF with regard to facilitating access to, mobility and progression within the Tobacco Processing Industry.

The Qualification focuses on the skills, knowledge, values and attitude required to progress further in the industry. The intention is to release the potential of people, in order for them to grow, develop and become more competent workers. This Qualification will furthermore add value to the individuals, their workplace and the economy as a whole.

Rationale for the Qualification

This Qualification will allow persons currently in, or aspiring to enter the tobacco processing environment and others to obtain an integrated practical and theoretical grounding in the operation of filter rod production and the functions thereof.

This will ensure a portable, nationally recognized Qualification that will:

- > Improve the quality of safety in the work environment.
- > Optimally utilize resources in the production industry.
- > Lead to transformation in economic growth and social development.

The typical range of learners is the currently employed, unemployed and other persons, who want to enter a learning programme to obtain a National Certificate in Filter Rod Production at NQF Level 3, to continue building a career path in this industry.

Improved levels of knowledge and skills lead to greater ability to produce at more competitive costs and better quality, which will impact positively both on the society and the economy of the country.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

The learner will have appropriate levels of written Communication, English proficiency, Numeracy and occupational competence equivalent to grade 10 (NQF2) standards.

Recognition of prior learning (RPL)

This Qualification may be achieved in part or completely through the recognition of prior learning, which includes formal, informal and non-formal learning and work experience. Where RPL is required the learner will need to prove applied competence in that specific area in order to obtain recognition of that skill and/or knowledge.

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

QUALIFICATION RULES**Rules of combination**

To obtain this Qualification, all fundamental and core unit standards are compulsory.

In addition, a learner must select one of the following combinations from the elective unit standards below:

1.
 - > Apply quality control on cigarettes
 - > Supply raw material to production machines
2.
 - > Supply filter rods to cigarette making machines
 - > Perform a filter rod length change-over

EXIT LEVEL OUTCOMES

1. Recall and explain the basic principles, safety procedures and work ethics in the Tobacco Processing Industry in order to meet industry and work standards.
2. Describe and perform the functions/duties/responsibilities required in the preparation for the filter rod production process during material supply and brand change-over.
3. Describe and perform the functions/duties/responsibilities required to ensure that filter rod production procedures are maintained throughout the process.
4. Describe and perform the functions/duties/responsibilities required to ensure the shut-down procedures are adhered to.
5. Explain and carry-out the functions/duties/responsibilities required to ensure the cleaning of work area and equipment according to requirements.
6. Demonstrate the ability to work effectively as a member of a multi-cultural manufacturing team.
7. Collect, record and retrieve production related data in accordance with work site procedures.

ASSOCIATED ASSESSMENT CRITERIA

- 1.1 The Tobacco Processing Industry's basic principles are interpreted and explained.
- 1.2 The Tobacco Processing Industry's safety procedures are interpreted and explained.

- 1.3 The Tobacco Processing Industry's work ethics are interpreted and explained.
- 1.4 The Tobacco Processing Industry's quality management principles and practices are interpreted and explained.
- 2.1 Work site preparation procedures are identified and explained.
- 2.2 Consequences of not adhering to work site procedures are explained.
- 2.3 The relevant supply, and change-over activities are performed in accordance with standard operating procedures.
- 2.4 Procedures for handling equipment and material correctly and according to safety requirements are explained and implemented.
- 3.1 Work site filter rod production procedures are identified and explained.
- 3.2 Consequences of not adhering to work site procedures regarding filter tow processing, filter rod making, and filter rod supply to cigarette production are explained.
- 3.3 The relevant activities are performed in accordance with standard operating procedures and quality requirements.
- 3.4 Procedures for handling equipment and material correctly and according to safety requirements are explained and implemented.
- 4.1 Prescribed work site shut-down procedures are explained and implemented according to schedule.
- 4.2 Consequences of not adhering to work site shut-down procedures are explained.
- 4.3 The relevant shut-down activities are performed in accordance with standard operating procedures and quality requirements.
- 4.4 Procedures for handling equipment and material correctly and according to safety requirements are explained and implemented.
- 5.1 Work site cleaning procedures are identified and implemented.
- 5.2 Consequences of not adhering to and following work site cleaning procedures are explained.
- 5.3 The relevant cleaning activities are performed in accordance with standard operating procedures, environmental, safety, health measures and quality requirements.
- 5.4 Procedures for handling equipment and cleaning material correctly and according to safety requirements are explained and implemented.
- 6.1 Own particular team structure and purpose are identified and explained.
- 6.2 Roles and responsibilities of each team member are identified and described.
- 6.3 External and environmental factors that influence the workings and success of the team are explained and assessed.
- 6.4 The ability to perform in a team is achieved and maintained.
- 7.1 Type of data required for processing is identified and explained.
- 7.2 Production data is gathered, recorded and extracted according to instructions and within specified time frames.
- 7.3 Consequences of not recording and extracting correct production data are explained.

Integrated Assessment Criteria

Unit standards associated with this Qualification must be used to assess specific and critical cross-field outcomes. Assessment should focus, in an integrated way, on determining the competence of the learner in terms of the overall purpose and title of this Qualification.

The term integrated assessment also implies that the theoretical and practical components should be assessed together and assess combinations of practical, foundational and reflective competencies.

Assessment activities should be done in real workplace situations and where simulations or role-plays are used, there should be supporting evidence to show that the learner is able to display the competencies to the real work situation.

All assessments should be conducted in line with the following documented principles of assessment: appropriateness, fairness, manageability, and integration into work of learning, validity, direct, authentic, sufficient, systematic, open and consistent.

Learners wishing to be assessed will need to provide evidence of the following:

- > Verbal and written explanations of reasons for adhering to operational and work site procedures as well as statutory requirements, adhering to specific sequence of operations, identifying deviations, taking corrective actions and recording relevant data, and reporting deviations outside the jobholder's responsibility.
- > Demonstrations of a range of operational actions relating to applying quality control on filter rods, preparing for and producing filter rods, shutting down and cleaning a filter rod maker, conducting a filter rod code and length change-over and applying general safety in the work place. Learners will also demonstrate an understanding of the Tobacco Processing Industry.
- > Oral or written questioning regarding the reflexive competencies within the Qualification:

If the identifying and solving of problems, team work, organising one-self, the using of applied science, the implication of actions and reactions in the world as a set of related systems, are not clear from the observation, a method of oral questioning or a cases study should be applied to determine the whole person development and integration of applied knowledge and skills.

> A portfolio of evidence is required to prove the practical, foundational and reflexive competencies of the learner which may include production and quality statistics.

> Assessors and moderators should develop and conduct their own integrated assessment by making use of a range of formative and summative assessment methods. Assessors should assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience.

> Unit standards in the Qualification must be used to assess specific and critical cross-field outcomes. During integrated assessments the assessor should make use of formative and summative assessment methods and should assess combinations of practical, foundational and reflexive competencies.

INTERNATIONAL COMPARABILITY

Website benchmarking was done with Australia, Canada, New Zealand, Ireland and Scotland but none could be found. Furthermore, the International Tobacco Industry was also investigated for relevant Qualification information, but even within the Industry, nothing could be found to make Industry specific comparisons.

Therefore this could be regarded as one of the first formalized Qualifications in filter rod production.

ARTICULATION OPTIONS

The generic nature of this qualification and the focus on multi-skilling will provide for portability across various sectors in the processing domain. It is envisaged that learners completing this qualification will be employable in fast moving consumer goods industries, amongst others such as the sugar industry, tea processing industry and others.

It prepares the learner and forms the basis for progression towards other qualifications such as National Diploma in Tobacco Production at NQF Level 5 and Cigarette Production Technology at NQF Level 4. The qualification will enable learners to acquire recognised qualifications at different levels across a wide cross-section of skills.

While the qualification will diverge as they progress upwards, there is enough

commonality to provide for a solid base of generic skills. The learner will have multiple choices of learning paths and career paths in various technical occupations namely, product analyst and factory manager.

MODERATION OPTIONS

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

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

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

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.)

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	8420 Operate in a team	Level 2	4	Registered
Core	114104 Handle production waste	Level 2	3	Public Comment
Core	114109 Shut down a filter rod maker	Level 2	5	Public Comment
Core	114118 Handle filter rod stock	Level 2	8	Public Comment
Core	114156 Clean a filter rod maker	Level 2	4	Public Comment
Core	114222 Depict basic details of the Tobacco processing industry	Level 2	3	Public Comment
Core	114123 Produce filter rods	Level 3	18	Public Comment
Core	114139 Apply quality control on filter rods	Level 3	10	Public Comment
Core	114152 Capture and retrieve production related data on a production machine's data processor	Level 3	2	Public Comment
Core	114178 Conduct a filter rod code change-over	Level 3	2	Public Comment
Core	114223 Prepare a filter rod maker for production	Level 3	10	Public Comment
Elective	114107 Supply raw materials to production machines	Level 2	5	Public Comment
Elective	114122 Supply filter rods to cigarette making machines	Level 2	4	Public Comment
Elective	114102 Apply quality control on cigarettes	Level 3	10	Public Comment
Elective	114089 Perform a filter rod length change-over	Level 4	11	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	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	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
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No. 1763

5 December 2003



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate: Metallised Paper Production Technology

SAQA QUAL ID	QUALIFICATION TITLE	
48396	Further Education and Training Certificate: Metallised Paper Production Technology	
SGB NAME	SGB for Secondary Agriculture: Processing	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
AGR-4-National Certificate	National Certificate	Secondary Agriculture
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
143	Level 4	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

This Qualification is aimed at level 4 on the National Qualification Framework. It provides learners with the opportunity to obtain competence in specialised filter rod production process technology namely, maintaining the production process and equipment to improve product quality and the opportunity for learners to grow in this specific field.

