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GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 650

28 May 2004



SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

Audio-Visual Media Production

Registered by NSB 04, Communication Studies and Language, 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 qualifications and unit standards. The qualifications and unit standards can be accessed via the SAQA web-site at www.saqqa.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address *below and no later than 21 June 2004*. All correspondence should be marked **Standards Setting – SGB for Audio-Visual media Production** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D Mphuthing

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JOE SAMUELS

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Certificate: Broadcast Engineering

SAQA QUAL ID	QUALIFICATION TITLE	
48792	Certificate: Broadcast Engineering	
SGB NAME	SGB Audio-visual Media Production	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
COM-5-National Certificate	National Certificate	Communication Studies
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
120	Level 5	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

The purpose of this Qualification is to build competencies required by learners in broadcast engineering to enable them to work as technicians in the broadcast industry. The acquisition of knowledge and skills will empower learners to respond to challenges in the broadcasting environment and the changing world of work where the Broadcast Technician is an important extension of the Engineering field. The learners will also acquire the attitudes and values required to operate confidently as individuals in the South African community.

This Qualification provides learners with not only a broad knowledge base and a critical understanding of terms, rules, concepts, principles and theories of Broadcast Engineering that will enable learners to be informed workers, but also develops specific competencies in the following streams: Radio, Television, Broadcast Contribution, Broadcast Head-end Systems, Broadcast Distribution or Broadcast Spectrum Management. Qualifying learners are able to use methods in Broadcast Engineering to install, set-up, operate, fault find, maintain and repair broadcasting equipment in one of the above mentioned disciplines. The qualification credits a learning experience that allows flexible access to life-long learning, higher education and employment in Broadcast Engineering as a career path.

Rationale of the qualification

The Certificate for Broadcast Engineering: Level 5 will bridge the gap between the National Diploma: Engineering: Electrical and the National Diploma: Engineering: Computer Systems and the BTech: Engineering: Electrical (interim registered qualifications). It reflects the workplace-based needs of the broadcasting industry. This qualification prepares learners that have achieved an academic qualification to pursue diverse careers in the broadcasting industry, namely, Television, Radio, Broadcast Contribution, Broadcast Head-end systems, Broadcast Distribution and Broadcast Spectrum Management.

The broadcasting sector recognises the need for learners to have a thorough understanding of all the principles involved in broadcasting in order to cope with the rapidly changing world of science and technology. The convergence of broadcast technologies requires from learners the acquisition of knowledge and skills in a variety of disciplines, and will enable them to continue on a path of life-long learning. The attainment of the qualification constitutes a step toward being registered as a Professional Technician with the Engineering Council of South Africa.

The Certificate in Broadcast Engineering NQF Level 5 should produce knowledgeable, multi-skilled workers who are able to enhance productivity and efficiency in the broadcast environment in the country. It should

provide the means for current workers to receive recognition of prior learning, to upgrade their competence and achieve a nationally recognised Qualification. It should also assist newcomers to the broadcasting environment to pursue a career in Broadcast Engineering. The Qualification is structured in such a way that it exposes learners to different aspects of Broadcast Engineering so that there is scope for multi-skilling.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

The credits and design of this qualification assumes that the following competencies have already been attained:

- > Communications and language skills at NQF Level 4
- > Mathematics and Science at NQF Level 4
- > End user computing skills
- > Wiring Techniques
- > Soldering techniques
- > Use and care of hand and power tools
- > Install new computer hardware and software packages

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 and must adhere to the policies and procedures specified by the SETA/ETQA.

RPL process is critical, as many people have worked for years in the Broadcast field without a formal qualification.

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

All such evidence should be judged according to the general principles described in the note to assessors in section above, Assessors and Moderators.

QUALIFICATION RULES

Fundamental Component

There are no prescribed Unit Standards for a NQF Level 5 Qualification. The purpose of the fundamental unit standards is to develop the learner skills in computer network systems, project management, health and safety regulations, effective working relationships and day-to-day technical administration, all of which are necessary to enable the learner to develop further in the Broadcast industry. All fundamental unit standards are compulsory.

Core Component

The unit standards for the core are focused on the various streams. Learners select the unit standards in a particular broadcast stream as indicated in the unit standard matrix. This provides an opportunity for learners who have already gained this qualification in one stream to move across the streams for multi-skilling purposes, completing only the particular stream's core unit standards to be able to work within that field, since the fundamentals apply across all streams: Radio, Television, Broadcast Contribution, Broadcast Distribution, Broadcast Head-end Systems and Spectrum Management industries. All core unit standards per stream are compulsory.

Elective Component

The unit standards will enable the learner to gain knowledge and skills in entrepreneurship and basic business skills and/or the learner can select from the core unit standards of other broadcast streams to make-up the required number of credits.

This Qualification is made up of planned combination of learning outcomes that have a defined purpose and

will provide qualifying learners with applied competence and a basis for further learning.
In this Qualification the minimum credits are allocated as follows:

Radio or Television Fundamentals: 38
Radio or Television Core: 66
Radio or Television Elective: 16

Broadcast Contribution Fundamentals: 38
Broadcast Contribution Core: 59
Broadcast Contribution Elective: 23

Broadcast Distribution Fundamentals: 38
Broadcast Distribution Core: 61
Broadcast Distribution Elective: 21

Broadcast Head-end Systems Fundamentals: 38
Broadcast Head-end Systems Core: 66
Broadcast Head-end Systems Elective: 16

Spectrum Management Fundamentals: 38
Spectrum Management Core: 54
Spectrum Management Elective: 28

Spread of Unit Standard credits across NQF levels in Fundamental, Core and Elective components:

Fundamentals Level 4: 4
Fundamentals Level 5: 34
Fundamentals TOTAL: 38

Core Level 5: 272
Core Level 6: 34
Core TOTAL: 306

Elective Level 3: 9
Elective Level 4: 38
Elective TOTAL: 47

TOTAL Level 3: 9
TOTAL Level 4: 42
TOTAL Level 5: 306
TOTAL Level 6: 34

The Unit Standards making up this Qualification are intended as building blocks for the further development of skills that will make the learner a more fulfilled, informed, efficient and cost effective worker. This Qualification will enhance the productivity and employability of the learner within the Broadcasting and Information and Communication Technologies sector as well as contribute to the quality, production rate and growth of the individual and the industry.

EXIT LEVEL OUTCOMES

1. Apply the essential methods, processes and techniques to install broadcast equipment and manage the work according to a plan.
2. Conduct complex broadcast measurements, analyse information and draw conclusions, using a range of devices and applying it in a variety of contexts.
3. Operate complex broadcast equipment to support clients and test equipment performance.
4. Diagnose, analyse and solve diverse broadcast engineering problems creatively and innovatively using appropriate techniques.

5. Apply the essential methods, processes and techniques to maintain, fault-find and repair broadcast equipment.

6. Work with and support colleagues and clients using effective communication techniques.

Critical Cross-field Outcomes

The learners are able to:

> Identify and solve problems within own area of responsibility and make decisions promptly and effectively using critical and creative thinking to take remedial action.

> Work effectively with clients, colleagues, as a member of a team, group, organisation or community to achieve the required end-result. This could include effective negotiation with others to schedule maintenance around important events or to communicate to local authorities when doing field strength measurements.

> Organise and manage themselves in the work areas and their activities effectively and responsibly to plan installation activities, prepare equipment, materials and tools for selected tasks or to complete tasks within deadlines.

> Collect, organise and analyse broadcast engineering information which is used to critically evaluate the results and possible solutions and the effect of decisions made during maintenance, repair and keeping broadcast on-air.

> Communicate technical information effectively, both orally and in writing, using appropriate language, structure, style and graphic support

> Use science and technology extensively and effectively when working with broadcast equipment and critically showing responsibility towards the environment, which could include work areas and installation venues, and health and safety of all involved

> Demonstrate an understanding that the engineering world is a set of related systems and that problem solving does not exist in isolation in that learners are expected to comprehend that their actions have implications for the team, company, the industry as a whole and the community at large.

ASSOCIATED ASSESSMENT CRITERIA

1.

> Actions planned and implemented are appropriate to promoting best practice in organisations

> Drawings and specifications relevant to the installation are interpreted and verified for correct understanding of the installation requirements

> Installations are done in accordance with organizational policies and procedures, client and legal requirements

> Work performed is completed within agreed timescales

> The installation methods used adhere to safety standards

2.

> Test/measurement equipment used is in accordance with their design

> Tools and techniques used are appropriate to the required task

> Tests validate satisfactory performance of complicated system / equipment against manufacturer's data/specifications, company specific performance criteria and relevant industry standards

> Test information gathered is analysed, conclusions drawn and actions proposed

3.

> Best practices or procedure are applied when operating the broadcast equipment

> Optimal performance is achieved when operating broadcast equipment

> Operational support to the client is appropriate for the situation and promotes productivity

> Safety procedures are adhered to when equipment is used

4.

- > Fault diagnoses is carried out systematically using the most appropriate diagnostic techniques
- > Diagnosed problems and faults are interpreted accurately and quickly, and possible approaches to solutions formulated
- > Solutions are practical, effective, meet technical requirements and clients needs

5.

- > Maintenance and repairs are done in accordance with organizational policies and procedures
- > Tests validate satisfactory performance of system / equipment against manufacturer's data/specifications, company specific performance criteria and relevant industry standards
- > Diagnosed problems and faults are interpreted accurately and quickly
- > Settings and adjustments to equipment ensure optimal functioning
- > Equipment is repaired (replaced) within an agreed timescale, using appropriate tools and techniques
- > Health and safety precautions are adhered to and are in accordance with relevant legislation

6.

- > Feedback to clients is prompt and clear
- > All requirements of projects are determined and verified with clients
- > Recommendations are proposed clearly to client or end-user in accordance with organisational requirements

Integrated Assessment

The applied competence (foundational, practical and reflective competencies) of this qualification will be achieved if a learner is competent in terms of all of the unit standards. Identification and solving of known problems, team-work, self organisation and the processing of data must be assessed. This assessment can take place using any combination of practical, foundational and reflective competency assessment methods and tools to determine the development of the whole person and the integration of applied knowledge and skills. Competence will be assessed when conducting formative and summative assessment in the context of the broadcasting environment.

Formative assessment

The assessment criteria for formative assessment are described in the various unit standards. Formative assessment takes place during the process of learning and assessors should use a range of assessment methods and tools that support each other to assess total competence.

The assessment method and or tools used by the assessor must conform to the following criteria:

- > It must be fair in the sense that it does not hinder or advantage the learner.
- > It must be valid in the sense that it measures the critical components of learning.
- > It must be reliable in the sense that it is consistent and delivers the same output across a range of learners.
- > It must be practical in the sense that it takes into account the available financial resources, facilities, equipment and time.

Summative assessment

Summative assessment is carried out at the end of the learning programme to assess the acquired competencies of the learner.

Assessment

Assessment practices must be fair, transparent, valid and reliable and should ensure that no learner is disadvantaged.

The focus of the 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 Standards should be integrated.

> Assessment has a formative monitoring function. Formative assessment should be used to assess gaps in the learner's skill and knowledge and to indicate where there is a need for expanded opportunities. The goal is to promote learning and to assess the effectiveness 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 need. 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 outcome.

> Assessment should also have a summative component. Summative assessment may be used on completion of a Standard, but should not be the only form of assessment. A summative assessment of the exit outcomes is required on completion of all the necessary Standards and before a Qualification is awarded.

> A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working. Assessment should take place in an authentic context as far as 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 Standards and programmes should be designed to extend and further reflect the integration.

INTERNATIONAL COMPARABILITY

The SGB for Audio Visual Production could not locate an international qualification that encompasses all the outcomes identified by the National Association of Broadcasters in South Africa.

The United Kingdom has a qualification called Broadcast Engineer Level 3, approximately at our NQF Level 5-6, which mandatory units and some of their optional units are all the Core unit standards for this Qualification.

Australia has a Diploma in Broadcast Engineering and an Advanced Diploma in Broadcast Engineering, no indication of the level though. Some of their relevant unit standards were used for benchmarking.

The New Zealand Qualifications Authority has an Endorsed Technicians Certificate :Electrical, Electronic and Telecommunications with only one subject that is closely related, namely television. No comparison could be made for there is too little information available.

ARTICULATION OPTIONS

This qualification articulates vertically with the Bachelors Degree in Engineering: Electrical.

Exit points for learners who do not complete the Qualification:

> Learners will be credited with Unit Standards in which they have proved

competence

> Learners who complete individual Unit Standards, but do not complete the 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.

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 a relevant accredited ETQA that has a Memorandum of Understanding with the relevant SETA.

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

> Assessment and moderation of assessment will be overseen by the relevant ETQA, or a relevant accredited ETQA that has a Memorandum of Understanding with the relevant SETA, according to the ETQAs 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 and exit level outcomes, 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 or a relevant accredited ETQA that has a Memorandum of Understanding with the relevant SETA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

The Qualification will be internally assessed by the provider and moderated by a moderator registered as an assessor by the relevant ETQA. The mechanisms and requirements for moderation are contained in the document obtainable from the relevant ETQA.

> Assessors must be registered with the relevant ETQA.