The fundamental learning, which learners will acquire, will allow them to be able to compile verbal and written communications and perform basic calculations. This Qualification complies with the objectives of the NQF with regard to facilitating access to, mobility and progression within the filter rod production industry.

The Qualification focuses on the skills, knowledge, values and attitude required to progress further in the industry. The intention is to release the potential of people, in order for them to grow, develop and become more competent workers. This Qualification will furthermore add value to the individuals, their workplace and the economy as a whole.

Rationale for the Qualification

This Qualification provides current learners with the opportunity to advance from the Cigarette Filter Rod Production- NQF Level 3 Qualification or for persons entering the Tobacco Processing environment and others to obtain an integrated practical and theoretical grounding in the maintaining of the cigarette filter rod production process and the functions thereof. This will ensure a portable, nationally recognized Qualification that will:

- > Improve the quality of safety in the work environment.
- > Optimally utilize resources in the production environment.
- > Lead to transformation in economic growth and social development.

The typical range of learners is the currently employed, unemployed and other persons, who want to enter a learning programme to obtain a National Certificate in Cigarette Filter Rod Production Technology at NQF Level 4, to continue building a career path in this industry.

Improved levels of knowledge and skills lead to greater ability to produce at more competitive costs and better quality, which will impact positively both on the society and the economy of the country.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

The learner will have appropriate levels of written Communication, English proficiency, Numeracy and occupational competence equivalent to grade 11 (NQF3) standards.

Recognition of prior learning

This qualification may be achieved in part or completely through the recognition of prior learning, which includes formal, informal and non-formal learning and work experience. Where RPL is required the learner will need to prove competence in that specific area in order to obtain recognition of that skill and knowledge.

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 practise and performance records. The assessment methods and tools to be used to assess Prior Learning shall be decided upon jointly by the assessor and the learner.

QUALIFICATION RULES

To obtain this Qualification, all fundamental and core unit standards are compulsory.

The learner must also select at least one from the elective unit standards below:

- > Perform a scheduled production machine service
- > Overhaul a rod maker cut-off unit
- > Overhaul a rod maker printer unit

EXIT LEVEL OUTCOMES

The qualified learner will be able to:

1. Identify, explain and execute the functions/duties/responsibilities required in the maintenance of a filter tow processing unit in order to sustain optimum production levels and minimize down time and product loss.
2. Identify, explain and execute the functions/duties/responsibilities required in the maintenance of a filter rod production machine in order to sustain optimum production levels and minimize down time and product loss.
3. Identify, explain and execute the functions/duties/responsibilities required in the maintenance of tray filler units in order to sustain optimum production levels and minimize down time and product loss.
4. Identify, explain and execute the functions/duties/responsibilities required in the maintenance of a filter rod sending station in order to sustain optimum production levels and minimize down time and product loss.
5. Perform scheduled production machine services to ensure serviceability and readiness for production.
6. Demonstrate the ability to function effectively in a team comprising of multi-cultural members.

ASSOCIATED ASSESSMENT CRITERIA

1.
 - > Work site procedures and manufacturers' specifications for a filter tow processing unit are identified and explained.
 - Fault finding methods and techniques for a filter tow processing unit are applied in the establishing of functional and quality deviations.
 - > Minor repairs, adjustments and maintenance for a filter tow processing unit are conducted in accordance with work site procedures and manufacturers' specifications

- > Consequences of not adhering to work site procedures and manufacturers' specifications for a filter tow processing unit are explained.
- > Environment, health and safety measures are complied with during the implementation of minor repairs, adjustments and maintenance for a filter tow processing unit.

2.

- > Work site procedures and manufacturers' specifications for a filter rod production machine are identified and explained.
- > Fault finding methods and techniques for a filter rod production machine are applied in the establishing of functional and quality deviations.
- > Minor repairs, adjustments and maintenance for a filter rod production machine are conducted in accordance with work site procedures and manufacturers' specifications.
- > Consequences of not adhering to work site procedures and manufacturers' specifications for a filter rod production machine are explained.
- > Environment, health and safety measures are complied during the implementation of minor repairs, adjustments and maintenance for a filter rod production machine.

3.

- > Work site procedures and manufacturers' specifications for tray filler units are identified and explained.
- > Fault finding methods and techniques for tray filler units are applied in the establishing of functional and quality deviations.
- > Minor repairs, adjustments and maintenance for tray filler units are conducted in accordance with work site procedures and manufacturers' specifications.
- > Consequences of not adhering to work site procedures and manufacturers' specifications for tray filler units are explained.
- > Environment, health and safety measures are complied with during the implementation of minor repairs, adjustments and maintenance for tray filler units.

4.

- > Work site procedures and manufacturers' specifications for a filter rod sending station are identified and explained.
- > Fault finding methods and techniques for a filter rod sending station are applied in the establishing of functional and quality deviations.
- > Minor repairs, adjustments and maintenance for a filter rod sending station are conducted in accordance with work site procedures and manufacturers' specifications.
- > Consequences of not adhering to work site procedures and manufacturers' specifications for a filter rod sending station are explained.
- > Environment, health and safety measures are complied with during the implementation of minor repairs, adjustments and maintenance for a filter rod sending station.

5.

- > Scheduled services are planned and prepared for according to work site requirements.
- > Production machines are serviced in accordance with scheduled plans.
- > Services on production machines are conducted and completed in accordance with work site procedures and manufacturers' specifications.
- > The machine is prepared for the commencement of production in accordance with work site procedures and time frames.

6.

- > Own particular team structure and purpose are identified and explained.
- > Roles and responsibilities of each team member are identified and described.
- > External and environmental factors that influence the workings and success of the team are explained and assessed.
- > The ability to perform in a team is achieved and maintained.

Integrated Assessment Criteria

Learners will produce evidence of the following:

> Verbal and written explanations of reasons for adhering to operational and work site procedures as well as statutory requirements, adhering to specific sequence of operations, identifying deviations, taking corrective actions and recording relevant data, and reporting deviations outside the jobholder's responsibility.

> Demonstrations of a range of operational actions relating to the maintenance of cigarette filter rod production machinery and applying general safety in the work place.

> Oral or written questioning regarding the reflexive competencies within the Qualification:

If the identifying and solving of problems, team work, organising one-self, the using of applied science, the implication of actions and reactions in the world as a set of related systems are not clear from the observation a method of oral questioning or a cases study should be applied to determine the whole person development and integration of applied knowledge and skills.

> A portfolio of evidence is required to prove the practical, foundational and reflexive competencies of the learner which may include production and quality statistics.

> Assessors and moderators should develop and conduct their own integrated assessment by making use of a range of formative and summative assessment methods. Assessors should assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience.

Unit standards in the Qualification must be used to assess specific and critical cross-field outcomes. During integrated assessments the assessor should make use of formative and summative assessment methods and should assess combinations of practical, foundational and reflexive competencies.

INTERNATIONAL COMPARABILITY

An attempt at Website benchmarking was done with Australia, Canada, New Zealand, Ireland and Scotland but none could be found. Furthermore, the International Tobacco Industry was also investigated for relevant Qualification information, but even within the Industry, nothing could be found to make Industry specific comparisons.

Therefore this could be regarded as one of the first formalised Qualifications in cigarette filter rod production technology.

ARTICULATION OPTIONS

The generic nature of this qualification and the focus on multi-skilling will provide for portability across various sectors in the processing domain. It is envisaged that learners completing this qualification will be employable in fast moving consumer goods industries, amongst others such as the sugar industry, tea processing industry and others.

It prepares the learner and forms the basis for progression towards other qualifications such as National Certificate in Tobacco Processing at NQF Level 5. The qualification will enable learners to acquire recognised qualifications at different levels across a wide cross-section of skills.

While the qualification will diverge as they progress upwards, there is enough commonality to provide for a solid base of generic skills. The learner will have multiple choices of learning paths and career paths in various technical occupations namely, training supervisor and factory manager.

MODERATION OPTIONS

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

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

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

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.)

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	8561 Function in a Team	Level 4	4	Registered
Core	114084 Maintain the drying units of a pre and post treatment machine	Level 4	2	Public Comment
Core	114090 Maintain the chamber of metallising machine	Level 4	6	Public Comment
Core	114097 Maintain the evaporation unit of a metallising machine	Level 4	4	Public Comment
Core	114131 Maintain the paper centering unit of pre and post treatment machine	Level 4	2	Public Comment
Core	114137 Maintain the unwind unit of a pre and post treatment machine	Level 4	7	Public Comment
Core	114141 Maintain the applicator units of a pre and post treatment machine	Level 4	6	Public Comment
Core	114146 Maintain the cooling system of a pre and post treatment machine	Level 4	4	Public Comment
Core	114147 Maintain the vacuum pump system of a metallising machine	Level 4	14	Public Comment
Core	114151 Maintain a slitting machine	Level 4	16	Public Comment
Core	114155 Maintain the cooling water system of a metallising machine	Level 4	3	Public Comment
Elective	114078 Perform a scheduled production machine service	Level 4	6	Public Comment
Elective	114100 Maintain application agents mixing apparatus	Level 4	6	Public Comment
Fundamental				
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	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	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

No. 1764

5 December 2003



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate: Cigarette Production Technology

SAQA QUAL ID	QUALIFICATION TITLE	
48397	Further Education and Training Certificate: Cigarette Production Technology	
SGB NAME	SGB for Secondary Agriculture: Processing	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
AGR-4-National Certificate	National Certificate	Secondary Agriculture
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
141	Level 4	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

This Qualification is aimed at level 4 on the National Qualification Framework. It provides learners with the opportunity to obtain competence in specialised cigarette production process technology namely, maintaining the production process and equipment to improve product quality and the opportunity for learners to grow in this specific field.

The fundamental learning, which learners will acquire, will allow them to be able to compile verbal and written communications and perform basic calculations. This Qualification complies with the objectives of the NQF with regard to facilitating access to, mobility and progression within the cigarette production industry.

The Qualification focuses on the skills, knowledge, values and attitude required to progress further in the industry. The intention is to release the potential of people, in order for them to grow, develop and become more competent workers. This Qualification will furthermore add value to the individuals, their workplace and the economy as a whole.

Rationale for the qualification

This Qualification provides current learners with the opportunity to advance from the Cigarette Production-NQF Level 3 Qualification or for persons entering the Tobacco Processing environment and others to obtain an integrated practical and theoretical grounding in the maintaining of the cigarette production process and the functions thereof. This will ensure a portable, nationally recognized Qualification that will:-

- > Improve the quality of safety in the work environment.
- > Optimally utilize resources in the production environment.
- > Lead to transformation in economic growth and social development.

The typical range of learners is the currently employed, unemployed and other persons, who want to enter a learning programme to obtain a National Certificate in Cigarette Production Technology at NQF Level 4, to continue building a career path in this industry.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

Learners:

- > Have attained a National Certificate in Cigarette Production - NQF Level 3 on the National Qualifications Framework
- > Have demonstrated competence in a Mechanical background at that level through recognition of prior learning.

Recognition of prior learning

This qualification may be achieved in part or completely through the recognition of prior learning, which includes formal, informal and non-formal learning and work experience. Where RPL is required the learner will need to prove competence in that specific area in order to obtain recognition of that skill and knowledge.

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 practise and performance records. The assessment methods and tools to be used to assess Prior Learning shall be decided upon jointly by the assessor and the learner.

QUALIFICATION RULES

To obtain this qualification, all fundamental and core unit standards are compulsory.

The learner must also select and complete at least one from the elective unit standards below:

- > Perform a scheduled production machine service
- > Overhaul a rod maker cut-off unit
- > Overhaul a rod maker printer unit

EXIT LEVEL OUTCOMES

1. Identify, explain and execute the functions/duties/responsibilities required in the maintenance of a filter tow processing unit in order to sustain optimum production levels and minimize down time and product loss.
2. Identify, explain and execute the functions/duties/responsibilities required in the maintenance of a filter rod production machine in order to sustain optimum production levels and minimize down time and product loss.
3. Identify, explain and execute the functions/duties/responsibilities required in the maintenance of tray filler units in order to sustain optimum production levels and minimize down time and product loss.
4. Identify, explain and execute the functions/duties/responsibilities required in the maintenance of a filter rod sending station in order to sustain optimum production levels and minimize down time and product loss.
5. Perform scheduled production machine services to ensure serviceability and readiness for production.
6. Demonstrate the ability to function effectively in a team comprising of multi-cultural members.

ASSOCIATED ASSESSMENT CRITERIA

1.
 - > Work site procedures and manufacturers' specifications for a filter tow processing unit are identified and explained.
 - > Fault finding methods and techniques for a filter tow processing unit are applied in the establishing of functional and quality deviations.
 - > Minor repairs, adjustments and maintenance for a filter tow processing unit are conducted in accordance with work site procedures and manufacturers' specifications
 - > Consequences of not adhering to work site procedures and manufacturers' specifications for a filter tow

processing unit are explained.

- > Environment, health and safety measures are complied with during the implementation of minor repairs, adjustments and maintenance for a filter tow processing unit.

2.

- > Work site procedures and manufacturers' specifications for a filter rod production machine are identified and explained.

- > Fault finding methods and techniques for a filter rod production machine are applied in the establishing of functional and quality deviations.

- > Minor repairs, adjustments and maintenance for a filter rod production machine are conducted in accordance with work site procedures and manufacturers' specifications.

- > Consequences of not adhering to work site procedures and manufacturers' specifications for a filter rod production machine are explained.

- > Environment, health and safety measures are complied with during the implementation of minor repairs, adjustments and maintenance for a filter rod production machine.

3.

- > Work site procedures and manufacturers' specifications for tray filler units are identified and explained.

- > Fault finding methods and techniques for tray filler units are applied in the establishing of functional and quality deviations.

- > Minor repairs, adjustments and maintenance for tray filler units are conducted in accordance with work site procedures and manufacturers' specifications.

- > Consequences of not adhering to work site procedures and manufacturers' specifications for tray filler units are explained.

- > Environment, health and safety measures are complied with during the implementation of minor repairs, adjustments and maintenance for tray filler units

4.

- > Work site procedures and manufacturers' specifications for a filter rod sending station are identified and explained.

- > Fault finding methods and techniques for a filter rod sending station are applied in the establishing of functional and quality deviations.

- > Minor repairs, adjustments and maintenance for a filter rod sending station are conducted in accordance with work site procedures and manufacturers' specifications.

- > Consequences of not adhering to work site procedures and manufacturers' specifications for a filter rod sending station are explained.

- > Environment, health and safety measures are complied with during the implementation of minor repairs, adjustments and maintenance for a filter rod sending station.

5.

- > Scheduled services are planned and prepared for according to work site requirements.

- > Production machines are serviced in accordance with scheduled plans.

- > Services on production machines are conducted and completed in accordance with work site procedures and manufacturers' specifications.

- > The machine is prepared for the commencement of production in accordance with work site procedures and time frames.

6.

- > Own particular team structure and purpose are identified and explained.

- > Roles and responsibilities of each team member are identified and described.

- > External and environmental factors that influence the workings and success of the team are explained and assessed.

- > The ability to perform in a team is achieved and maintained

Integrated Assessment Criteria

Learners will produce evidence of the following:

> Verbal and written explanations of reasons for adhering to operational and work site procedures as well as statutory requirements, adhering to specific sequence of operations, identifying deviations, taking corrective actions and recording relevant data, and reporting deviations outside the jobholder's responsibility.

> Demonstrations of a range of operational actions relating to the maintenance of cigarette production machinery and applying general safety in the work place.

> Oral or written questioning regarding the reflexive competencies within the qualification:

If the identifying and solving of problems, team work, organising one-self, the using of applied science, the implication of actions and reactions in the world as a set of related systems are not clear from the observation a method of oral questioning or a cases study should be applied to determine the whole person development and integration of applied knowledge and skills.

> A portfolio of evidence is required to prove the practical, foundational and reflexive competencies of the learner which may include production and quality statistics.

> Assessors and moderators should develop and conduct their own integrated assessment by making use of a range of formative and summative assessment methods. Assessors should assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience.

> Unit standards in the qualification must be used to assess specific and critical cross-field outcomes. During integrated assessments the assessor should make use of formative and summative assessment methods and should assess combinations of practical, foundational and reflexive competencies.

INTERNATIONAL COMPARABILITY

Website benchmarking was done with Australia, Canada, New Zealand, Ireland and Scotland but none could be found. Furthermore, the International Tobacco Industry was also investigated for relevant Qualification information, but even within the Industry, nothing could be found to make Industry specific comparisons.

Therefore this could be regarded as one of the first formalised Qualifications in cigarette production technology.

ARTICULATION OPTIONS

N/A

MODERATION OPTIONS

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

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

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

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Assessors need experience in the following areas:

> Interpersonal skills, subject matter and assessment.

> The assessor needs to be competent in the planning and conducting assessment of learning outcomes and design and develop assessments as described in the relevant unit standards. The subject matter experience must be well developed within the field of filter rod production.

> The subject matter experience of the assessor can be established by recognition of prior learning.