> Moderators, competent at the level of the Qualification must be registered by the relevant SETA ETQA or a relevant accredited ETQA to ensure that the standard across assessors is consistent

> Moderators are required to be competent in assessment practices

> Moderators are required to report to the relevant ETQA or a relevant accredited ETQA in the required format

> Institutions and providers offering learning that will lead to the achievement of the Higher Certificate in Broadcast Engineering: Level 5 must be accredited as providers with the relevant ETQA or with a relevant accredited ETQA that has a Memorandum of Understanding with the relevant SETA

> The relevant ETQA will monitor and quality assure moderation and assessment according to the guidelines of the relevant SETA

> The relevant ETQA will assure the quality of all learning programmes in collaboration with other SETAs in different economic sectors.

NOTES

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	115025 Monitor, diagnose and repair service levels for conditional access pay television encryption systems	Level 5	15	Draft - Prep for P Comment
Core	115027 Understand the operational principles and circuit theory of satellite and digital television decoders	Level 5	4	Draft - Prep for P Comment
Core	115028 Calculate interferences for broadcast frequencies	Level 5	10	Draft - Prep for P Comment
Core	115029 Measure, analyse and report on broadcast field strengths	Level 5	10	Draft - Prep for P Comment
Core	115030 Set-up and operate portable microwave links	Level 5	20	Draft - Prep for P Comment
Core	115032 Predict broadcast signal coverage	Level 5	15	Draft - Prep for P Comment
Core	115033 Perform routing and switching in a broadcast environment	Level 5	9	Draft - Prep for P Comment
Core	115034 Modify an International Telecommunication Union (ITU) assignment plan	Level 5	4	Draft - Prep for P Comment
Core	115036 Research, analyse and evaluate regulatory discussion papers of the South African and International Regulatory environment	Level 5	15	Draft - Prep for P Comment
Core	115037 Maintain broadcast equipment within systems	Level 5	9	Draft - Prep for P Comment
Core	115038 Set-up and operate portable man pack microwave/RF links	Level 5	15	Draft - Prep for P Comment
Core	115039 Recover broadcast head-end faults	Level 5	9	Draft - Prep for P Comment
Core	115040 Make audio, video and data cables	Level 5	4	Draft - Prep for P Comment
Core	115041 Repair or replace broadcast equipment	Level 5	10	Draft - Prep for P Comment
Core	115042 Add new services to conditional access systems	Level 5	20	Draft - Prep for P Comment
Core	115043 Support users of audio and video equipment in the broadcast environment	Level 5	15	Draft - Prep for P Comment
Core	115044 Install broadcast equipment	Level 5	9	Draft - Prep for P Comment
Core	115045 Conduct broadcast transmission measurements	Level 5	20	Draft - Prep for P Comment
Core	115046 Make broadcast transmission cables	Level 5	6	Draft - Prep for P Comment
Core	115047 Maintain and repair broadcast transmission equipment	Level 5	20	Draft - Prep for P Comment
Core	115048 Maintain broadcast head-end equipment	Level 5	9	Draft - Prep for P Comment
Core	115050 Maintain broadcast head-end systems	Level 5	9	Draft - Prep for P Comment
Core	115051 Install and commission broadcast transmission equipment	Level 5	15	Draft - Prep for P Comment
Core	115031 Research, assess and propose technical solutions that meet broadcast requirements	Level 6	10	Draft - Prep for P Comment
Core	115049 Provide satellite broadcast contributions	Level 6	24	Draft - Prep for P Comment
Elective	8000 Applying basic business principles	Level 3	9	Reregistered
Elective	10133 Schedule project activities to facilitate effective project execution	Level 4	8	Registered
Elective	10135 Work as a project team member	Level 4	8	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	13835 Contribute to project initiation, scope definition and scope change control	Level 4	9	Registered
Elective	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

Fundamental	12609 Contribute to effective working relationships	Level 4	4	Registered
Fundamental	115026 Measure electrical signals (with electronic instruments)	Level 5	6	Draft - Prep for P Comment
Fundamental	115035 Manage the administration of a technical workshop	Level 5	5	Draft - Prep for P Comment
Fundamental	115053 Administer local area computer networks	Level 5	9	Draft - Prep for P Comment
Fundamental	115054 Implement fault-finding techniques in electronic systems	Level 5	8	Draft - Prep for P Comment
Fundamental	115056 Manage the health and safety of the production environment	Level 5	6	Draft - Prep for P Comment



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Add new services to conditional access systems

SAQA US ID	UNIT STANDARD TITLE		
115042	Add new services to conditional access systems		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Audio-visual Media Production		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Communication Studies and Language		Communication Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB AVMP	Regular	Level 5	20

Specific Outcomes:

SPECIFIC OUTCOME 1

Explain conditional access installation and configuration.

SPECIFIC OUTCOME 2

Plan new services.

SPECIFIC OUTCOME 3

Add new services to Conditional Access Systems.

SPECIFIC OUTCOME 4

Solve problems when adding new services.

SPECIFIC OUTCOME 5

Comply with workplace health and safety requirements during the adding of new services.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Administer local area computer networks

SAQA US ID	UNIT STANDARD TITLE		
115053	Administer local area computer networks		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Audio-visual Media Production		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Communication Studies and Language		Communication Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB AVMP	Regular	Level 5	9

Specific Outcomes:

SPECIFIC OUTCOME 1

Set-up user access to local area computer networks.

SPECIFIC OUTCOME 2

Resolve problems with local area computer networks.

SPECIFIC OUTCOME 3

Support clients of local area computer networks.

SPECIFIC OUTCOME 4

Maintain security systems for local area computer networks.

SPECIFIC OUTCOME 5

Create backups for local area computer networks.

SPECIFIC OUTCOME 6

Maintain good relations with clients and colleagues.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Calculate interferences for broadcast frequencies

SAQA US ID	UNIT STANDARD TITLE		
115028	Calculate interferences for broadcast frequencies		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Audio-visual Media Production		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Communication Studies and Language		Communication Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB AVMP	Regular	Level 5	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Determine parameters for wanted and unwanted sites.

SPECIFIC OUTCOME 2

Perform interference calculations.

SPECIFIC OUTCOME 3

Analyse interference calculations.

SPECIFIC OUTCOME 4

Determine interferences for service areas and make recommendations.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Conduct broadcast transmission measurements

SAQA US ID	UNIT STANDARD TITLE		
115045	Conduct broadcast transmission measurements		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Audio-visual Media Production		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Communication Studies and Language		Communication Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB AVMP	Regular	Level 5	20

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan the testing of transmission equipment.

SPECIFIC OUTCOME 2

Conduct measuring applications.

SPECIFIC OUTCOME 3

Comply with workplace health and safety requirements.

SPECIFIC OUTCOME 4

Interpret transmission measurements and make recommendations.

SPECIFIC OUTCOME 5

Solve transmission measurement problems.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Implement fault-finding techniques in electronic systems

SAQA US ID	UNIT STANDARD TITLE		
115054	Implement fault-finding techniques in electronic systems		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Audio-visual Media Production		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Communication Studies and Language		Communication Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB AVMP	Regular	Level 5	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Read and interpret schematic diagrams.

SPECIFIC OUTCOME 2

Compile block diagrams of operations and functions of equipment.

SPECIFIC OUTCOME 3

Relate information of the block diagrams to circuit boards.

SPECIFIC OUTCOME 4

Test electronic systems (using instrumentation).

SPECIFIC OUTCOME 5

Select electronic system fault location strategies.

SPECIFIC OUTCOME 6

Locate faults in electronic systems.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Install and commission broadcast transmission equipment

SAQA US ID	UNIT STANDARD TITLE		
115051	Install and commission broadcast transmission equipment		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Audio-visual Media Production		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Communication Studies and Language		Communication Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB AVMP	Regular	Level 5	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare for installation activities.

SPECIFIC OUTCOME 2

Install transmission equipment.

SPECIFIC OUTCOME 3

Comply with workplace health and safety requirements.

SPECIFIC OUTCOME 4

Commission installations.

SPECIFIC OUTCOME 5

Solve installation and commissioning problems.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Install broadcast equipment

SAQA US ID	UNIT STANDARD TITLE		
115044	Install broadcast equipment		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Audio-visual Media Production		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Communication Studies and Language		Communication Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB AVMP	Regular	Level 5	9

Specific Outcomes:**SPECIFIC OUTCOME 1**

Plan broadcast installation activities.

SPECIFIC OUTCOME 2

Install broadcast equipment.

SPECIFIC OUTCOME 3

Comply with international broadcast standards, company specific standards and safety standards.

SPECIFIC OUTCOME 4

Maintain good relations with clients and colleagues during installations.

SPECIFIC OUTCOME 5

Solve installation problems.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

8

Maintain and repair broadcast transmission equipment

SAQA US ID	UNIT STANDARD TITLE		
115047	Maintain and repair broadcast transmission equipment		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Audio-visual Media Production		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Communication Studies and Language		Communication Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB AVMP	Regular	Level 5	20

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare for maintenance of transmission equipment.

SPECIFIC OUTCOME 2

Maintain transmission equipment.

SPECIFIC OUTCOME 3

Diagnose transmission equipment faults.

SPECIFIC OUTCOME 4

Repair or replace broadcast transmission equipment or components.

SPECIFIC OUTCOME 5

Comply with workplace health and safety requirements.

SPECIFIC OUTCOME 6

Provide feedback on work operations.

SPECIFIC OUTCOME 7

Solve maintenance and repair problems.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

9

Maintain broadcast equipment within systems

SAQA US ID	UNIT STANDARD TITLE		
115037	Maintain broadcast equipment within systems		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Audio-visual Media Production		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Communication Studies and Language		Communication Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB AVMP	Regular	Level 5	9

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare for maintenance activities.

SPECIFIC OUTCOME 2

Maintain equipment within broadcast systems.

SPECIFIC OUTCOME 3

Comply with workplace health and safety requirements.

SPECIFIC OUTCOME 4

Report and feedback on maintenance activities.

SPECIFIC OUTCOME 5

Solve maintenance problems.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

10

Maintain broadcast head-end equipment

SAQA US ID	UNIT STANDARD TITLE		
115048	Maintain broadcast head-end equipment		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Audio-visual Media Production		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Communication Studies and Language		Communication Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB AVMP	Regular	Level 5	9

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan broadcast head-end equipment maintenance.

SPECIFIC OUTCOME 2

Maintain broadcast head-end equipment.

SPECIFIC OUTCOME 3

Comply with workplace health and safety requirements.

SPECIFIC OUTCOME 4

Solve head-end maintenance problems.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

11

Maintain broadcast head-end systems

SAQA US ID	UNIT STANDARD TITLE		
115050	Maintain broadcast head-end systems		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Audio-visual Media Production		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Communication Studies and Language		Communication Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB AVMP	Regular	Level 5	9

Specific Outcomes:**SPECIFIC OUTCOME 1**

Plan head-end broadcast systems maintenance.

SPECIFIC OUTCOME 2

Maintain broadcast head-end systems.

SPECIFIC OUTCOME 3

Upgrade hardware and software.

SPECIFIC OUTCOME 4

Provide feedback on maintenance activities.

SPECIFIC OUTCOME 5

Comply with workplace health and safety requirements during system maintenance activities

SPECIFIC OUTCOME 6

Solve head-end system maintenance problems.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

12

Make audio, video and data cables

SAQA US ID	UNIT STANDARD TITLE		
115040	Make audio, video and data cables		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Audio-visual Media Production		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Communication Studies and Language		Communication Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB AVMP	Regular	Level 5	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Select and obtain tools and materials for making cables.

SPECIFIC OUTCOME 2

Make audio, video and data cables.

SPECIFIC OUTCOME 3

Test cables.

SPECIFIC OUTCOME 4

Apply health and safety requirements.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

13

Make broadcast transmission cables

SAQA US ID	UNIT STANDARD TITLE		
115046	Make broadcast transmission cables		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Audio-visual Media Production		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Communication Studies and Language		Communication Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB AVMP	Regular	Level 5	6

Specific Outcomes:**SPECIFIC OUTCOME 1**

Select and obtain tools and materials for making transmission cables and connectors.

SPECIFIC OUTCOME 2

Apply processes and procedures to terminate transmission cables.

SPECIFIC OUTCOME 3

Comply with workplace health and safety requirements.

SPECIFIC OUTCOME 4

Report on work operations.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

14

Manage the administration of a technical workshop

SAQA US ID	UNIT STANDARD TITLE		
115035	Manage the administration of a technical workshop		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Audio-visual Media Production		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Communication Studies and Language		Communication Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB AVMP	Regular	Level 5	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Manage the administration of a technical workshop.

SPECIFIC OUTCOME 2

Log faults and follow-up.

SPECIFIC OUTCOME 3

Maintain supplies of spares.

SPECIFIC OUTCOME 4

Update technical drawings.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

15

Manage the health and safety of the production environment

SAQA US ID	UNIT STANDARD TITLE		
115056	Manage the health and safety of the production environment		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Audio-visual Media Production		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Communication Studies and Language		Communication Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB AVMP	Regular	Level 5	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Assess potential hazard to health and safety on a production.

SPECIFIC OUTCOME 2

Control potential risks to health and safety on a production.

SPECIFIC OUTCOME 3

Execute procedures when a hazard occurs on a production.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

16

Measure electrical signals (with electronic instruments)

SAQA US ID	UNIT STANDARD TITLE		
115026	Measure electrical signals (with electronic instruments)		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Audio-visual Media Production		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Communication Studies and Language		Communication Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB AVMP	Regular	Level 5	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Perform measurements in electronic circuits (using analogue and digital multimeters)

SPECIFIC OUTCOME 2

Measure waveforms in electronic circuits (using a cathode ray oscilloscope (CRO))

SPECIFIC OUTCOME 3

Test electronic circuits (using function generators and frequency counters)



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

17

Measure, analyse and report on broadcast field strengths

SAQA US ID	UNIT STANDARD TITLE		
115029	Measure, analyse and report on broadcast field strengths		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Audio-visual Media Production		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Communication Studies and Language		Communication Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB AVMP	Regular	Level 5	10

Specific Outcomes:**SPECIFIC OUTCOME 1**

Establish measurement points.

SPECIFIC OUTCOME 2

Prepare to conduct coverage measurements.

SPECIFIC OUTCOME 3

Measure VHF/UHF field strengths.

SPECIFIC OUTCOME 4

Measure medium wave field strengths.

SPECIFIC OUTCOME 5

Measure VHF/UHF coverage.

SPECIFIC OUTCOME 6

Measure medium wave coverage.

SPECIFIC OUTCOME 7

Reconcile VHF/UHF and coverage measurements.

SPECIFIC OUTCOME 8

Analyse coverage results and propose recommendations.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

18

Modify an International Telecommunication Union (ITU) assignment plan

SAQA US ID	UNIT STANDARD TITLE		
115034	Modify an International Telecommunication Union (ITU) assignment plan		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Audio-visual Media Production		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Communication Studies and Language		Communication Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB AVMP	Regular	Level 5	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Determine regulatory provisions of applicable regional agreement.

SPECIFIC OUTCOME 2

Determine co-ordination with neighbouring countries.

SPECIFIC OUTCOME 3

Notify the ITU of frequency agreements.



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

19

Monitor, diagnose and repair service levels for conditional access pay television encryption systems

SAQA US ID	UNIT STANDARD TITLE		
115025	Monitor, diagnose and repair service levels for conditional access pay television encryption systems		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Audio-visual Media Production		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Communication Studies and Language		Communication Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB AVMP	Regular	Level 5	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Understand conditional access pay television encryption systems.

SPECIFIC OUTCOME 2

Monitor the service levels.

SPECIFIC OUTCOME 3

Diagnose system faults.

SPECIFIC OUTCOME 4

Repair service levels.

SPECIFIC OUTCOME 5

Solve service level problems.

SPECIFIC OUTCOME 6

Maintain good relations with clients and colleagues when repairing service levels.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

20

Perform routing and switching in a broadcast environment

SAQA US ID	UNIT STANDARD TITLE		
115033	Perform routing and switching in a broadcast environment		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Audio-visual Media Production		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Communication Studies and Language		Communication Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB AVMP	Regular	Level 5	9

Specific Outcomes:

SPECIFIC OUTCOME 1

Route audio and video signals in a broadcast environment.

SPECIFIC OUTCOME 2

Set up audio and video routers.

SPECIFIC OUTCOME 3

Maintain routers and switchers.

SPECIFIC OUTCOME 4

Create backups.

SPECIFIC OUTCOME 5

Solve routing and switching problems.

SPECIFIC OUTCOME 6

Maintain good relations with clients and colleagues when routing and switching signals.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

21

Predict broadcast signal coverage

SAQA US ID	UNIT STANDARD TITLE		
115032	Predict broadcast signal coverage		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Audio-visual Media Production		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Communication Studies and Language		Communication Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB AVMP	Regular	Level 5	15

Specific Outcomes:**SPECIFIC OUTCOME 1**

Determine parameters for wanted sites.

SPECIFIC OUTCOME 2

Perform coverage calculations.

SPECIFIC OUTCOME 3

Analyse coverage calculations.

SPECIFIC OUTCOME 4

Predict signal coverage and prepare reports.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

22

Recover broadcast head-end faults

SAQA US ID	UNIT STANDARD TITLE		
115039	Recover broadcast head-end faults		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Audio-visual Media Production		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Communication Studies and Language		Communication Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB AVMP	Regular	Level 5	9

Specific Outcomes:

SPECIFIC OUTCOME 1

Recover simple head-end faults.

SPECIFIC OUTCOME 2

Recover complex head-end faults

SPECIFIC OUTCOME 3

Comply with workplace health and safety requirements

SPECIFIC OUTCOME 4

Provide feedback on recovery of faults

SPECIFIC OUTCOME 5

Solve technical head-end problems



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

23

Repair or replace broadcast equipment

SAQA US ID	UNIT STANDARD TITLE		
115041	Repair or replace broadcast equipment		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Audio-visual Media Production		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Communication Studies and Language		Communication Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB AVMP	Regular	Level 5	10

Specific Outcomes:**SPECIFIC OUTCOME 1**

Plan fault finding activities.

SPECIFIC OUTCOME 2

Diagnose faults in broadcast equipment.

SPECIFIC OUTCOME 3

Diagnose faults in broadcast system.

SPECIFIC OUTCOME 4

Repair or replace broadcast equipment.

SPECIFIC OUTCOME 5

Comply with workplace health & safety requirements when repairing or replacing broadcast equipment.

SPECIFIC OUTCOME 6

Report and feedback on repair or replacement activities.

SPECIFIC OUTCOME 7

Solve problems related to repairing and replacing equipment.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

24

Research, analyse and evaluate regulatory discussion papers of the South African and International Regulatory environment

SAQA US ID	UNIT STANDARD TITLE		
115036	Research, analyse and evaluate regulatory discussion papers of the South African and International Regulatory environment		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Audio-visual Media Production		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Communication Studies and Language		Communication Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB AVMP	Regular	Level 5	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Evaluate the goal and content of regulatory discussion papers.

SPECIFIC OUTCOME 2

Evaluate the impact of specific discussion papers on stakeholders.

SPECIFIC OUTCOME 3

Make recommendations to relevant stakeholders.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

25

Set-up and operate portable man pack microwave/RF links

SAQA US ID	UNIT STANDARD TITLE		
115038	Set-up and operate portable man pack microwave/RF links		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Audio-visual Media Production		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Communication Studies and Language		Communication Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB AVMP	Regular	Level 5	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan man pack RF and microwave links.

SPECIFIC OUTCOME 2

Establish suitable equipment for links.

SPECIFIC OUTCOME 3

Set-up man pack links.

SPECIFIC OUTCOME 4

Operate man pack link.

SPECIFIC OUTCOME 5

Solve technical man pack link problems.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

26

Set-up and operate portable microwave links

SAQA US ID	UNIT STANDARD TITLE		
115030	Set-up and operate portable microwave links		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Audio-visual Media Production		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Communication Studies and Language		Communication Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB AVMP	Regular	Level 5	20

Specific Outcomes:

SPECIFIC OUTCOME 1

Research and design communication/broadcasts by microwave link.

SPECIFIC OUTCOME 2

Identify and prepare suitable equipment for links.

SPECIFIC OUTCOME 3

Secure access to communication sites.

SPECIFIC OUTCOME 4

Set up microwave links.

SPECIFIC OUTCOME 5

Operate microwave links.

SPECIFIC OUTCOME 6

Solve technical microwave link problems.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

27

Support users of audio and video equipment in the broadcast environment

SAQA US ID	UNIT STANDARD TITLE		
115043	Support users of audio and video equipment in the broadcast environment		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Audio-visual Media Production		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Communication Studies and Language		Communication Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB AVMP	Regular	Level 5	15

Specific Outcomes:**SPECIFIC OUTCOME 1**

Optimise setups, adjustments and selections of broadcast equipment for specific applications.

SPECIFIC OUTCOME 2

Use broadcast equipment.

SPECIFIC OUTCOME 3

Provide operational support to users.

SPECIFIC OUTCOME 4

Report and feedback on support issues.

SPECIFIC OUTCOME 5

Solve technical support problems.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

28

Understand the operational principles and circuit theory of satellite and digital television decoders

SAQA US ID	UNIT STANDARD TITLE		
115027	Understand the operational principles and circuit theory of satellite and digital television decoders		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Audio-visual Media Production		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Communication Studies and Language		Communication Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB AVMP	Regular	Level 5	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Explain the fundamental principles of television signal transmission and reception.

SPECIFIC OUTCOME 2

Identify and explain the signal processing performed in satellite and digital television decoders.



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

29

Provide satellite broadcast contributions

SAQA US ID	UNIT STANDARD TITLE		
115049	Provide satellite broadcast contributions		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Audio-visual Media Production		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Communication Studies and Language		Communication Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB AVMP	Regular	Level 6	24

Specific Outcomes:**SPECIFIC OUTCOME 1**

Plan satellite uplinks.

SPECIFIC OUTCOME 2

Set-up satellite uplinks.

SPECIFIC OUTCOME 3

Access satellites.

SPECIFIC OUTCOME 4

Establish successful satellite downlinks.

SPECIFIC OUTCOME 5

Secure continuous broadcasts.

SPECIFIC OUTCOME 6

Log satellite links.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

30

Research, assess and propose technical solutions that meet broadcast requirements

SAQA US ID	UNIT STANDARD TITLE		
115031	Research, assess and propose technical solutions that meet broadcast requirements		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Audio-visual Media Production		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Communication Studies and Language		Communication Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB AVMP	Regular	Level 6	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Research technical solutions for broadcast requirements.

SPECIFIC OUTCOME 2

Evaluate solutions.

SPECIFIC OUTCOME 3

Develop installation plans for technical solutions.

SPECIFIC OUTCOME 4

Propose solutions.

No. 651

28 May 2004

**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

Marketing

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, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address ***below and no later than 21 June 2004***. All correspondence should be marked **Standards Setting – SGB for Marketing** 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@saqa.co.za

JOE SAMUELS

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate: Fundraising

SAQA QUAL ID	QUALIFICATION TITLE	
48854	Further Education and Training Certificate: Fundraising	
SGB NAME	SGB Marketing	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
BUS-4-National Certificate	National Certificate	Marketing
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
137	Level 4	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

This qualification is designed to enable people to embark on a career in fundraising. It enables the learner to come to terms with:

- > The basic principles and approaches to fundraising
- > The planning required for effective fundraising
- > The approach adopted by experienced, successful fundraisers
- > The supporting knowledge required for effective fundraising

The qualification provides a mixture of theory and practice. It requires learners to understand the elements required for effective fundraising while at the same time giving them an opportunity to learn within an active, successful fundraising environment.

Prospective participants in the qualification will include:

- > Persons involved with non-profit organisations
- > Persons seeking a career in fundraising
- > Fundraisers in smaller NGOs
- > Fundraisers for newly established non-profit organisations
- > Persons doing fundraising for Section 21 organisations and schools

Given the fact that our democracy requires an active, vibrant civil society, successful fundraisers will always be in demand. The purpose of this qualification, the first step on a career path much in demand, is to provide the initial introduction to the field both experientially and theoretically.

The FETC in Fundraising: Level 4 supports the objectives of the NQF in that it gives the learner access to a Qualification registered on the National Qualifications Framework. It will ensure that the quality of education and training is enhanced and of a world-class standard.

It will provide the broad knowledge; skills and values needed in the Fundraising sector and will facilitate access to, and mobility and progression within, education and training and aid progress along a learning path for learners who:

- > Were previously disadvantaged or who were unable to complete their schooling and were therefore denied access to Further Education and Training.
- > Have worked in the Fundraising Sector for many years, but have no formal Qualification in this area.

> Wish to extend their range of skills and knowledge of the industry so that they can become competent workers in the fundraising Sector.

The Qualification has building blocks that can be developed further and will lead to a more defined learning path in Fundraising at more complex NQF levels. The intention is:

- > To promote the development of knowledge, skills and values that are required in the Fundraising sector.
- > To release the potential of people, in order for them to grow and develop.
- > To provide opportunities for people to move up career paths by being more valuable to their organisation, the economy and themselves.

Rationale for the qualification:

South Africa with its well-developed non-governmental sector has always had a demand for effective fundraisers, to raise the money required by organisations to keep operating and to provide a high quality service to their target markets. In recent times this need has grown because of the expanded range and reach of non-profit organisations in addressing the full spectrum of social and developmental issues in our society. Additionally, the move to create a greater degree of financial autonomy within the schooling sector at the level of the individual school has also increased the number of fundraising organisations considerably. It is estimated that there are well over 100 000 organisations of various kinds who fall into the category of "fundraisers". Since 1994 various bi-lateral governmental organisations and international foundations have also established a presence in South Africa. Appropriate training for effective approaches to these and to South African government organs has become increasingly important.

This Qualification has been developed to meet the needs of a large number of organisations and individuals for a learning pathway that adequately prepares persons working in a wide variety of organisations, particularly in the non-profit sector, to engage in fundraising or to be supported in their fundraising activities.

The Further Education and Training Certificate in Fundraising: Level 4 is the first Qualification in a learning pathway that will end with a Certificate and Diploma at NQF Level 5, that provides both a learning and career path for persons involved and interested in fundraising.

The Certificate in Fundraising: Level 4 is intended to introduce learners to the field of fundraising, but it will be very effective for persons who have worked in the fundraising sector for some time. The emphasis in the qualification is on an appropriate mix of theory and practical hands-on learning.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

Learners wishing to follow this Qualification should be competent in:

- > Communication in a first South African language at NQF level 3
- > Communication in a second South African language at NQF Level 2
- > Mathematical Literacy at NQF Level 3.

Recognition of Prior Learning:

The structure of this Unit Standard based Qualification makes the Recognition of Prior Learning possible. Learner and Assessor will jointly decide on methods to determine prior learning and competence in the knowledge, skills, values and attitudes implicit in the Qualification and the associated Unit Standards. Recognition of Prior Learning will be done by means of an Integrated Assessment.

This Recognition of Prior Learning may allow for:

- > Accelerated access to further learning at this or higher levels on the NQF
- > Gaining of credits towards a Unit Standard in this Qualification
- > Obtaining this Qualification in whole or in part.