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	8561 Function in a Team	Level 4	4	Registered
Core	114079 Maintain a cigarette maker airtlock	Level 4	2	Public Comment
Core	114082 Maintain the hopper of a filter attachment unit	Level 4	8	Public Comment
Core	114085 Maintain a cigarette maker gamiture	Level 4	6	Public Comment
Core	114092 Maintain the cigarette drums of a filter attachment	Level 4	8	Public Comment
Core	114094 Maintain a cigarette maker suction chamber	Level 4	6	Public Comment
Core	114106 Maintain a rod maker cut-off unit	Level 4	12	Public Comment
Core	114119 Maintain a tray filler	Level 4	8	Public Comment
Core	114121 Maintain cigarette maker transfer unit	Level 4	5	Public Comment
Core	114142 Maintain a cigarette maker tobacco hopper	Level 4	5	Public Comment
Core	114145 Maintain the inspection units of a filter attachment unit	Level 4	8	Public Comment
Core	114148 Maintain a cigarette maker printer and paper run	Level 4	5	Public Comment
Core	114181 Maintain the tipping unit of a filter attachment unit	Level 4	8	Public Comment
Elective	114078 Perform a scheduled production machine service	Level 4	6	Public Comment
Elective	114080 Overhaul a rod maker cut-off unit	Level 4	6	Public Comment
Elective	114093 Overhaul a rod maker printer unit	Level 4	6	Public Comment
Fundamental				
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	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

No. 1765

5 December 2003



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate: Cigarette Filter Rod Production Technology

SAQA QUAL ID	QUALIFICATION TITLE	
48398	Further Education and Training Certificate: Cigarette Filter Rod Production Technology	
SGB NAME	SGB for Secondary Agriculture: Processing	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
AGR-4-National Certificate	National Certificate	Secondary Agriculture
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
145	Level 4	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

This Qualification is aimed at level 4 on the National Qualification Framework. It provides learners with the opportunity to obtain competence in specialised filter rod production process technology namely, maintaining the production process and equipment to improve product quality and the opportunity for learners to grow in this specific field.

The fundamental learning, which learners will acquire, will allow them to be able to compile verbal and written communications and perform basic calculations. This Qualification complies with the objectives of the NQF with regard to facilitating access to, mobility and progression within the filter rod production industry.

The Qualification focuses on the skills, knowledge, values and attitude required to progress further in the industry. The intention is to release the potential of people, in order for them to grow, develop and become more competent workers. This Qualification will furthermore add value to the individuals, their workplace and the economy as a whole.

Rationale

This Qualification provides current learners with the opportunity to advance from the Cigarette Filter Rod Production- NQF Level 3 Qualification or for persons entering the Tobacco Processing environment and others to obtain an integrated practical and theoretical grounding in the maintaining of the cigarette filter rod production process and the functions thereof. This will ensure a portable, nationally recognized Qualification that will:-

- > Improve the quality of safety in the work environment.
- > Optimally utilize resources in the production environment.
- > Lead to transformation in economic growth and social development.

The typical range of learners is the currently employed, unemployed and other persons, who want to enter a learning programme to obtain a National Certificate in Cigarette Filter Rod Production Technology at NQF Level 4, to continue building a career path in this industry. Improved levels of knowledge and skills lead to greater ability to produce at more competitive costs and better quality, which will impact positively both on the society and the economy of the country.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

The learner will have appropriate levels of written Communication, English proficiency, Numeracy and occupational competence equivalent to grade 11 (NQF3) standards.

Recognition of prior learning

This qualification may be achieved in part or completely through the recognition of prior learning, which includes formal, informal and non-formal learning and work experience. Where RPL is required the learner will need to prove competence in that specific area in order to obtain recognition of that skill and knowledge.

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 practise and performance records. The assessment methods and tools to be used to assess Prior Learning shall be decided upon jointly by the assessor and the learner.

QUALIFICATION RULES

To obtain this Qualification, all fundamental and core unit standards are compulsory.

The learner must also select at least one from the elective unit standards below:

- > Perform a scheduled production machine service.
- > Overhaul a rod maker cut-off unit.
- > Overhaul a rod maker printer unit.

EXIT LEVEL OUTCOMES

1. Identify, explain and execute the functions/duties/responsibilities required in the maintenance of a filter tow processing unit in order to sustain optimum production levels and minimize down time and product loss.
2. Identify, explain and execute the functions/duties/responsibilities required in the maintenance of a filter rod production machine in order to sustain optimum production levels and minimize down time and product loss.
3. Identify, explain and execute the functions/duties/responsibilities required in the maintenance of tray filler units in order to sustain optimum production levels and minimize down time and product loss.
4. Identify, explain and execute the functions/duties/responsibilities required in the maintenance of a filter rod sending station in order to sustain optimum production levels and minimize down time and product loss.
5. Perform scheduled production machine services to ensure serviceability and readiness for production.
6. Demonstrate the ability to function effectively in a team comprising of multi-cultural members.

ASSOCIATED ASSESSMENT CRITERIA

1.
 - > Work site procedures and manufacturers' specifications for a filter tow processing unit are identified and explained.
 - > Fault finding methods and techniques for a filter tow processing unit are applied in the establishing of functional and quality deviations.
 - > Minor repairs, adjustments and maintenance for a filter tow processing unit are conducted in accordance with work site procedures and manufacturers' specifications
 - > Consequences of not adhering to work site procedures and manufacturers' specifications for a filter tow processing unit are explained.
 - > Environment, health and safety measures are complied with during the implementation of minor repairs,

adjustments and maintenance for a filter tow processing unit.

2.

- > Work site procedures and manufacturers' specifications for a filter rod production machine are identified and explained.
- > Fault finding methods and techniques for a filter rod production machine are applied in the establishing of functional and quality deviations.
- > Minor repairs, adjustments and maintenance for a filter rod production machine are conducted in accordance with work site procedures and manufacturers' specifications.
- > Consequences of not adhering to work site procedures and manufacturers' specifications for a filter rod production machine are explained.
- > Environment, health and safety measures are complied during the implementation of minor repairs, adjustments and maintenance for a filter rod production machine.

3.

- > Work site procedures and manufacturers' specifications for tray filler units are identified and explained.
- > Fault finding methods and techniques for tray filler units are applied in the establishing of functional and quality deviations.
- > Minor repairs, adjustments and maintenance for tray filler units are conducted in accordance with work site procedures and manufacturers' specifications.
- > Consequences of not adhering to work site procedures and manufacturers' specifications for tray filler units are explained.
- > Environment, health and safety measures are complied with during the implementation of minor repairs, adjustments and maintenance for tray filler units.

4.

- > Work site procedures and manufacturers' specifications for a filter rod sending station are identified and explained.
- > Fault finding methods and techniques for a filter rod sending station are applied in the establishing of functional and quality deviations.
- > Minor repairs, adjustments and maintenance for a filter rod sending station are conducted in accordance with work site procedures and manufacturers' specifications.
- > Consequences of not adhering to work site procedures and manufacturers' specifications for a filter rod sending station are explained.
- > Environment, health and safety measures are complied with during the implementation of minor repairs, adjustments and maintenance for a filter rod sending station.

5.

- > Scheduled services are planned and prepared for according to work site requirements.
- > Production machines are serviced in accordance with scheduled plans.
- > Services on production machines are conducted and completed in accordance with work site procedures and manufacturers' specifications.
- > The machine is prepared for the commencement of production in accordance with work site procedures and time frames.

6.

- > Own particular team structure and purpose are identified and explained.
- > Roles and responsibilities of each team member are identified and described.
- > External and environmental factors that influence the workings and success of the team are explained and assessed.
- > The ability to perform in a team is achieved and maintained.

Integrated Assessment Criteria

Learners will produce evidence of the following:

Verbal and written explanations of reasons for adhering to operational and work site procedures as well as statutory requirements, adhering to specific sequence of operations, identifying deviations, taking corrective actions and recording relevant data, and reporting deviations outside the jobholder's

responsibility.

Demonstrations of a range of operational actions relating to the maintenance of cigarette filter rod production machinery and applying general safety in the work place.

Oral or written questioning regarding the reflexive competencies within the Qualification:

If the identifying and solving of problems, team work, organising one-self, the using of applied science, the implication of actions and reactions in the world as a set of related systems are not clear from the observation a method of oral questioning or a cases study should be applied to determine the whole person development and integration of applied knowledge and skills.

A portfolio of evidence is required to prove the practical, foundational and reflexive competencies of the learner which may include production and quality statistics.

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

Unit standards in the Qualification must be used to assess specific and critical cross-field outcomes.

During integrated assessments the assessor should make use of formative and summative assessment methods and should assess combinations of practical, foundational and reflexive competencies.

INTERNATIONAL COMPARABILITY

An attempt at Website benchmarking was done with Australia, Canada, New Zealand, Ireland and Scotland but none could be found. Furthermore, the International Tobacco Industry was also investigated for relevant Qualification information, but even within the Industry, nothing could be found to make Industry specific comparisons.

Therefore this could be regarded as one of the first formalised Qualifications in cigarette filter rod production technology.

ARTICULATION OPTIONS

The generic nature of this qualification and the focus on multi-skilling will provide for portability across various sectors in the processing domain. It is envisaged that learners completing this qualification will be employable in fast moving consumer goods industries, amongst others such as the sugar industry, tea processing industry and others.

It prepares the learner and forms the basis for progression towards other qualifications such as National Certificate in Tobacco Processing at NQF Level 5.

The qualification will enable learners to acquire recognised qualifications at different levels across a wide cross-section of skills.

While the qualification will diverge as they progress upwards, there is enough commonality to provide for a solid base of generic skills. The learner will have multiple choices of learning paths and career paths in various technical occupations namely, training supervisor and factory manager.

MODERATION OPTIONS

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

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

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

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.)**

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	8561 Function in a Team	Level 4	4	Registered
Core	114089 Perform a filter rod length change-over	Level 4	11	Public Comment
Core	114106 Maintain a rod maker cut-off unit	Level 4	12	Public Comment
Core	114117 Maintain filter rod maker gamiture	Level 4	8	Public Comment
Core	114119 Maintain a tray filler	Level 4	8	Public Comment
Core	114135 Maintain a filter rod sending station	Level 4	12	Public Comment
Core	114148 Maintain a cigarette maker printer and paper run	Level 4	5	Public Comment
Core	114153 Maintain a filter rod processing unit	Level 4	16	Public Comment
Elective	114078 Perform a scheduled production machine service	Level 4	6	Public Comment
Elective	114080 Overhaul a rod maker cut-off unit	Level 4	6	Public Comment
Elective	114093 Overhaul a rod maker printer unit	Level 4	6	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	8973 Use language and communication in occupational learning programmes	Level 3	5	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	114108 Maintain a filter rod maker's adhesive applicators	Level 4	4	Public Comment



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Apply quality control during tobacco processing

SAQA US ID	UNIT STANDARD TITLE		
114180	Apply quality control during tobacco processing		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 2	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of quality control.

SPECIFIC OUTCOME 2

Demonstrate an understanding of tobacco processing standards.

SPECIFIC OUTCOME 3

Demonstrate the ability to identify tobacco faults.

SPECIFIC OUTCOME 4

Demonstrate the ability to consider a range of options and make decisions about quality deviations.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Clean a filter rod maker

SAQA US ID	UNIT STANDARD TITLE		
114156	Clean a filter rod maker		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 2	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare filter rod maker for cleaning.

SPECIFIC OUTCOME 2

Clean filter rod maker.

SPECIFIC OUTCOME 3

Complete cleaning process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Depict basic details of the Tobacco processing industry

SAQA US ID	UNIT STANDARD TITLE		
114222	Depict basic details of the Tobacco processing industry		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 2	3

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate a basic understanding of the tobacco processing industry.

SPECIFIC OUTCOME 2

Demonstrate an understanding of safety in the work place.

SPECIFIC OUTCOME 3

Demonstrate an understanding of the work ethics.

SPECIFIC OUTCOME 4

Demonstrate an understanding of quality management.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Clean a metallising machine

SAQA US ID	UNIT STANDARD TITLE		
114086	Clean a metallising machine		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 2	3

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare a metallising machine for cleaning.

SPECIFIC OUTCOME 2

Clean a metallising machine.

SPECIFIC OUTCOME 3

Record data.

SPECIFIC OUTCOME 4

Complete cleaning process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Clean a pre and post treatment machine

SAQA US ID	UNIT STANDARD TITLE		
114150	Clean a pre and post treatment machine		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 2	3

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare a pre and post treatment machine for cleaning.

SPECIFIC OUTCOME 2

Clean Pre and post treatment machine.

SPECIFIC OUTCOME 3

Record data.

SPECIFIC OUTCOME 4

Complete cleaning process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Clean a slitting machine

SAQA US ID	UNIT STANDARD TITLE		
114126	Clean a slitting machine		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 2	3

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare a slitting machine for cleaning.

SPECIFIC OUTCOME 2

Clean a slitting machine.

SPECIFIC OUTCOME 3

Record data.

SPECIFIC OUTCOME 4

Complete cleaning process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Clean conditioning machines

SAQA US ID	UNIT STANDARD TITLE		
114127	Clean conditioning machines		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 2	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare for cleaning of machine.

SPECIFIC OUTCOME 2

Execute cleaning of machine.

SPECIFIC OUTCOME 3

Complete cleaning process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

8

Clean cutting machine

SAQA US ID	UNIT STANDARD TITLE		
114110	Clean cutting machine		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 2	3

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare cutting machine for cleaning.

SPECIFIC OUTCOME 2

Perform cleaning of cutting machine.

SPECIFIC OUTCOME 3

Complete cleaning process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

9

Clean production support units

SAQA US ID	UNIT STANDARD TITLE		
114154	Clean production support units		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 2	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare for cleaning of production support unit.

SPECIFIC OUTCOME 2

Perform cleaning of production support unit.

SPECIFIC OUTCOME 3

Complete cleaning process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

10

Clean tobacco fines filter unit

SAQA US ID	UNIT STANDARD TITLE		
114081	Clean tobacco fines filter unit		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 2	2

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare for cleaning of tobacco fines filter unit.

SPECIFIC OUTCOME 2

Perform cleaning of tobacco fines filter unit.

SPECIFIC OUTCOME 3

Complete cleaning process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

11

Deliver batch to primary processing

SAQA US ID	UNIT STANDARD TITLE		
114095	Deliver batch to primary processing		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 2	3

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare for batch delivery.

SPECIFIC OUTCOME 2

Implement batch delivery.

SPECIFIC OUTCOME 3

Complete batch delivery.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

12

Depict basic details of the tobacco processing industry

SAQA US ID	UNIT STANDARD TITLE		
114134	Depict basic details of the tobacco processing industry		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 2	3

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate a basic understanding of the tobacco processing industry.

SPECIFIC OUTCOME 2

Demonstrate an understanding of safety in the work place.

SPECIFIC OUTCOME 3

Demonstrate an understanding of work ethics.

SPECIFIC OUTCOME 4

Demonstrate an understanding of quality management.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

13

Fill cutrag bins

SAQA US ID	UNIT STANDARD TITLE		
114177	Fill cutrag bins		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 2	3

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare for cutrag bin filling.

SPECIFIC OUTCOME 2

Perform cutrag bin filling.

SPECIFIC OUTCOME 3

Complete cutrag bin filling.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

14

Handle filter rod stock

SAQA US ID	UNIT STANDARD TITLE		
114118	Handle filter rod stock		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 2	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare tray filler unit for production.

SPECIFIC OUTCOME 2

Perform tray filling.

SPECIFIC OUTCOME 3

Store filled trays.

SPECIFIC OUTCOME 4

Distribute filter rods.

SPECIFIC OUTCOME 5

Complete tray filling process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

15

Handle production waste

SAQA US ID	UNIT STANDARD TITLE		
114104	Handle production waste		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 2	3

Specific Outcomes:**SPECIFIC OUTCOME 1**

Prepare for removal of production waste.

SPECIFIC OUTCOME 2

Remove waste.

SPECIFIC OUTCOME 3

Record waste data.

SPECIFIC OUTCOME 4

Complete waste removal process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

16

Load tobacco conveyance units

SAQA US ID	UNIT STANDARD TITLE		
114116	Load tobacco conveyance units		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 2	3

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare to load tobacco conveyance units.

SPECIFIC OUTCOME 2

Perform loading.

SPECIFIC OUTCOME 3

Complete the loading process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

17

Prepare a batch for primary processing

SAQA US ID	UNIT STANDARD TITLE		
114129	Prepare a batch for primary processing		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 2	5

Specific Outcomes:**SPECIFIC OUTCOME 1**

Prepare for batching.

SPECIFIC OUTCOME 2

Perform batching.

SPECIFIC OUTCOME 3

Complete batching.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

18

Prepare Tobacco Humectants

SAQA US ID	UNIT STANDARD TITLE		
114128	Prepare Tobacco Humectants		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 2	3

Specific Outcomes:

SPECIFIC OUTCOME 1

Establish humectants need.

SPECIFIC OUTCOME 2

Prepare humectants.

SPECIFIC OUTCOME 3

Complete preparation of humectants.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

19

Receive tobacco blend order

SAQA US ID		UNIT STANDARD TITLE	
114176		Receive tobacco blend order	
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 2	4

Specific Outcomes:**SPECIFIC OUTCOME 1**

Prepare for receiving of blend order.

SPECIFIC OUTCOME 2

Off-load tobacco blends.

SPECIFIC OUTCOME 3

Complete receiving process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

20

Remove tobacco unit packaging material

SAQA US ID	UNIT STANDARD TITLE		
114132	Remove tobacco unit packaging material		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 2	3

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare for removal of packaging.

SPECIFIC OUTCOME 2

Perform removal.

SPECIFIC OUTCOME 3

Sort packaging material.

SPECIFIC OUTCOME 4

Restore work area.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

21

Shut down a filter rod maker

SAQA US ID	UNIT STANDARD TITLE		
114109	Shut down a filter rod maker		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 2	5

Specific Outcomes:**SPECIFIC OUTCOME 1**

Prepare for shut down.

SPECIFIC OUTCOME 2

Perform basic cleaning.

SPECIFIC OUTCOME 3

Perform basic maintenance.