All recognition of Prior Learning is subject to quality assurance by the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.

QUALIFICATION RULES**Fundamental Component:**

It is imperative for a fundraiser to be fluent in at least two of the country's languages. Mathematical Literacy competency will also be of distinct advantage for a fundraiser. It is for these reasons that the following Unit Standards have been included in the Fundamental Component of the qualification:

- > Communication in First Language - 20 credits at NQF Level 4
- > Communication in Second Language - 20 credits at NQF Level 3
- > Mathematical Literacy - 16 credits at NQF Level 4.

These Unit Standards make the Qualification compliant with the regulations governing the awarding of an FETC.

All the Unit Standards in the Fundamental Component are compulsory.

Core Component:

The Unit Standards designated as Core have an exclusive focus on the practice of Fundraising. They present the learner with the basic skills, knowledge, attitudes and values required of an effective fundraiser.

All the Unit standards totaling 71 credits in the Core Component are compulsory.

Elective Component:

Unit Standards in Computer Literacy and Marketing totalling 26 credits have been included in the Elective Component. The Computer Literacy standards have been included because Fundraisers will find word processing skills most useful in the normal course of their work. The Marketing standards have been included because Fundraising and Marketing are allied fields and people easily move between the two sectors.

The learner must choose Electives totalling 10 credits.

EXIT LEVEL OUTCOMES

Qualifying learners will be able to:

1. Demonstrate a clear understanding of fundraising.
2. Develop the characteristics of an able fundraiser.
3. Analyse successful fundraising strategies and determine whether an organisation is ready for fundraising.
4. Apply effective fundraising strategies in an organisation.
5. Participate in actual fundraising events and activities.
6. Demonstrate effective verbal and written communication and presentation skills.
7. Perform mathematical computations correctly.
8. Make use of computer hardware and software for fundraising.

The following Critical Cross-Field Outcomes are addressed by the Unit Standards in the qualification to varying degrees:

1. Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made.
2. Work effectively with others as a member of a team, group organization and community.
3. Organise and manage oneself and one's activities responsibly and effectively.
4. Collect, analyse, organize and critically evaluate information.
5. Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation.
6. Use science and technology effectively and critically, showing responsibility towards the environment and the health of others.
7. Demonstrate an understanding of the world as a set of related systems by recognizing that problem-solving contexts do not exist in isolation.

8. Contribute to the full personal development of the learner.

ASSOCIATED ASSESSMENT CRITERIA

1.
 - > An understanding of the basic principles of fundraising is demonstrated through listing and explaining each of them while relating them to an appropriate context.
 - > The principles of legislation governing non-profit organisations can be clearly articulated with reference to the appropriate legislation and the demonstration of how compliance should be achieved.
 - > The various elements comprising the fundraising system are outlined and related to fundraising activities.
2.
 - > The characteristics of a successful fundraiser are researched and a profile compiled through reading of references and articles, through internet searches and through interviews with experienced fundraisers.
 - > A programme to develop the characteristics of a successful fundraiser is outlined for the learner in a particular fundraising context.
 - > Specific elements of the profile are used to improve competence in the context in which the learner finds him/herself, or plans to be in.
3.
 - > The fundraising strategies of significant, successful, non-profit organisations are analysed and related to the context in which the learner is operating.
 - > The way in which organisational readiness for fundraising is established, are outlined through discussing the characteristics and measurement relating to organisational readiness for fundraising.
4.
 - > A strategic plan for fundraising is developed for particular fundraising activities.
 - > Research into the nature of donor funding in South Africa is conducted and conclusions drawn as to which are most appropriate for a particular fundraising venture or organisation.
 - > Effective follow-up strategies are devised for particular fundraising activities.
5.
 - > Letters of appeal are designed and sent to potential donors for fundraising purposes.
 - > A special event is arranged by assisting in the planning, preparation, execution, and follow-up of an event.
 - > Appropriate sponsorships for an organisation are actively sought and acquired by participating in sponsorship raising activities.
 - > Detailed documentation of all activities is compiled for the purposes of record-keeping in the context of fundraising for an organisation.
6.
 - > The learner is able to express him/herself clearly and correctly in the style appropriate to situations a fundraiser would find him/herself.
 - > Verbal and written communication skills can be utilised in a first and a second language, making correct use of tone, style, register and vocabulary appropriate to the fundraising arena.
 - > Grammatically correct, persuasive written documents are produced that can be used for fundraising.
 - > Clear, motivating presentations are compiled and used together with appropriate audio-visual aids.
7.
 - > Mathematical calculations relating to the learner's work are performed correctly and in the appropriate time.
 - > Mathematical calculations relating to the learner's personal life work are performed correctly and in the appropriate time.
8.
 - > Correct, accurate, well-formatted documents are produced which are relevant and useful for the purposes of fundraising or related activities.
 - > Spreadsheets are used appropriately for keeping track of income and expenditure relating to fundraising.
 - > Documents are stored and retrieved in an organisation's system.

Integrated Assessment:

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

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

Assessment of the communication, language, literacy and numeracy should be conducted in conjunction with other aspects and should use authentic Administration contexts wherever possible.

A variety of methods must be used in assessment and tools and activities must be appropriate to the context in which the learner is working. Where it is not possible to assess the learner in the workplace or on-the-job, simulations, case studies, role-plays and other similar techniques should be used to provide a context appropriate to the assessment.

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

Assessors and moderators should make 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.

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

INTERNATIONAL COMPARABILITY

There are few if any qualifications on an NQF-type structure that were available to the working group. Extensive consultation was made of the literature available internationally and the elements included in the Qualification incorporate what is seen to be international best practice.

Foreign qualifications with which this qualification compares positively, include:

- > The Diploma in Fundraising at www.fia.org.au
- > A Certificate in Fundraising management at www.institute-of-fundraising.org.uk
- > Various fundraising qualifications at www-icdl.open.ac.uk

ARTICULATION OPTIONS

This qualification will articulate horizontally with the following qualifications:

- > National Certificate in Business Administration Services: Level 4
- > National Certificate in Project Management: Level 4
- > National Certificate in Management: Level 4
- > National Certificate in Marketing Communications: Level 4
- > National Certificate in Customer Management: Level 4

The Qualification will articulate vertically with the following:

- > National Certificate in Fundraising: Level 5
- > National Diploma in Fundraising: Level 5
- > National Certificate in Management: Level 5
- > National Certificate in Marketing Communications: Level 5
- > National Certificate in Customer Management: Level 5.

Successful mastery of the Fundamental Component of this Qualification will enable the learner to access Qualifications at NQF Level 5 for which matriculation exemption is required, subject to the individual entry requirements of the

organisations offering the learning programme.

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

> Moderation must include both internal and external moderation of assessments at exit points of the Qualification, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described both in individual Unit Standards as well as 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 for this Qualification should:

- > Be in possession of a qualification in fundraising at NQF level 5 or above or have a minimum of three years practical and relevant occupational experience in fundraising
- > Be declared competent in all the outcomes of the National Assessor Unit Standards registered on the NQF
- > Be registered with the relevant ETQA as an assessor.

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	115205 Determine organisational readiness for fundraising	Level 4	4	Draft - Prep for P Comment
Core	115206 Determine the basic principles of legislation governing non-profit organisations	Level 4	5	Draft - Prep for P Comment
Core	115207 Seek appropriate sponsorships for an organisation	Level 4	8	Draft - Prep for P Comment
Core	115208 Establish the basic principles of fundraising	Level 4	5	Draft - Prep for P Comment
Core	115209 Participate in the development of a strategic plan for fundraising	Level 4	12	Draft - Prep for P Comment
Core	115210 Conduct research into the nature of donor funding in South Africa	Level 4	10	Draft - Prep for P Comment
Core	115211 Design and send letters of appeal	Level 4	4	Draft - Prep for P Comment
Core	115212 Profile a successful fundraiser	Level 4	6	Draft - Prep for P Comment
Core	115213 Devise effective follow-up strategies for fundraising	Level 4	5	Draft - Prep for P Comment
Core	115214 Arrange a special event	Level 4	5	Draft - Prep for P Comment
Core	115215 Analyse the fundraising strategies of a successful non-profit organisation	Level 4	7	Draft - Prep for P Comment

Elective	7567 Produce and use spreadsheets for business	Level 3	5	Reregistered
Elective	7570 Produce word processing documents for business	Level 3	5	Reregistered
Elective	10013 Identify and utilise marketing resources to meet objectives	Level 4	4	Registered
Elective	10023 Identify internal and external stakeholders	Level 4	4	Registered
Elective	10024 Liaise with a range of customers of a business	Level 4	4	Registered
Elective	10027 Monitor marketing information flow and collect process marketing data	Level 4	4	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	9302 Access information in order to respond to client enquiries in a financial services environment	Level 3	2	Registered
Fundamental	9303 Communicate verbally with clients in a financial environment	Level 3	3	Registered
Fundamental	7483 Solve problems involving sequences and series in real and simulated situations	Level 4	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	8977 Evaluate literary 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



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Analyse the fundraising strategies of a successful non-profit organisation

SAQA US ID	UNIT STANDARD TITLE		
115215	Analyse the fundraising strategies of a successful non-profit organisation		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Marketing	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Marketing	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-MKT-0-SGB MARK	Regular	Level 4	7

Specific Outcomes:

SPECIFIC OUTCOME 1

Determine the nature of the organisation.

SPECIFIC OUTCOME 2

Analyse the fundraising strategy of the organisation.

SPECIFIC OUTCOME 3

Determine what role is played in strategy design and implementation by organisation members.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Arrange a special event

SAQA US ID		UNIT STANDARD TITLE	
115214		Arrange a special event	
SGB NAME		ABET BAND	PROVIDER NAME
SGB Marketing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Marketing	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-MKT-0-SGB MARK	Regular	Level 4	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Gather and analyse information to assist event planning.

SPECIFIC OUTCOME 2

Plan an event.

SPECIFIC OUTCOME 3

Identify and procure supporting resources needed.

SPECIFIC OUTCOME 4

Arrange logistical elements of the event.

SPECIFIC OUTCOME 5

Evaluate the event against client requirements.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Conduct research into the nature of donor funding in South Africa

SAQA US ID	UNIT STANDARD TITLE		
115210	Conduct research into the nature of donor funding in South Africa		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Marketing	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Marketing	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-MKT-0-SGB MARK	Regular	Level 4	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Investigate the possibility of attracting individual donors to a cause.

SPECIFIC OUTCOME 2

Determine which South African Corporate Donors may be interested in a cause.

SPECIFIC OUTCOME 3

Determine which international funding agencies may be interested in a cause.

SPECIFIC OUTCOME 4

Examine the possibilities for fundraising using the Internet.

SPECIFIC OUTCOME 5

Investigate the possibilities of cause-related marketing for a fundraising organisation.

SPECIFIC OUTCOME 6

Investigate the possibilities of in-kind donations.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Design and send letters of appeal

SAQA US ID	UNIT STANDARD TITLE		
115211	Design and send letters of appeal		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Marketing	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Marketing	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-MKT-0-SGB MARK	Regular	Level 4	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Design promotional material for organizations and/or fundraising ventures.

SPECIFIC OUTCOME 2

Draw up letters of appeal.

SPECIFIC OUTCOME 3

Analyse responses to letters of appeal to determine their effectiveness.

SPECIFIC OUTCOME 4

Maintain an updated record of letters of appeal and responses.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Determine organisational readiness for fundraising

SAQA US ID	UNIT STANDARD TITLE		
115205	Determine organisational readiness for fundraising		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Marketing	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Marketing	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-MKT-0-SGB MARK	Regular	Level 4	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Examine the leadership role played by the Executive Board of a Non-Profit Organisation.

SPECIFIC OUTCOME 2

Determine the role played by the fundraising committee.

SPECIFIC OUTCOME 3

Determine the rationale for the existence of the organisation and its need to fundraise.

SPECIFIC OUTCOME 4

Investigate organisational controls over spending.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Determine the basic principles of legislation governing non-profit organisations

SAQA US ID	UNIT STANDARD TITLE		
115206	Determine the basic principles of legislation governing non-profit organisations		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Marketing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Marketing	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-MKT-0-SGB MARK	Regular	Level 4	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Explain the implications of the Non-Profit Organisation Act of 1997 for fundraising organisations.

SPECIFIC OUTCOME 2

Explain the implications of the State Lotteries Act of 1997 for fundraising organisations.

SPECIFIC OUTCOME 3

Explain the implications of a provincial Gambling Act and its regulations.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Devise effective follow-up strategies for fundraising

SAQA US ID	UNIT STANDARD TITLE		
115213	Devise effective follow-up strategies for fundraising		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Marketing	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Marketing	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-MKT-0-SGB MARK	Regular	Level 4	5

Specific Outcomes:**SPECIFIC OUTCOME 1**

Draft and write personalised letters of thanks and acknowledgement for all donations received.

SPECIFIC OUTCOME 2

Establish a method of record-keeping of all donations received and responses made.

SPECIFIC OUTCOME 3

Develop a system of periodic contact with all donors throughout the year.

SPECIFIC OUTCOME 4

Find ways of recognising and honouring donors.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

8

Establish the basic principles of fundraising

SAQA US ID	UNIT STANDARD TITLE		
115208	Establish the basic principles of fundraising		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Marketing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Marketing	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-MKT-0-SGB MARK	Regular	Level 4	5

Specific Outcomes:

SPECIFIC OUTCOME 1

Determine reasons why an organisation/cause should be supported.