SPECIFIC OUTCOME 4

Complete shut-down procedure.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

22

Stack unmanufactured tobacco

SAQA US ID	UNIT STANDARD TITLE		
114143	Stack unmanufactured tobacco		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 2	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare stacking area.

SPECIFIC OUTCOME 2

Stack unmanufactured tobacco.

SPECIFIC OUTCOME 3

Label stacks.

SPECIFIC OUTCOME 4

Maintain the condition of stacked unmanufactured tobacco.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

23

Supply filter rods to cigarette making machines

SAQA US ID	UNIT STANDARD TITLE		
114122	Supply filter rods to cigarette making machines		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 2	4

Specific Outcomes:**SPECIFIC OUTCOME 1**

Prepare filter rod tray unloader for production.

SPECIFIC OUTCOME 2

Supply filter rods.

SPECIFIC OUTCOME 3

Check filter quality.

SPECIFIC OUTCOME 4

End filter rod supply.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

24

Supply raw materials to production machines

SAQA US ID	UNIT STANDARD TITLE		
114107	Supply raw materials to production machines		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 2	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan and prepare for material supply.

SPECIFIC OUTCOME 2

Distribute materials.

SPECIFIC OUTCOME 3

Complete supply of materials.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

25

Supply tobacco units to batching line

SAQA US ID	UNIT STANDARD TITLE		
114111	Supply tobacco units to batching line		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 2	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare for tobacco supply.

SPECIFIC OUTCOME 2

Deliver tobacco to batching line.

SPECIFIC OUTCOME 3

Complete the tobacco supplying process.



Established in terms of Act 54 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

26

Apply additives to threshed tobacco

SAQA US ID	UNIT STANDARD TITLE		
114175	Apply additives to threshed tobacco		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 3	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare for applying additives.

SPECIFIC OUTCOME 2

Apply additives.

SPECIFIC OUTCOME 3

Perform blend change-over.

SPECIFIC OUTCOME 4

Complete application of additives.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

27

Apply quality control on cigarettes

SAQA US ID	UNIT STANDARD TITLE		
114102	Apply quality control on cigarettes		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 3	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of quality control.

SPECIFIC OUTCOME 2

Demonstrate an understanding of cigarette production standards.

SPECIFIC OUTCOME 3

Demonstrate the ability to identify cigarette faults.

SPECIFIC OUTCOME 4

Demonstrate the ability to consider a range of options and make decisions about quality deviations.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

28

Apply quality control on filter rods

SAQA US ID	UNIT STANDARD TITLE		
114139	Apply quality control on filter rods		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 3	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of quality control.

SPECIFIC OUTCOME 2

Demonstrate an understanding of filter rod production standards.

SPECIFIC OUTCOME 3

Demonstrate the ability to identify filter rod faults.

SPECIFIC OUTCOME 4

Demonstrate the ability to consider a range of options and make decisions about quality deviations.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

29

Apply quality control on metallised paper

SAQA US ID	UNIT STANDARD TITLE		
114140	Apply quality control on metallised paper		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 3	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of quality control.

SPECIFIC OUTCOME 2

Demonstrate an understanding of metallised paper production standards.

SPECIFIC OUTCOME 3

Demonstrate the ability to identify metallised paper faults.

SPECIFIC OUTCOME 4

Demonstrate the ability to consider a range of options and make decisions about quality deviations.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

30

Capture and retrieve production related data on a production machine's data processor

SAQA US ID	UNIT STANDARD TITLE		
114152	Capture and retrieve production related data on a production machine's data processor		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 3	2

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare to capture production data.

SPECIFIC OUTCOME 2

Enter production data.

SPECIFIC OUTCOME 3

Retrieve production data

SPECIFIC OUTCOME 4

Complete data capturing/ retrieval.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

31

Condition tobacco for processing

SAQA US ID	UNIT STANDARD TITLE		
114144	Condition tobacco for processing		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 3	12

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare for conditioning of tobacco.

SPECIFIC OUTCOME 2

Condition tobacco.

SPECIFIC OUTCOME 3

Execute blend change-over.

SPECIFIC OUTCOME 4

Complete conditioning process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

32

Conduct a filter rod code change-over

SAQA US ID	UNIT STANDARD TITLE		
114178	Conduct a filter rod code change-over		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 3	2

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare filter rod maker for change-over.

SPECIFIC OUTCOME 2

Conduct change-over.

SPECIFIC OUTCOME 3

Complete change-over.

SPECIFIC OUTCOME 4

Finalise change-over procedure.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

33

Prepare a filter rod maker for production

SAQA US ID	UNIT STANDARD TITLE		
114223	Prepare a filter rod maker for production		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 3	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Ensure the readiness of the filter rod maker.

SPECIFIC OUTCOME 2

Apply raw materials.

SPECIFIC OUTCOME 3

Position material and equipment.

SPECIFIC OUTCOME 4

Complete preparing process.



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY**UNIT STANDARD:**

34

Cut lamina

SAQA US ID	UNIT STANDARD TITLE		
114130	Cut lamina		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 3	10

Specific Outcomes:**SPECIFIC OUTCOME 1**

Prepare for lamina cutting.

SPECIFIC OUTCOME 2

Start cutting process.

SPECIFIC OUTCOME 3

Maintain the cutting process.

SPECIFIC OUTCOME 4

Complete cutting of lamina.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

35

Cut threshed stem

SAQA US ID	UNIT STANDARD TITLE		
114115	Cut threshed stem		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 3	14

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare for stem cutting.

SPECIFIC OUTCOME 2

Start cutting process.

SPECIFIC OUTCOME 3

Maintain the cutting process.

SPECIFIC OUTCOME 4

Complete cutting of stems.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

36

Issue unmanufactured tobacco

SAQA US ID	UNIT STANDARD TITLE		
114099	Issue unmanufactured tobacco		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 3	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare for issuing of unmanufactured tobacco.

SPECIFIC OUTCOME 2

Withdraw unmanufactured tobacco.

SPECIFIC OUTCOME 3

Complete issuing of unmanufactured tobacco.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

37

Metallise treated paper rolls

SAQA US ID	UNIT STANDARD TITLE		
114174	Metallise treated paper rolls		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 3	14

Specific Outcomes:

SPECIFIC OUTCOME 1

Commence metallising process.

SPECIFIC OUTCOME 2

Produce metallised rolls.

SPECIFIC OUTCOME 3

Maintain process quality.

SPECIFIC OUTCOME 4

Complete metallising process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

38

Pre-condition unmanufactured tobacco

SAQA US ID		UNIT STANDARD TITLE	
114124		Pre-condition unmanufactured tobacco	
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 3	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare for Pre-conditioning.

SPECIFIC OUTCOME 2

Execute blend change-over.

SPECIFIC OUTCOME 3

Perform pre-conditioning.

SPECIFIC OUTCOME 4

Complete pre-conditioning process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

39

Prepare a filter rod maker for production

SAQA US ID	UNIT STANDARD TITLE		
114101	Prepare a filter rod maker for production		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 3	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Ensure the readiness of the filter rod maker.

SPECIFIC OUTCOME 2

Apply raw materials.

SPECIFIC OUTCOME 3

Position material and equipment.

SPECIFIC OUTCOME 4

Complete preparing process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

40

Prepare a metallising machine for production

SAQA US ID	UNIT STANDARD TITLE		
114083	Prepare a metallising machine for production		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 3	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Ensure the readiness of the metallising machine.

SPECIFIC OUTCOME 2

Apply raw materials.

SPECIFIC OUTCOME 3

Position material and equipment.

SPECIFIC OUTCOME 4

Complete preparing process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

41

Prepare a pre and post treatment machine for production.

SAQA US ID	UNIT STANDARD TITLE		
114091	Prepare a pre and post treatment machine for production.		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 3	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Setting up the pre and post treatment machine.

SPECIFIC OUTCOME 2

Apply raw materials.

SPECIFIC OUTCOME 3

Position material and equipment.

SPECIFIC OUTCOME 4

Complete preparing process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

42

Prepare a slitting machine for production

SAQA US ID	UNIT STANDARD TITLE		
114113	Prepare a slitting machine for production		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 3	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Ensure the readiness of the slitting machine.

SPECIFIC OUTCOME 2

Apply raw materials.

SPECIFIC OUTCOME 3

Prepare equipment.

SPECIFIC OUTCOME 4

Position material and equipment.

SPECIFIC OUTCOME 5

Complete preparing process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

43

Prepare mixtures for metallised paper

SAQA US ID	UNIT STANDARD TITLE		
114098	Prepare mixtures for metallised paper		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 3	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Establish mixtures need.

SPECIFIC OUTCOME 2

Prepare mixtures.

SPECIFIC OUTCOME 3

Complete preparation of mixtures.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

44

Process pre and post treated paper rolls

SAQA US ID		UNIT STANDARD TITLE	
114096		Process pre and post treated paper rolls	
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 3	12

Specific Outcomes:

SPECIFIC OUTCOME 1

Commence production.

SPECIFIC OUTCOME 2

Produce pre and post treated paper rolls.

SPECIFIC OUTCOME 3

Maintain process quality.

SPECIFIC OUTCOME 4

Complete pre and post treatment process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

45

Produce filter rods

SAQA US ID	UNIT STANDARD TITLE		
114123	Produce filter rods		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 3	18

Specific Outcomes:

SPECIFIC OUTCOME 1

Commence Production.

SPECIFIC OUTCOME 2

Produce filter rods.

SPECIFIC OUTCOME 3

Maintain process quality.

SPECIFIC OUTCOME 4

Complete filter rod production.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

46

Shut down a metallising machine

SAQA US ID	UNIT STANDARD TITLE		
114114	Shut down a metallising machine		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 3	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare for shut down.

SPECIFIC OUTCOME 2

Perform basic cleaning.

SPECIFIC OUTCOME 3

Perform basic maintenance.

SPECIFIC OUTCOME 4

Restore work area.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

47

Shut down a pre and post treatment machine

SAQA US ID	UNIT STANDARD TITLE		
114105	Shut down a pre and post treatment machine		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 3	4

Specific Outcomes:**SPECIFIC OUTCOME 1**

Prepare for shut down.

SPECIFIC OUTCOME 2

Perform cleaning.

SPECIFIC OUTCOME 3

Perform maintenance.

SPECIFIC OUTCOME 4

Restore work area.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

48

Shut down a slitting machine

SAQA US ID	UNIT STANDARD TITLE		
114120	Shut down a slitting machine		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 3	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare for shut down.

SPECIFIC OUTCOME 2

Perform basic cleaning.

SPECIFIC OUTCOME 3

Perform basic maintenance.

SPECIFIC OUTCOME 4

Restore work area.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

49

Slit metallised paper rolls

SAQA US ID	UNIT STANDARD TITLE		
114138	Slit metallised paper rolls		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 3	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Commence production.

SPECIFIC OUTCOME 2

Produce slitted rolls.

SPECIFIC OUTCOME 3

Maintain process quality.

SPECIFIC OUTCOME 4

Complete slitting process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

50

Verify unpacked blend order

SAQA US ID		UNIT STANDARD TITLE	
114133		Verify unpacked blend order	
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 3	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare for verification of blend order.

SPECIFIC OUTCOME 2

Confirm tobacco blends composition.

SPECIFIC OUTCOME 3

Complete verification of blend order.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

51

Dispatch recovered tobacco unit packing material

SAQA US ID	UNIT STANDARD TITLE		
114087	Dispatch recovered tobacco unit packing material		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 4	8

Specific Outcomes:**SPECIFIC OUTCOME 1**

Plan and prepare for dispatching of packaging material.

SPECIFIC OUTCOME 2

Dispatch packaging material.

SPECIFIC OUTCOME 3

Complete dispatching.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

52

Dispatch unmanufactured tobacco

SAQA US ID	UNIT STANDARD TITLE		
114103	Dispatch unmanufactured tobacco		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 4	12

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare for dispatching of unmanufactured tobacco

SPECIFIC OUTCOME 2

Load unmanufactured tobacco.

SPECIFIC OUTCOME 3

Complete the dispatching of unmanufactured tobacco.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

53

Maintain a cigarette maker airlock

SAQA US ID	UNIT STANDARD TITLE		
114079	Maintain a cigarette maker airlock		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 4	2

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of fault-finding on an airlock.

SPECIFIC OUTCOME 2

Plan and prepare for maintenance of the airlock.

SPECIFIC OUTCOME 3

Performance maintenance.

SPECIFIC OUTCOME 4

Complete maintenance.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

54

Maintain a cigarette maker garniture

SAQA US ID	UNIT STANDARD TITLE		
114085	Maintain a cigarette maker garniture		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 4	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of fault-finding on a garniture

SPECIFIC OUTCOME 2

Plan and prepare for maintenance of the garniture

SPECIFIC OUTCOME 3

Perform maintenance.

SPECIFIC OUTCOME 4

Complete maintenance.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

55

Maintain a cigarette maker printer and paper run

SAQA US ID	UNIT STANDARD TITLE		
114148	Maintain a cigarette maker printer and paper run		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 4	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of fault-finding on a maker printer and paper run.

SPECIFIC OUTCOME 2

Plan and prepare for the maintenance of the printer and paper run.

SPECIFIC OUTCOME 3

Perform maintenance.

SPECIFIC OUTCOME 4

Complete maintenance.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

58

Maintain a filter rod maker's adhesive applicators

SAQA US ID	UNIT STANDARD TITLE		
114108	Maintain a filter rod maker's adhesive applicators		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 4	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of fault-finding on adhesive applications.

SPECIFIC OUTCOME 2

Plan and prepare for the maintenance of the adhesive applicators.

SPECIFIC OUTCOME 3

Perform maintenance.

SPECIFIC OUTCOME 4

Complete maintenance.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

59

Maintain a filter rod processing unit

SAQA US ID	UNIT STANDARD TITLE		
114153	Maintain a filter rod processing unit		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 4	16

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of fault-finding on a tow processing unit.

SPECIFIC OUTCOME 2

Plan and prepare for the maintenance of the tow processing unit.

SPECIFIC OUTCOME 3

Perform maintenance.

SPECIFIC OUTCOME 4

Complete maintenance.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

60

Maintain a filter rod sending station

SAQA US ID	UNIT STANDARD TITLE		
114135	Maintain a filter rod sending station		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 4	12

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate understanding of fault-finding filter rod sending station

SPECIFIC OUTCOME 2

Plan and prepare for the maintenance of the filter rod sending station.

SPECIFIC OUTCOME 3

Perform maintenance.

SPECIFIC OUTCOME 4

Complete maintenance.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

61

Maintain a rod maker cut-off unit

SAQA US ID	UNIT STANDARD TITLE		
114106	Maintain a rod maker cut-off unit		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 4	12

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of fault finding on a rod maker cut-off unit.

SPECIFIC OUTCOME 2

Plan and prepare for the maintenance of the cut-off unit.

SPECIFIC OUTCOME 3

Perform maintenance.

SPECIFIC OUTCOME 4

Complete maintenance.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

62

Maintain a slitting machine

SAQA US ID	UNIT STANDARD TITLE		
114151	Maintain a slitting machine		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 4	16

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of fault-finding on the slitting machine.

SPECIFIC OUTCOME 2

Plan and prepare for the maintenance of the slitting machine.

SPECIFIC OUTCOME 3

Perform maintenance.

SPECIFIC OUTCOME 4

Complete maintenance.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

63

Maintain a tray filler

SAQA US ID	UNIT STANDARD TITLE		
114119	Maintain a tray filler		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 4	8

Specific Outcomes:**SPECIFIC OUTCOME 1**

Demonstrate an understanding of fault-finding on a tray filler.

SPECIFIC OUTCOME 2

Plan and prepare for the maintenance of the tray filler.

SPECIFIC OUTCOME 3

Perform Maintenance.

SPECIFIC OUTCOME 4

Complete maintenance.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

64

Maintain application agents mixing apparatus

SAQA US ID	UNIT STANDARD TITLE		
114100	Maintain application agents mixing apparatus		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 4	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of fault-finding on a agents mixing apparatus.

SPECIFIC OUTCOME 2

Plan and prepare for the maintenance of the mixing apparatus.

SPECIFIC OUTCOME 3

Perform maintenance.

SPECIFIC OUTCOME 4

Complete maintenance.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

65

Maintain cigarette maker transfer unit

SAQA US ID	UNIT STANDARD TITLE		
114121	Maintain cigarette maker transfer unit		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 4	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate and understanding of fault-finding on a transfer unit.

SPECIFIC OUTCOME 2

Plan and prepare for maintenance of transfer unit.

SPECIFIC OUTCOME 3

Perform maintenance.

SPECIFIC OUTCOME 4

Complete maintenance.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

66

Maintain filter rod maker garniture

SAQA US ID	UNIT STANDARD TITLE		
114117	Maintain filter rod maker garniture		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 4	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of fault-finding a filter rod garniture.

SPECIFIC OUTCOME 2

Plan and prepare for the maintenance of the garniture unit.

SPECIFIC OUTCOME 3

Perform maintenance.

SPECIFIC OUTCOME 4

Complete maintenance.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

67

Maintain the applicator units of a pre and post treatment machine

SAQA US ID	UNIT STANDARD TITLE		
114141	Maintain the applicator units of a pre and post treatment machine		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 4	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of fault-finding on the applicator units.

SPECIFIC OUTCOME 2

Plan and prepare for the maintenance of the applicator units.

SPECIFIC OUTCOME 3

Perform maintenance.

SPECIFIC OUTCOME 4

Complete maintenance.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

68

Maintain the chamber of metallising machine

SAQA US ID	UNIT STANDARD TITLE		
114090	Maintain the chamber of metallising machine		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 4	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of fault-finding on a chamber.

SPECIFIC OUTCOME 2

Plan and prepare for the maintenance of the chamber.

SPECIFIC OUTCOME 3

Perform maintenance.