SPECIFIC OUTCOME 2

Recognise the various features of the fundraising terrain in the country.

SPECIFIC OUTCOME 3

Determine the extent of Corporate support of fundraising ventures, organisations and causes.

SPECIFIC OUTCOME 4

Determine and apply ethics in a Fundraising context.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

9

Participate in the development of a strategic plan for fundraising

SAQA US ID	UNIT STANDARD TITLE		
115209	Participate in the development of a strategic plan for fundraising		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Marketing	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Marketing	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-MKT-0-SGB MARK	Regular	Level 4	12

Specific Outcomes:

SPECIFIC OUTCOME 1

Assist in drawing up a strategic plan.

SPECIFIC OUTCOME 2

Explain how the strategic plan fits into the fundraising cycle and calendar.

SPECIFIC OUTCOME 3

Prepare a case statement for a non-profit organisation.

SPECIFIC OUTCOME 4

Participate in the preparation of a fundraising budget and an action plan.

SPECIFIC OUTCOME 5

Evaluation of the results of a strategic planning exercise.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

10

Profile a successful fundraiser

SAQA US ID		UNIT STANDARD TITLE	
115212		Profile a successful fundraiser	
SGB NAME		ABET BAND	PROVIDER NAME
SGB Marketing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Marketing	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-MKT-0-SGB MARK	Regular	Level 4	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe fundraising.

SPECIFIC OUTCOME 2

Identify and describe the characteristics of a successful fundraiser.

SPECIFIC OUTCOME 3

Identify, assess and improve own fundraising characteristics.

SPECIFIC OUTCOME 4

Explain the need for effective teamwork in a fundraising context.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

11

Seek appropriate sponsorships for an organisation

SAQA US ID	UNIT STANDARD TITLE		
115207	Seek appropriate sponsorships for an organisation		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Marketing	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Business, Commerce and Management Studies		Marketing	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
BUS-MKT-0-SGB MARK	Regular	Level 4	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Analyse the sector in which a fundraising organisation operates.

SPECIFIC OUTCOME 2

Provide a profile of a fundraising organisation in a sector.

SPECIFIC OUTCOME 3

Establish a database of donors who contribute to similar organisations.

SPECIFIC OUTCOME 4

Develop a fundraising strategy.



Established in terms of Act 58 of 1995

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

Fire and Rescue

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

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards upon which qualifications are based. The qualifications 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.

Comment on the unit standards should reach SAQA at the address ***below and no later than 21 June 2004***. All correspondence should be marked **Standards Setting – SGB for Fire and Rescue** 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@saqa.co.za

JOE SAMUELS

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Emergency Services Operations

SAQA QUAL ID	QUALIFICATION TITLE	
48855	National Certificate: Emergency Services Operations	
SGB NAME	SGB Fire and Rescue	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
SRV-5-National Certificate	National Certificate	
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
120	Level 5	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

A learner who has achieved this qualification will focus competence towards rendering emergency care and protecting property and the environment within a defined scope of practice.

Learners who complete this qualification will have received nationally recognised training in line with international standards and will be recognised as competent emergency services operators employable within the local government sphere as well as in the private sector. In addition, learners will be in a position to move on to higher education studies in the fields of rescue, emergency services, or other related areas.

Qualified learners in this field will improve the pool of competence and thus the delivery of municipal, designated and private emergency services. More qualified learners will improve the selection criteria for new employees in this area.

Rationale for the qualification:

Fire services in South Africa have developed under the auspices of many different authorities ranging from municipal governments, to the SANDF. The establishment of a Fire Services Board some years ago did little to temper the different standards emerging as various services trained to the best of their resources against various international curricula and materials.

With the establishment of the NQF an opportunity has opened for the establishment of criteria and competence standards which will regulate practice across the country.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

- > It is assumed that a learner entering a programme leading to this qualification will be in possession of an NQF level 4 qualification or equivalent.
- > This implies that learners will be competent in two South African languages, as well as in communication and mathematical literacy more generally at NQF level 4.
- > Learners will require either physical science, chemistry or Biology at NQF level 1.

Recognition of Prior Learning (RPL):

A learner may achieve this qualification through the process of Recognition of Prior Learning (RPL). This

unit standards based qualification lends itself to this process of assessment either by assessment of individual unit standards or the qualification as a whole. For this purpose components of the certificate as recorded by the constituent unit standards should be used for recognition of prior learning assessment.

RPL may take place via:

- > Automatic recognition of existing formal learning achieved - as defined by the industry.
- > Challenge testing/assessing of competence.
- > Portfolio submission to the satisfaction of a registered assessor.

Providers should make clear their RPL and/or credit exemption policies and procedures in documentation available to learners.

QUALIFICATION RULES

This qualification is constructed as a unit standard based qualification at NQF level 5.

In summary the rules are as follows:

- > A minimum of 27 fundamental credits as specified
- > A minimum of 20 core credits as specified
- > A minimum of 73 elective credits as specified
- > Making for a total of 120 credits

EXIT LEVEL OUTCOMES

On achieving this qualification the learner will be able to:

1. Confine and extinguish class A to D fires.
2. Demonstrate an ability to perform rescue operations within their defined scope of practice.
3. Demonstrate the ability to recognise and stabilize hazardous materials incidents.
4. Inspect specified equipment to care for operational readiness.
5. Drive code B emergency and related vehicles.
6. Interact with members of the public in a manner that furthers the mission of an emergency services organisation.
7. Deliver a public education and fire safety intervention.
8. Perform administrative tasks related to the functioning as a member of an emergency services organisation.

Critical Cross-Field Outcomes:

Qualifying learners will be expected to demonstrate that they are competent to:

1. Collect, analyse and organise information:
 - 1.1 By demonstrating an ability to explain their actions in light of information available to them at the scene of an incident.
 - 1.2 By keeping track of and evaluating their own learning progress while in the qualification.
2. Communicate:
 - 2.1 By effectively using communication competence specified in unit standards for this qualification while operating as a member of a fire-fighting team.
 - 2.2 By communicating with members of the public as specified elsewhere in this qualification.
3. Plan and organise activities:
 - 3.1 By demonstrating the ability to plan personal learning within the qualification.
 - 3.2 By planning and organising such personal workplace activities as are not specifically planned and organised for them by the designated authority.
4. Work with others in teams:
 - 4.1 By demonstrating the team competency specified in the relevant unit standard for this qualification while operating as a member of a designated fire authority.
5. Use maths:
 - 5.1 By demonstrating a grasp of numeracy to the levels required by the theory components of this

qualification.

6. Solve problems by utilising systems:

- 6.1 By demonstrating an understanding of the inter-related parts of an emergency service within the South African context, and by operating to specified expectations as a member of such a service.
- 6.2 By demonstrating an understanding of various aspects of fire as inter-related systems.
- 6.3 By demonstrating an understanding of the various extinguishing media and techniques as parts of inter-related fire intervention systems.
- 6.4 By demonstrating knowledge of the human body as a system and adapting health and rescue interventions accordingly.

7. Use technology:

- 7.1 By demonstrating the ability to inspect, care for and utilise specified fire fighting and related equipment according to the standards set elsewhere in this qualification.

8. Take responsibility for their personal development:

- 8.1 By planning personal development goals for the period in which they are enrolled for the qualification.
- 8.2 By creating opportunities to realise these goals, and
- 8.3 By evaluating their personal development against their own goals.

ASSOCIATED ASSESSMENT CRITERIA

- 1.1 The correct class of fire is identified.
- 1.2 The correct extinguishing medium and equipment is selected.
- 1.3 The fire is extinguished in a safe and efficient manner.
- 2.1 A range of factors is considered in developing a situational analysis.
- 2.2 The patient is accessed.
- 2.3 The patient is packaged and treated according to correct practice.
- 2.4 The patient is evacuated according to correct practice.
- 3.1 A potential or actual hazardous materials incident is identified and the features determined.
- 3.2 The material is identified and appropriate stabilization conducted.
- 3.3 An appropriate intervention is initiated within the level of competence of the intervening person.
- 4.1 The operational readiness of specified equipment is ensured by inspecting and maintaining equipment according to the standard operating procedures of the designated authority.
- 5.1 The qualifying learner has achieved a K53 driver's licence.
- 5.2 Specified emergency or related vehicle is driven according to the relevant sections of the Road Traffic Act.
- 6.1 Sensitivity is demonstrated to the diversity of members of the public with whom one is dealing.
- 6.2 Appropriate methods of communication are chosen for interacting with various members of the public.
- 6.3 Specified outcomes are achieved in communicating with members of the public.
- 7.1 A public education and fire safety intervention is conducted and self-evaluated.
- 8.1 All administrative forms as specified by the Authority are completed.

Integrated assessment:

Anyone assessing a learner or moderating the assessment of a learner against this qualification must be recognised as an assessor/moderator by the relevant ETQA. Such recognition assumes that the assessor has both ETDP competence, as well as disciplinary competence in the relevant area of practice at least at NQF level 5.

This point leads to the assumption that any assessor assessing this qualification is not relying simply on the content described in this document. Rather the assessor will be (1) drawing on a wealth of experiential knowledge for which this qualification provides a quality benchmark, and (2) sourcing in other practitioners with relevant functional competence for which this qualification will also serve as a quality benchmark.

Integrated assessment at the level of qualification provides an opportunity for learners to show that they are able to integrate concepts, ideas and actions across the various bodies of knowledge and practice to achieve competence that is grounded and coherent in relation to the purpose of the qualification.

Integrated assessment must judge the quality of the observable performance, but also the quality of the thinking that lies behind it. Assessment tools must encourage learners to give an account of the thinking and decision-making that underpin their demonstrated performance. Some assessment practices will be of a more practical nature while others will be of a more theoretical nature. The ratio between action and interpretation is not fixed, but will vary according to factors such as the learners involved, the resources available and policies and practices of the provider.

A broad range of functionally orientated and theoretical assessment tools may be used, with the distinction between practical knowledge and disciplinary knowledge maintained so that each takes its rightful place.

As each situation is different, it will be necessary to develop assessment activities and tools that are appropriate to the contexts in which practitioners are working. These activities and tools may include self-assessment, peer assessment, formative and summative assessment.

Assessment should include practical demonstration of competence, either in the workplace or through work-realistic, out-of-classroom simulation.

In assessing for applied competence and critical cross-field outcomes as described below, the assessor must design a holistic assessment focused at the competence described in the purpose statement of this qualification.

The qualifying learner must demonstrate achievement in the following areas of applied competence:

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

- > The prioritisation of their own safety and the safety of members of the public.
- > Adaptive ways in which to apply their knowledge and skills depending on the situation.

2. The learner must demonstrate an understanding and knowledge in the relevant bodies of knowledge as listed under 'Essential Embedded Knowledge'.

Demonstration of competence in this qualification requires not only observable performance, but also an articulation of the thinking that lies behind it. An Assessor must encourage learners to give an account of the thinking and decision-making that underpin their demonstrated performance.

This principle cuts across each part of this qualification and assessors are thus under obligation to extract bodies of relevant knowledge that underpin the purpose, exit level outcomes and critical cross-field outcomes, and to design assessment tools and processes to evaluate a learner's acquisition of this knowledge.

- > Sprinkler system fundamentals.
- > Salvage, overhaul and protecting evidence of fire cause determination.
- > Fire department communications equipment and techniques.
- > Fire prevention and public education.

3. The learner must demonstrate an ability to learn from her/his actions and to adapt to changes by:

- > Reflecting on own practice, and adapting and modifying it accordingly.
- > Reflecting on their own patterns of learning and creating opportunities for future learning.

INTERNATIONAL COMPARABILITY

The National Fire Protection Agency (NFPA) is an international organisation founded in 1890 to further standards in fire fighting. Representing 100 countries, it attempts to keep fire fighting education and training at the cutting edge of knowledge, science and technology.

This qualification has been benchmarked against, and includes requirements for four NFPA qualifications;

namely (1) Fire Fighter I certificate, (2) Fire Fighter II certificate, (3) Hazardous materials awareness certificate and (4) Dealing with hazardous materials certificate.

After analysing the South African situation, and having in mind the SAQA regulations regarding qualifications, the SGB came to the conclusion that these four international qualifications should be combined into a minimum competence standards for all South African fire fighters. This has been done in this certificate.

It is intended that all programmes leading to this qualification will receive International Fire Services Accreditation Council accreditation, thus giving learners international recognition and portability.

ARTICULATION OPTIONS

Horizontal:

Learners may receive credits towards the National Higher Certificate: Fire Technology as registered by SAQA. Learners will also receive credits towards Rescue Practitioner professional status as awarded by the Health Professions' Council of South Africa.

Vertical & Diagonal:

Graduating learners may be admitted to the National Diploma: Fire Technology. In addition, it is intended that a National Diploma in Emergency Services Supervision (NQF 6) will be developed into which learners may progress.

MODERATION OPTIONS

Anyone assessing/moderating the assessment of a learner against this qualification must be registered by the relevant ETQA as an assessor/ moderator.

Any institution offering a learning programme leading to the achievement of this qualification must be accredited as a provider with a relevant ETQA.

Such accreditation assumes that the institution has access to relevant resources and staff with substantial disciplinary competence in the relevant field.

Assessment and moderation of assessment will be overseen by a relevant ETQA, according to:

- > The ETQA's policies and guidelines
- > Agreements reached concerning assessment and moderation between ETQAs.
- > Moderation guideline detailed immediately below.

Moderation must include both internal and external moderation of assessments at exit points of the qualification.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

N/A

NOTES

Essential Embedded Knowledge:

- > Fire services orientation
- > Safety.
- > Fire behaviour.
- > Building construction.
- > Protective clothing.
- > SCBA.
- > Portable extinguisher.
- > Ropes and knots.

- > Building search and victim removal.
- > Forcible entry tools.
- > Forcible entry construction and techniques.
- > Ground ladders.
- > Ventilation.
- > Water supply.
- > Coupling, loading and rolling hose.
- > Laying, carrying and advancing hose.
- > Water fire streams.
- > Classes A, C, D, vehicle and wild land fire control.
- > Sprinkler system fundamentals.
- > Salvage, overhaul and protecting evidence of fire cause determination.
- > Fire department communications equipment and techniques.
- > Fire prevention and public education.

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	8555 Contribute to information distribution regarding HIV/AIDS in the workplace	Level 4	4	Registered
Core	11985 Inspect, drive and maintain an official vehicle	Level 4	3	Registered
Core	115218 Function effectively within the structures of an organisation	Level 4	4	Draft - Prep for P Comment
Core	115216 Conduct single-person high angle / rope rescue	Level 5	6	Draft - Prep for P Comment
Core	115225 Communicate at the scene of an emergency	Level 5	3	Draft - Prep for P Comment
Elective	10981 Supervise work unit to achieve work unit objectives (individuals and teams)	Level 4	12	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	115221 Preserve evidence for a fire cause investigation	Level 4	2	Draft - Prep for P Comment
Elective	115224 Engage in fire safety and public education activities	Level 4	4	Draft - Prep for P Comment
Elective	9224 Implement policies regarding HIV/AIDS in the workplace	Level 5	4	Registered
Elective	115217 Deal with hazardous materials	Level 5	8	Draft - Prep for P Comment
Elective	115219 Perform search and recover operations at an emergency scene	Level 5	8	Draft - Prep for P Comment
Elective	115220 Perform fireground operations whilst under instruction	Level 5	28	Draft - Prep for P Comment
Elective	115222 Inspect, care for and operate fire service equipment	Level 5	15	Draft - Prep for P Comment
Elective	115223 Demonstrate awareness and take initial actions at a hazardous materials incident	Level 5	8	Draft - Prep for P Comment
Fundamental	8559 Plan and conduct research	Level 4	6	Registered
Fundamental	8561 Function in a Team	Level 4	4	Registered
Fundamental	110023 Present information in report format	Level 4	6	Registered
Fundamental	110057 Conduct a self-evaluation of own progress and development	Level 4	2	Registered
Fundamental	8648 Demonstrate an understanding of professional values and ethics	Level 5	4	Registered
Fundamental	8662 Analyse and communicate workplace data	Level 5	5	Registered



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Engage in fire safety and public education activities

SAQA US ID	UNIT STANDARD TITLE		
115224	Engage in fire safety and public education activities		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Fire and Rescue		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
SRV-CDHPR-0-SGB F&R	Regular	Level 4	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Assist a target audience to identify life and fire safety hazards in their own context.

SPECIFIC OUTCOME 2

Assist a target audience to consider options and take actions to minimise life.

SPECIFIC OUTCOME 3

Present life and fire safety information to the public.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Function effectively within the structures of an organisation

SAQA US ID	UNIT STANDARD TITLE		
115218	Function effectively within the structures of an organisation		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Fire and Rescue		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
SRV-CDHPR-0-SGB F&R	Regular	Level 4	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify the organisational structures and functions of an organisation.

SPECIFIC OUTCOME 2

Explain own role and functions in this structure.

SPECIFIC OUTCOME 3

Describe possible career paths and the requirements for career progress.

SPECIFIC OUTCOME 4

Describe legislation and regulations pertaining to the organisation.

SPECIFIC OUTCOME 5

Explain legislation relevant employment and safety.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Preserve evidence for a fire cause investigation

SAQA US ID	UNIT STANDARD TITLE		
115221	Preserve evidence for a fire cause investigation		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Fire and Rescue		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
SRV-CDHPR-0-SGB F&R	Regular	Level 4	2

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe the importance of evidence and its place in fire origin and cause determination.

SPECIFIC OUTCOME 2

Describe mechanisms for locating and securing evidence.

SPECIFIC OUTCOME 3

Perform all overhaul operations.

SPECIFIC OUTCOME 4

Secure the scene of a fire and preserve evidence.

SPECIFIC OUTCOME 5

Observe and report suspicious circumstances at the scene of an emergency.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Communicate at the scene of an emergency

SAQA US ID	UNIT STANDARD TITLE		
115225	Communicate at the scene of an emergency		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Fire and Rescue		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
SRV-CDHPR-0-SGB F&R	Regular	Level 5	3

Specific Outcomes:

SPECIFIC OUTCOME 1

Communicate to ascertain facts at the scene of an emergency.

SPECIFIC OUTCOME 2

Issue commands regarding safety at the scene of an emergency.

SPECIFIC OUTCOME 3

Communicate with other professionals and relevant agencies.

SPECIFIC OUTCOME 4

Provide feedback aimed at performance improvement.

SPECIFIC OUTCOME 5

Refer relevant communications to the designated member of the service.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Conduct single-person high angle I rope rescue

SAQA US ID	UNIT STANDARD TITLE		
115216	Conduct single-person high angle I rope rescue		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Fire and Rescue		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
SRV-CDHPR-0-SGB F&R	Regular	Level 5	6

Specific Outcomes:**SPECIFIC OUTCOME 1**

Demonstrate a working knowledge of the functioning and regulation of medical rescue in South Africa.

SPECIFIC OUTCOME 2

Construct and apply the various knots used during high angle I rescue operations.

SPECIFIC OUTCOME 3

Apply, care for, store and record a log of the various types of equipment used.

SPECIFIC OUTCOME 4

Correctly select, analyse and rig appropriate anchor points and systems.

SPECIFIC OUTCOME 5

Belay equipment and personnel in a safe and effective manner during a high angle I rescue operation.

SPECIFIC OUTCOME 6

Descend a rope as a part of a high angle I rescue operation.

SPECIFIC OUTCOME 7

Ascend a rope as a part of a high angle I rescue operation.

SPECIFIC OUTCOME 8

Perform a single person pick off from above a stranded person.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Deal with hazardous materials

SAQA US ID	UNIT STANDARD TITLE		
115217	Deal with hazardous materials		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Fire and Rescue		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
SRV-CDHPR-0-SGB F&R	Regular	Level 5	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Analyse an incident for potential or actual hazardous materials and their possible consequences.

SPECIFIC OUTCOME 2

Consider options and plan the management of an incident.

SPECIFIC OUTCOME 3

Implement a hazardous materials management plan.

SPECIFIC OUTCOME 4

Evaluate a hazardous materials management plan.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Demonstrate awareness and take initial actions at a hazardous materials incident

SAQA US ID	UNIT STANDARD TITLE		
115223	Demonstrate awareness and take initial actions at a hazardous materials incident		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Fire and Rescue		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
SRV-CDHPR-0-SGB F&R	Regular	Level 5	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify the categories of hazardous materials, their signage and their hazards and effects.

SPECIFIC OUTCOME 2

Suspect or recognise the presence of hazardous materials.

SPECIFIC OUTCOME 3

Protect self from hazardous materials and the effects thereof.

SPECIFIC OUTCOME 4

Identify and implement the initial primary actions at a hazardous material incident.

SPECIFIC OUTCOME 5

Call for the appropriate assistance.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

8

Inspect, care for and operate fire service equipment

SAQA US ID	UNIT STANDARD TITLE		
115222	Inspect, care for and operate fire service equipment		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Fire and Rescue	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
SRV-CDHPR-0-SGB F&R	Regular	Level 5	15

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe and identify all fire service equipment required.

SPECIFIC OUTCOME 2

Demonstrate an ability to care for and operate all fire service equipment.

SPECIFIC OUTCOME 3

Select appropriate fire service equipment or combinations of equipment.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

9

Perform fireground operations whilst under instruction

SAQA US ID	UNIT STANDARD TITLE		
115220	Perform fireground operations whilst under instruction		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Fire and Rescue		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
SRV-CDHPR-0-SGB F&R	Regular	Level 5	28

Specific Outcomes:

SPECIFIC OUTCOME 1

Use standard techniques to control fires whilst under instruction.

SPECIFIC OUTCOME 2

Gain access to incident site to perform emergency operations.

SPECIFIC OUTCOME 3

Respond to an incident on an apparatus.

SPECIFIC OUTCOME 4

Utilise loss control principals & practices to minimise property and environmental damage.

SPECIFIC OUTCOME 5

Perform all operations described according to accepted industry safety norms and standards.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

10

Perform search and recover operations at an emergency scene

SAQA US ID	UNIT STANDARD TITLE		
115219	Perform search and recover operations at an emergency scene		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Fire and Rescue		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
SRV-CDHPR-0-SGB F&R	Regular	Level 5	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Analyse an emergency scene for required or potential search and recover operations.

SPECIFIC OUTCOME 2

Use standard techniques to enter and search hostile environments.

SPECIFIC OUTCOME 3

Remove all/any persons, patients and/or victims located, from the hostile environment.

SPECIFIC OUTCOME 4

Perform all operations described in this unit standard according to accepted industry safety norms.

No. 653

28 May 2004

**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

Criminology and Criminal Justice

Registered by NSB 08, Law, Military Science and Security, publishes the following qualifications and unit standards for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualification and unit standards upon which qualifications are based. The full qualification and unit standards can be accessed via the SAQA web-site at www.saqa.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 21 June 2004***. All correspondence should be marked **Standards Setting – Criminology and Criminal Justice** 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@saqa.co.za

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



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate: Criminology

SAQA QUAL ID	QUALIFICATION TITLE	
48856	Further Education and Training Certificate: Criminology	
SGB NAME	SGB Crimnology and Criminal Justice	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
LMS-4-National Certificate	National Certificate	Safety in Society
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
143	Level 4	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

Learners who have achieved this qualification will be capable of combining a range of self-organisation and life long skills which will empower them to explore a variety of career opportunities in South Africa and internationally in the social, political, economic, legal and ecological spheres to ensure safety in society.

Learners acquiring this qualification will have skills, knowledge and experience to:

- > Think laterally, critically and creatively when dealing with crime and victimisation
- > Balance victim and offender rights within the framework of the SA Constitution and Bill of Rights
- > Develop and apply skills and programmes to deal more effectively with crime and conflict to ensure a safe and secure society
- > Develop specific skills and programmes in the field of crime and victimisation to enhance their status and employability
- > Work and communicate with others as a member of a multi-disciplinary team to deal effectively with crime and victimisation
- > Use science and technology appropriately, effectively, responsibly and ethically when dealing with crime and victimisation without harming society, the environment or individuals
- > Prepare them for life long learning
- > Prepare them for tertiary study.

Rationale:

The rationale for this qualification is to equip learners, persons with an interest in crime and victimisation and communities in general with the knowledge needed for creating and maintaining safety in society. Crime and victimisation in South Africa have severe consequences for the sustained development of society, the economy and ecology. This qualification will provide knowledge of crime and victimisation to enable learners to deal effectively with crime and victimisation and ensure a democratic and just society within a human rights framework as envisaged in the South African Constitution and Bill of Rights. Learners completing this qualification will be able to use their knowledge in various fields of crime and victimisation and to prevent/reduce crime in the social and corporate sphere.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

Learners wishing to enter a programme leading to this qualification should have the necessary literacy,

numeracy and communication skills equivalent to NQF level 3.

In addition they should be able to:

- > Engage in sustained oral communication and evaluate spoken texts
- > Read, analyse and respond to a variety of contexts
- > Communicate what they have learned coherently, accurately and comprehensively in the required medium of instruction
- > Take responsibility for their own learning and its progress within a well-structured and managed learning environment
- > Evaluate their own performance against given criteria.

Recognition of Prior Learning:

This qualification may be achieved in part or in whole by recognition of prior learning, which includes formal informal and non-formal learning and assessment/coaching experience. The learner must be assessed/evaluated in the same manner as described in paragraph eight that deals with integrated assessment.

QUALIFICATION RULES

There should be a minimum of 72 credits at the exit level, Level 4 of the NQF.

Fundamental unit standards:

The learner must achieve all 56 credits.

Core unit standards:

The learner must achieve all 82 credits.

Elective unit standards:

The learner must achieve at least 5 of the 30 credits.

EXIT LEVEL OUTCOMES

1. Describe human, social and ecological rights in the field of crime and victimisation.
2. Identify and evaluate individual, social and corporate risk factors contributing to crime and victimisation.
3. Use various techniques of measuring crime and victimisation.
4. Examine crime and victimisation trends and patterns with reference to specific types of crime and victimisation.
5. Determine the impact of crime and victimisation on humans, society and ecological systems.
6. Review and apply basic programmes to prevent/reduce crime and victimisation.
7. Describe the structure and functioning of the criminal justice system in South Africa.
8. Determine crime and victimisation vulnerability relating to lifestyle patterns.
9. Identify and apply strategies to inform individuals and the community about crime and victimisation.
10. Explain and apply basic research methodology and ethics in the field of crime and victimisation.

The qualification consists of unit standards that describe the knowledge, skills and competencies required of the learner.