SPECIFIC OUTCOME 4

Complete maintenance.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

69

Maintain the cigarette drums of a filter attachment

SAQA US ID	UNIT STANDARD TITLE		
114092	Maintain the cigarette drums of a filter attachment		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 4	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of fault-finding on the cigarette drum.

SPECIFIC OUTCOME 2

Plan and prepare for maintenance of the cigarette drum.

SPECIFIC OUTCOME 3

Perform maintenance.

SPECIFIC OUTCOME 4

Complete maintenance.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

70

Maintain the cooling system of a pre and post treatment machine

SAQA US ID	UNIT STANDARD TITLE		
114146	Maintain the cooling system of a pre and post treatment machine		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 4	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of fault-finding on a cooling system.

SPECIFIC OUTCOME 2

Plan and prepare for the maintenance of the cooling system.

SPECIFIC OUTCOME 3

Perform maintenance.

SPECIFIC OUTCOME 4

Complete maintenance.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

71

Maintain the cooling water system of a metallising machine

SAQA US ID	UNIT STANDARD TITLE		
114155	Maintain the cooling water system of a metallising machine		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 4	3

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of fault-finding on a cooling water system.

SPECIFIC OUTCOME 2

Plan and prepare for the maintenance of the cooling water system.

SPECIFIC OUTCOME 3

Perform maintenance.

SPECIFIC OUTCOME 4

Complete maintenance.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

72

Maintain the drying units of a pre and post treatment machine

SAQA US ID	UNIT STANDARD TITLE		
114084	Maintain the drying units of a pre and post treatment machine		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 4	2

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of fault-finding on the drying units.

SPECIFIC OUTCOME 2

Plan and prepare for the maintenance of the drying units.

SPECIFIC OUTCOME 3

Perform maintenance.

SPECIFIC OUTCOME 4

Complete maintenance.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

73

Maintain the evaporation unit of a metallising machine

SAQA US ID	UNIT STANDARD TITLE		
114097	Maintain the evaporation unit of a metallising machine		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 4	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of fault-finding on the evaporation unit.

SPECIFIC OUTCOME 2

Plan and prepare for the maintenance of the evaporation unit.

SPECIFIC OUTCOME 3

Perform maintenance.

SPECIFIC OUTCOME 4

Complete maintenance.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

74

Maintain the hopper of a filter attachment unit

SAQA US ID	UNIT STANDARD TITLE		
114082	Maintain the hopper of a filter attachment unit		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 4	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of fault-finding on a filter hopper.

SPECIFIC OUTCOME 2

Plan and prepare for maintenance of the hopper.

SPECIFIC OUTCOME 3

Perform maintenance.

SPECIFIC OUTCOME 4

Complete maintenance.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

75

Maintain the inspection units of a filter attachment unit

SAQA US ID	UNIT STANDARD TITLE		
114145	Maintain the inspection units of a filter attachment unit		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 4	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of fault-finding on the inspection units.

SPECIFIC OUTCOME 2

Plan and prepare for maintenance of inspection units.

SPECIFIC OUTCOME 3

Perform maintenance.

SPECIFIC OUTCOME 4

Complete maintenance.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

76

Maintain the paper centering unit of pre and post treatment machine

SAQA US ID	UNIT STANDARD TITLE		
114131	Maintain the paper centering unit of pre and post treatment machine		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 4	2

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of fault-finding on the paper centering unit.

SPECIFIC OUTCOME 2

Plan and prepare for the maintenance of the paper centering unit.

SPECIFIC OUTCOME 3

Perform maintenance.

SPECIFIC OUTCOME 4

Complete maintenance.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

77

Maintain the rewinding unit of a pre and post treatment machine

SAQA US ID	UNIT STANDARD TITLE		
114136	Maintain the rewinding unit of a pre and post treatment machine		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 4	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of fault-finding on rewinding unit.

SPECIFIC OUTCOME 2

Plan and prepare for the maintenance of the rewinding unit.

SPECIFIC OUTCOME 3

Perform maintenance.

SPECIFIC OUTCOME 4

Complete maintenance.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

78

Maintain the tension control system of a pre and post treatment machine

SAQA US ID	UNIT STANDARD TITLE		
114149	Maintain the tension control system of a pre and post treatment machine		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 4	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of fault-finding on the tension control system.

SPECIFIC OUTCOME 2

Plan and prepare for the maintenance of the tension control system.

SPECIFIC OUTCOME 3

Perform maintenance.

SPECIFIC OUTCOME 4

Complete maintenance.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

79

Maintain the tipping unit of a filter attachment unit

SAQA US ID	UNIT STANDARD TITLE		
114181	Maintain the tipping unit of a filter attachment unit		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 4	8

Specific Outcomes:**SPECIFIC OUTCOME 1**

Demonstrate an understanding of fault-finding on a tipping unit.

SPECIFIC OUTCOME 2

Plan and prepare for maintenance of the tipping unit.

SPECIFIC OUTCOME 3

Perform maintenance.

SPECIFIC OUTCOME 4

Complete maintenance.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

80

Maintain the unwind unit of a pre and post treatment machine

SAQA US ID	UNIT STANDARD TITLE		
114137	Maintain the unwind unit of a pre and post treatment machine		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 4	7

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of fault-finding.

SPECIFIC OUTCOME 2

Plan and prepare for the maintenance of the unwind unit.

SPECIFIC OUTCOME 3

Perform maintenance.

SPECIFIC OUTCOME 4

Complete maintenance.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

81

Maintain the vacuum pump system of a metallising machine

SAQA US ID	UNIT STANDARD TITLE		
114147	Maintain the vacuum pump system of a metallising machine		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 4	14

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of fault-finding on the vacuum pump system.

SPECIFIC OUTCOME 2

Plan and prepare for the maintenance of the vacuum pump system.

SPECIFIC OUTCOME 3

Perform maintenance.

SPECIFIC OUTCOME 4

Complete maintenance



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

82

Overhaul a rod maker cut-off unit

SAQA US ID	UNIT STANDARD TITLE		
114080	Overhaul a rod maker cut-off unit		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 4	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of the necessity for overhauling a rod maker cut-off unit.

SPECIFIC OUTCOME 2

Plan and prepare for the overhaul of the unit.

SPECIFIC OUTCOME 3

Obtain replacement components.

SPECIFIC OUTCOME 4

Overhaul the cut-off unit.

SPECIFIC OUTCOME 5

Complete the overhaul.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

83

Overhaul a rod maker printer unit

SAQA US ID	UNIT STANDARD TITLE		
114093	Overhaul a rod maker printer unit		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 4	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of the necessity for overhauling a rod maker printer unit.

SPECIFIC OUTCOME 2

Plan and prepare for the overhaul of the unit.

SPECIFIC OUTCOME 3

Obtain replacement components.

SPECIFIC OUTCOME 4

Overhaul the printer unit.

SPECIFIC OUTCOME 5

Complete the overhaul.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

84

Perform a filter rod length change-over

SAQA US ID	UNIT STANDARD TITLE		
114089	Perform a filter rod length change-over		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 4	11

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan and prepare for a filter rod length change-over.

SPECIFIC OUTCOME 2

Perform a filter rod length change-over.

SPECIFIC OUTCOME 3

Complete filter rod length change-over.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

85

Perform a scheduled production machine service

SAQA US ID	UNIT STANDARD TITLE		
114078	Perform a scheduled production machine service		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 4	6

Specific Outcomes:**SPECIFIC OUTCOME 1**

Plan and prepare for a scheduled service.

SPECIFIC OUTCOME 2

Service a production machine.

SPECIFIC OUTCOME 3

Complete the service.

SPECIFIC OUTCOME 4

Prepare the machine for the commencement of production.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

86

Produce cutrag

SAQA US ID	UNIT STANDARD TITLE		
114125	Produce cutrag		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 4	12

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare for the production of cutrag.

SPECIFIC OUTCOME 2

Start the cutrag production process.

SPECIFIC OUTCOME 3

Maintain the cutrag production process.

SPECIFIC OUTCOME 4

Complete cutrag production.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

87

Receive unmanufactured tobacco

SAQA US ID	UNIT STANDARD TITLE		
114179	Receive unmanufactured tobacco		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 4	12

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare for receiving unmanufactured tobacco.

SPECIFIC OUTCOME 2

Receive unmanufactured tobacco.

SPECIFIC OUTCOME 3

Oversee the offload of unmanufactured tobacco.

SPECIFIC OUTCOME 4

Complete the receiving of unmanufactured tobacco.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

88

Store unmanufactured tobacco

SAQA US ID	UNIT STANDARD TITLE		
114112	Store unmanufactured tobacco		
SGB NAME		ABET BAND	PROVIDER NAME
SGB for Secondary Agriculture: Processing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Agriculture and Nature Conservation		Secondary Agriculture	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
AGR-SAG-0-SGB SAP	Regular	Level 4	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan and prepare for storage.

SPECIFIC OUTCOME 2

Oversee stacking.

SPECIFIC OUTCOME 3

Maintain the condition of stacked unmanufactured tobacco.

SPECIFIC OUTCOME 4

Control warehouse stock.

SPECIFIC OUTCOME 5

Record stacked stock

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