Critical Cross-Field Outcomes:

- > Identify and solve problems using critical and creative thinking (Exit level outcomes 1 to 10).
- > Work effectively with others as a member of a team, group, organisation and community (Exit level outcomes 1 to 10).
- > Organise and manage oneself and one's activities responsibly and effectively (Exit level outcomes 1 to 10).
- > Collect, analyse, organise and critically evaluate information (Exit level outcomes 2 to 10).
- > Communicate effectively using visual, mathematical and/or language skills in the modes of oral and/or written presentation (Exit level outcomes 1 and 4).
- > Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation (Exit level outcomes 3 to 10).
- > Use science and technology effectively and critically, showing responsibility towards the environment and

health of others (Exit level outcomes 1 to 4 and 5 to 10).

ASSOCIATED ASSESSMENT CRITERIA

1. Human, social and ecological rights in the field of crime and victimization are described.
2. Individual, social and corporate risk factors contributing to crime and victimisation are identified and evaluated.
3. Various techniques of measuring crime and victimization are explained and used.
4. Crime and victimization trends and patterns are examined with reference to specific types of crime and victimization.
5. The impact of crime and victimization on humans, society and ecological systems is determined.
6. Basic programmes to prevent/reduce crime and victimization are reviewed and applied.
7. The structure and functioning of the criminal justice system in South Africa is described.
8. Crime and victim vulnerability are related to lifestyle patterns.
9. Strategies to inform individuals and the community about crime and victimization are identified and applied.
10. Basic research methodologies and ethics in the field of crime and victimization are explained and applied.

Integrated Assessment:

Learning and assessment should be integrated throughout this qualification. Integrated assessment provides an opportunity for learners to demonstrate that they are able to integrate concepts, ideas and activities across unit standards to achieve the necessary competence to deal effectively with crime and victimisation. Continuous formative assessment is required to ensure that students are given feedback on their progress towards the achievement of specific learning outcomes. Integrated assessment should integrate the body of knowledge, skills and attitudes, which are represented by the exit level outcomes as a whole.

Assignments must be designed to achieve the following:

- > An integration of the achievement of exit level outcomes in a way that demonstrates that the purpose of the qualification as a whole has been achieved.
- > Evaluation of learner performance that demonstrate applied competence or capability.
- > A focus on criterion-referenced assessment which is transparent to learners and which is capable of being applied to the recognition of prior learning.

INTERNATIONAL COMPARABILITY

Direct international comparability was not possible. It appears that criminology qualifications and unit standards at this level are not included in international qualifications frameworks. Possible reasons for this include:

- > Non-degree courses in criminology are often short courses or workshops, which do not count towards formal qualifications.
- > Most international qualifications frameworks have criminology courses at a diploma and degree level.

Other national institutions and providers were also consulted during the standards generating process to ensure best practices.

ARTICULATION OPTIONS

On completion of this qualification learners will proceed to level 5 qualifications in criminology. Horizontally this qualification articulates with all other Further Education and Training Certificates.

MODERATION OPTIONS

All providers offering the learning to achieve this qualification must be accredited by the relevant ETQA.

All assessors must be registered with the relevant ETQAs, and must comply with the requirements for assessors as prescribed by the relevant ETQAs.

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	115226 Describe human, social and ecological rights in the field of crime and victimisation	Level 4	8	Draft - Prep for P Comment
Core	115227 Explain and apply basic research methodology and ethics in the field of crime and victimisation	Level 4	8	Draft - Prep for P Comment
Core	115228 Describe the structure and functioning of criminal justice in South Africa	Level 4	8	Draft - Prep for P Comment
Core	115231 Determine the impact of crime and victimisation on individuals, society and ecological systems	Level 4	9	Draft - Prep for P Comment
Core	115232 Determine crime and victimisation vulnerability relating to lifestyle patterns	Level 4	8	Draft - Prep for P Comment
Core	115233 Identify and evaluate individual, social and corporate risk factors contributing to crime and victimisation	Level 4	8	Draft - Prep for P Comment
Core	115235 Review and apply basic programmes to prevent/reduce crime and victimisation	Level 4	8	Draft - Prep for P Comment
Core	115236 Use various techniques of measuring crime and victimisation	Level 4	8	Draft - Prep for P Comment
Core	115237 Identify and apply strategies to inform individuals and the community about crime and victimisation	Level 4	9	Draft - Prep for P Comment
Core	115229 Examine crime and victimisation trends and patterns with reference to specific types of crime and victimisation	Level 5	8	Draft - Prep for P Comment
Elective	9964 Apply health and safety to a work area	Level 2	8	Reregistered
Elective	7786 Operate a Computer	Level 3	8	Reregistered
Elective	10141 Contribute to the management of project risk within own field of expertise	Level 4	5	Registered
Elective	10387 Investigate ways of managing financial risk in own lives	Level 4	6	Registered
Elective	13954 Manage risk in own work/business environment	Level 4	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	8971 Analyse and respond to a variety of literary texts	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	8977 Evaluate literary texts	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

UNIT STANDARD:

1

Describe human, social and ecological rights in the field of crime and victimisation

SAQA US ID	UNIT STANDARD TITLE		
115226	Describe human, social and ecological rights in the field of crime and victimisation		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Criminology and Criminal Justice		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Law, Military Science and Security		Safety in Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
LMS-SIS-0-SGB CCJ	Regular	Level 4	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify national and international trends, policies and treaties relating to human rights.

SPECIFIC OUTCOME 2

Explain the responsibilities of the criminal justice system towards achieving human, social rights.

SPECIFIC OUTCOME 3

Evaluate how human, social and ecological rights are respected and implemented nationally.

SPECIFIC OUTCOME 4

Illustrate ways in which the violation of human, social and ecological rights can be redressed.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Describe the structure and functioning of criminal justice in South Africa

SAQA US ID	UNIT STANDARD TITLE		
115228	Describe the structure and functioning of criminal justice in South Africa		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Criminology and Criminal Justice		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Law, Military Science and Security		Safety in Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
LMS-SIS-0-SGB CCJ	Regular	Level 4	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe the different components of the criminal justice system in South Africa.

SPECIFIC OUTCOME 2

Identify the role, function and purpose of each component of the criminal justice system.

SPECIFIC OUTCOME 3

Describe the inter-relationship between the formal and non-formal justice systems.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Determine crime and victimisation vulnerability relating to lifestyle patterns

SAQA US ID	UNIT STANDARD TITLE		
115232	Determine crime and victimisation vulnerability relating to lifestyle patterns		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Criminology and Criminal Justice		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Law, Military Science and Security		Safety in Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
LMS-SIS-0-SGB CCJ	Regular	Level 4	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe crime and victimisation vulnerability.

SPECIFIC OUTCOME 2

Determine lifestyle patterns that tend to have an increased risk of victimisation and criminality.

SPECIFIC OUTCOME 3

Identify opportunities, which have made offending and victimisation more likely.

SPECIFIC OUTCOME 4

Review lifestyle patterns relating to crime and victimisation vulnerability.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Determine the impact of crime and victimisation on individuals, society and ecological systems

SAQA US ID	UNIT STANDARD TITLE		
115231	Determine the impact of crime and victimisation on individuals, society and ecological systems		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Criminology and Criminal Justice		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Law, Military Science and Security		Safety in Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
LMS-SIS-0-SGB CCJ	Regular	Level 4	9

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe the impact crime and victimisation on individuals, society and the ecological system.

SPECIFIC OUTCOME 2

Determine the impact of crime and victimisation on individuals, society and ecological systems.

SPECIFIC OUTCOME 3

Determine measures to deal with the effects of crime and victimisation on individuals.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Explain and apply basic research methodology and ethics in the field of crime and victimisation

SAQA US ID	UNIT STANDARD TITLE		
115227	Explain and apply basic research methodology and ethics in the field of crime and victimisation		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Criminology and Criminal Justice		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Law, Military Science and Security		Safety in Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
LMS-SIS-0-SGB CCJ	Regular	Level 4	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Distinguish between the scientific method and common sense knowledge.

SPECIFIC OUTCOME 2

Plan research.

SPECIFIC OUTCOME 3

Collect and process information for research.

SPECIFIC OUTCOME 4

Write a research report.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Identify and apply strategies to inform individuals and the community about crime and victimisation

SAQA US ID	UNIT STANDARD TITLE		
115237	Identify and apply strategies to inform individuals and the community about crime and victimisation		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Criminology and Criminal Justice		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Law, Military Science and Security		Safety in Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
LMS-SIS-0-SGB CCJ	Regular	Level 4	9

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe and review national, regional and international strategies.

SPECIFIC OUTCOME 2

Design strategies to inform individuals and communities across the cultural spectrum.

SPECIFIC OUTCOME 3

Implement strategies to inform individuals and communities about crime and victimisation.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Identify and evaluate individual, social and corporate risk factors contributing to crime and victimisation

SAQA US ID	UNIT STANDARD TITLE		
115233	Identify and evaluate individual, social and corporate risk factors contributing to crime and victimisation		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Criminology and Criminal Justice		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Law, Military Science and Security		Safety in Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
LMS-SIS-0-SGB CCJ	Regular	Level 4	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify factors that increase an individual's risk of committing crime.

SPECIFIC OUTCOME 2

Indicate factors that influence individual, social and corporate victimisation risk.

SPECIFIC OUTCOME 3

Identify measures to prevent/reduce crime and victimisation risk.



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

8

Review and apply basic programmes to prevent/reduce crime and victimisation

SAQA US ID	UNIT STANDARD TITLE		
115235	Review and apply basic programmes to prevent/reduce crime and victimisation		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Criminology and Criminal Justice		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Law, Military Science and Security		Safety in Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
LMS-SIS-0-SGB CCJ	Regular	Level 4	8

Specific Outcomes:**SPECIFIC OUTCOME 1**

Explain crime and victimisation risk factors.

SPECIFIC OUTCOME 2

Describe and assess national and international crime.

SPECIFIC OUTCOME 3

Determine appropriate crime and victimisation prevention/reduction programmes.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

9

Use various techniques of measuring crime and victimisation

SAQA US ID	UNIT STANDARD TITLE		
115236	Use various techniques of measuring crime and victimisation		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Criminology and Criminal Justice		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Law, Military Science and Security		Safety in Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
LMS-SIS-0-SGB CCJ	Regular	Level 4	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify and evaluate official techniques of measuring crime and victimisation.

SPECIFIC OUTCOME 2

Determine and evaluate alternative techniques of measuring crime and victimisation.

SPECIFIC OUTCOME 3

Identify and explain the uses and purpose of official and alternative techniques of measuring crime.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

10

Examine crime and victimisation trends and patterns with reference to specific types of crime and victimisation

SAQA US ID	UNIT STANDARD TITLE		
115229	Examine crime and victimisation trends and patterns with reference to specific types of crime and victimisation		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Crimnology and Criminal Justice		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Law, Military Science and Security		Safety in Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
LMS-SIS-0-SGB CCJ	Regular	Level 5	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Explain the risk factors contributing to crime and victimisation.

SPECIFIC OUTCOME 2

Recognise crime and victimisation patterns and trends.

SPECIFIC OUTCOME 3

Interpret future crime and victimisation patterns and trends.



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

Translation, Interpreting and Language Editing

Registered by NSB 04, Communication Studies and Language, 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 qualifications and unit standards. The qualifications 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 West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the unit standards should reach SAQA at the address ***below and no later than 21 June 2004***. All correspondence should be marked **Standards Setting – SGB for Translation, Interpreting and Language Editing** 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: mmphuthing@saqa.co.za

JOE SAMUELS

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Specialised Translation

SAQA QUAL ID	QUALIFICATION TITLE	
48785	National Certificate: Specialised Translation	
SGB NAME	SGB Translation, Interpreting and Language Editing	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
COM-6-National Certificate	National Certificate	Communication Studies
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
120	Level 6	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

The purpose of this qualification is to enable learners to render specialised text in specialised context professionally and ethically. The impact of errors when translating specialised text between (two) languages for specialised readership can have serious negative consequences, and attention to detail is essential. The status of technical translating in the South African economy, and earning ability of qualifying learners can be improved.

The qualification requires of learners to be able to use computers in the context of technical translating, collect the information required for technical translating, and earn a living by providing quality specialised translation services professionally, ethically and with a focus on customer service.

Qualifying learners can contextualise text within a target culture when translating specialised text, to ensure an autonomous text. Competent specialised text translators are able to involve specialised readers, translate between two cultures, edit between two languages, proof read, and analyse specialised text by consulting references and sources.

Specialised translation facilitates equal access to specialised text in a variety of languages. This improved access results in, for example, improved judicial system, nursing, and health service delivery, improved occupational safety and health, improved productivity, and better informed share- and stakeholders.

Qualifying learners are capable of:

- > Selecting correct technical terminology
- > Using standardised technical language
- > Contextualising technical information of source texts
- > Identifying field-specific technical information of source text
- > Planning the encoding process for technical translation
- > Encoding specialised information
- > Describing research problems

To qualify, a learner has to be competent in specialised translation in one field, with competence in specialised translation relating to this field as part of the core of the qualification. In addition, the qualifying learner is equipped to pursue related career paths and contribute economically, by electing to attain outcomes for:

- > A third language, and/or
- > Managing delivery of specialised translation products

Rationale

A National Certificate in Specialised Translation (NQF Level 6) is required because there is a need for entry-level competence and recognition for competence in the area of specialised translation. The qualification is intended to build on general translation competence.

The attainment of a qualification in specialised translation allows the transfer of specialised knowledge by the translator to specialised audiences. Applying specialised translation competence fosters and promotes multi lingualism, and improves the accessibility of specialised text for specialised readers. Specialised translation facilitates the formation of social relationships and empowerment by making accessible specialised information and knowledge.

This qualification is aimed at providing access to education and training by means of Recognition of Prior Learning within the competence areas. The qualification design includes a planned combination of outcomes aimed at meeting the demand for:

- > Increased employability of qualifying learners
- > Enhanced quality of products in all fields (for example, manuals)
- > Reader involvement
- > Optimal sales impact by improving readability and thus marketability. For example, translating financial information well can improve stakeholder and shareholder confidence.

The qualification is set to improve employment opportunities for learners in this field. Learners include users of all official South African and any other languages. Qualifying learners are required to have specialised knowledge of at least one field of information. Fields include agriculture and nature conservation; culture and arts; business, commerce and management; communication studies and language; education, training and development; manufacturing, engineering and technology; human and social sciences; law, military science and security; health sciences and social services; physical, mathematical, computer and life sciences; services; physical planning and construction. Qualifying learners are able to find employment in companies, universities, and government departments, and also as freelancers.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

The qualification design is based on the assumption that the following competencies have already been attained prior to learning towards this qualification:

- > Building information resources
- > NQF level 6 competence in at least one technical field
- > Writing various texts in different contexts in source language
- > Assessing source text
- > Adapting source text
- > Transforming text types in source language
- > Processing general (pragmatic) texts in source language
- > Writing various texts in different contexts in target language
- > Assessing target text
- > Adapting target text
- > Transforming text types in target language
- > Processing general (pragmatic) texts in target language

Because of the impact of language and technical field competence of the effectiveness of specialised translation, it is assumed that learners have attained the above NQF Level 5 translation competence in two languages. Credit can be attained through recognition of prior learning

Recognition of prior learning (RPL)

Learners who have met the requirements of any Unit Standard in this qualification may apply for recognition of prior learning to the relevant Education and Training Quality Assurance body (ETQA). The applicant will be assessed against the specific outcomes and with the assessment criteria for the relevant Unit Standard or Unit Standards. A qualification will be awarded should a learner demonstrate that all the exit level outcomes have been attained.

QUALIFICATION RULES**Rules of combination**

This qualification is designed as follows:

- > All Fundamental Unit Standards (20 Credits) are compulsory
- > All Core Unit Standards (80 Credits) are compulsory
- > At least 20 credits must be attained from the Elective Unit Standards in the following two areas of competence:

1. Communicate proficiently in an additional language:

- > Engage in sustained oral communication and evaluate spoken texts (5 Credits)
- > Read, analyse and respond to a variety of texts (5 Credits)
- > Write for a wide variety of texts (5 Credits)
- > Use language and communication in occupational learning programs (5 Credits)

2. Manage delivery of specialised translation products:

- > Implement systems to meet the flow of information in a team, department or division (3 Credits)
- > Investigate and explain marketing communications concepts (8 Credits)
- > Participate in the estimation and preparation of cost budgets for an element of work and monitor and control actual cost against budget (6 Credits)
- > Monitor, evaluate and communicate project schedules (4 Credits)
- > Implement project administration processes according to requirements (5 Credits)
- > Identify and interpret related legislation and its impact on the team, department or division and ensure compliance (4 Credits)

EXIT LEVEL OUTCOMES

1. Write and transfer specialised text within a specific context using standardised language
2. Select correct technical terminology showing responsibility to others - Range: terminology includes both target text and source text
3. Solve specialised translation problems
4. Collect, analyse, organise and critically evaluate field-specific technical information in relation to the field
5. Work within the context of a group of role players to encode technical information into the target language
Range: role players include experts, clients, colleagues, etc.
6. Identify and contextualise technical information taking into account relationships between source language and target language systems
Range: system can include culture, norms, genre conventions, political systems, etc
7. Contribute to translation research in a specific field
8. Communicate effectively using language skills in the mode of written presentation in a third language
9. Manage delivery of specialised translation products

ASSOCIATED ASSESSMENT CRITERIA

1. > Specialised text transfer is efficient, effective, appropriate and relevant
 - > Language structures used are based on recognised text conventions of technical writing
 - > Target text meets requirements of standardised language of the relevant field
 - > Information is transferred correctly in terms of brief
 - > Information is transferred in a way to optimise ease of reader processing
 - > Content is relevant in terms of ease of reader processing
 - > Words are selected based on ease of reader processing
 - > Information is transferred correctly in terms of recognised principles of textuality
2. > Technical terminology selected is from recognised sources, for various levels, clients, texts, readers

and tools

- > Brief is adhered to
- > Technical terminology selected is based on target conventions
- > Selected terminology meets context requirements

- 3. > Identification of problems is justified in terms of relevant text types
- > Selected problem solving strategies result in effective and efficient text
- > Target text meets the requirements of the brief

- 4. > Information collected is from recognised field-specific sources
- > Methods of analysis are appropriate for purpose of analysis
- > Organising systems are in place
- > Organising systems are accessible for future use
- > Target text reflects encoding and decoding strategies based on relevant evaluated information

- 5. > Technical text translation is relevant for briefed purpose
- > Translation reflects consultation with relevant role players
- > Translation reflects use of appropriate resources
- Range: resources include tools for consultation e.g. e-mail, telephone, PC
- > Agreement about process of translation reflects awareness of agreed organisational roles
- > Style adheres to organisational conventions
- > Conduct in relation to the group is not unethical

- 6. > Conventions used are justified in relation to target language and source language norms
- > Contextualisation of technical information/language is accurate in terms of source language conventions and no misinterpretations and mistranslations are present
- > Vocabulary, idiom, and register is appropriate for context, target language and target language system
- > Identified technical information is coherent in terms of target language system

- 7. > Identification of research problems are appropriate for the context within a specific field
- > Existing information sources consulted are appropriate for the field
- > Processes followed to develop a rationale are well described in the field
- > Hypotheses formulated are appropriate for specific research questions
- > Research methodologies employed to collect information is from the existing body of knowledge within the relevant field
- > Analysis and evaluation of results are in terms of stated hypotheses
- > Communication of results is appropriate for specific familiar, predetermined audiences

- 8. > Text types, text features and text functions are correctly identified, selected and verified in relation to parallel texts
- > Texts are designed based on context-specific requirements
- > The writing process is planned effectively
- > Errors in text are accurately identified and analysed
- > Feedback regarding text is obtained and provided
- > Linguistic or textual features are accurately assessed
- > Text assessment findings are justified
- > Strategies selected to improve and transform text are context-appropriate and justified
- > Comparison of own composition with similar text types is relevant
- > Text quality is improved where relevant
- > Adaptations of text for different readerships is appropriate for specific readership profiles
- > The conceptual level of text is adjusted to correct readership level

- 9. > Systems are implemented to meet the flow of information Investigation of marketing communications concepts is appropriate for purpose of communication
- > Cost budgets are accurately prepared and estimated
- > All actual costs are monitored and controlled against budgets
- > Project schedules are communicated to all relevant persons
- > Monitoring and evaluating of project schedules is against agreed criteria and meets project objectives
- > Project administration processes are according to requirements
- > All relevant legislation is complied with

Integrated assessment

Before qualifying, the learner will be expected to demonstrate competence, as specified in the exit level outcomes and assessment criteria, that integrates the assessment of all specific outcomes, for all Unit Standards, for example, applying competence in a practical scenario. This will require learners to translate specialised text in at least one language combination. In addition, during the learning process to attain the outcomes of each Unit Standard, learners will be expected to give evidence that they have attained the embedded knowledge and specific skills contained in specific outcomes for the relevant Unit Standard.

INTERNATIONAL COMPARABILITY

These standards have been developed in line with international standards for the same level of learning and application. Specific comparisons have been made with the standards employed in New Zealand, Australia and Scotland.

New Zealand

The New Zealand National Qualifications Framework has ten levels of progression. Relevant Unit Standards (no qualification exists on the New Zealand framework) are registered at Levels 6 and 7. Level 6 is described as involving carrying out processes that require a command of wide-ranging highly specialised technical or scholastic skills, a wide choice of standard and non-standard procedures, often in non-standard combinations, in highly variable routine and non-routine contexts. This is the equivalent of the South African NQF Level 5 or 6.

- > The New Zealand standards also include credits for Management practice, at Level 6
- > The New Zealand standards include 20 credits each at Level 7 for conference interpreting, court and legal interpreting, and interpreting in health care settings
- > The New Zealand standards include translating literary text (Level 7) from one language to another, assigned 15 credits
- > Credits assigned to each unit standard are generally higher for the South African standards.

Australia

Australia has one Translation qualification, pegged at a higher level than this qualification, namely, an Advanced Diploma of Translating. The Advanced Diploma recognises capacity for initiative and judgement across a broad range of technical and/or management functions. It is more specialised than this qualification, and signifies skill and knowledge of a higher complexity and level of personal accountability.

Scotland

Scotland provides a range of registered Unit Standards that comprise a Scottish Vocational Qualification in Translation.

The Unit Standards, which compare well to this qualification's Unit Standards include:

- > Mandatory Unit Standards: Translate specialised texts; and Translate creative texts
- > Optional Unit Standards: Research, prepare and present information for translation purposes, and Assess the requirements for the translation service

Other

Other countries that have qualifications in translation that compare well to the current qualification include France and Canada. These countries have a range of qualifications across a range of levels.

ARTICULATION OPTIONS

- > Vertical articulation upwards is possible with various Honours degrees (NQF Level 7), as well as the National Certificate in Specialised Translation (NQF Level 7).
- > Horizontal articulation on the NQF is possible with Bachelor degrees (NQF Level 6).

MODERATION OPTIONS

Assessment of learner achievements takes place at providers accredited by the relevant ETQA (RSA,

1998b) for the provision of programs that result in the outcomes specified for the National Certificate in Specialised Translation (NQF Level 6). The ETQA is responsible for moderation of learner achievements of learners who meet the requirements of this qualification. Anyone assessing a learner or moderating the assessment of a learner against this qualification must be registered as an assessor or moderator with the ETQA. Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant ETQA. The ETQA will oversee assessment and moderation of assessment according to their policies and guidelines for assessment and moderation, or in terms of agreements reached around assessment and moderation between the relevant ETQA and other ETQAs and in terms of the moderation guideline detailed below.

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

To register as an assessor, the following are required:

- > Detailed documentary proof of relevant qualification/s, practical training completed, and experience gained (a portfolio of evidence)
- > NQF recognised assessor credit

In particular, assessors should assess that the learner demonstrates an ability to consider a range of options by:

- > Measuring the quality of the observed practical performance as well as the theory and underpinning knowledge.
- > Using methods that are varied to allow the learner to display thinking and decision making in the demonstration of practical performance.
- > Maintaining a balance between practical performance and theoretical assessment methods to ensure each is measured in accordance with the level of the qualification.
- > Taking into account that the relationship between practical and theoretical is not fixed but varies according to the type and level of qualification.

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	115021 Identify field-specific technical information of source texts	Level 6	10	Draft - Prep for P Comment
Core	115022 Describe research problems	Level 6	20	Draft - Prep for P Comment
Core	115023 Contextualise technical information of source text	Level 6	10	Draft - Prep for P Comment
Core	115024 Plan the encoding process for technical translation	Level 6	20	Draft - Prep for P Comment
Core	115019 Encode specialised information	Level 7	20	Draft - Prep for P Comment
Elective	8974 Engage in sustained oral communication and evaluate spoken texts	Level 4	5	Registered
Elective	8975 Read analyse and respond to a variety of texts	Level 4	5	Registered
Elective	8976 Write for a wide range of contexts	Level 4	5	Registered
Elective	8979 Use language and communication in occupational learning programmes	Level 4	5	Registered
Elective	10134 Participate in the estimation and preparation of cost budgets for an element of work and monitor and control actual cost against budget	Level 4	6	Registered

Elective	10139 Implement project administration processes according to requirements	Level 4	5	Registered
Elective	10143 Monitor, evaluate and communicate project schedules	Level 4	4	Registered
Elective	10064 Investigate and explain marketing communications concepts	Level 5	8	Registered
Elective	15225 Identify and interpret related legislation and its impact on the team, department or division and ensure compliance	Level 5	4	Registered
Elective	15226 Implement systems to meet the flow of information in a team, department or division	Level 5	3	Registered
Fundamental	115020 Use standardised technical language	Level 6	10	Draft - Prep for P Comment
Fundamental	115018 Select technical terminology	Level 7	10	Draft - Prep for P Comment



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Describe research problems

SAQA US ID	UNIT STANDARD TITLE		
115022	Describe research problems		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Translation, Interpreting and Language Editing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Communication Studies and Language		Communication Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB TILE	Regular	Level 6	20

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify research problems within the context of a specific field.

SPECIFIC OUTCOME 2

Survey existing information in appropriate sources.

SPECIFIC OUTCOME 3

Develop rationale for research problems following an acceptable process.

SPECIFIC OUTCOME 4

Formulate hypotheses appropriate for research questions.

SPECIFIC OUTCOME 5

Collect information by employing research methodologies from existing body of knowledge in field.

SPECIFIC OUTCOME 6

Analyse and evaluate results in terms of stated hypotheses.

SPECIFIC OUTCOME 7

Communicate research results to familiar, predetermined audiences.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Plan the encoding process for technical translation

SAQA US ID	UNIT STANDARD TITLE		
115024	Plan the encoding process for technical translation		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Translation, Interpreting and Language Editing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Communication Studies and Language		Communication Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB TILE	Regular	Level 6	20

Specific Outcomes:

SPECIFIC OUTCOME 1

Determine linguistic, stylistic and syntactic conventions appropriate for the target language.

SPECIFIC OUTCOME 2

Interpret the technical translation brief for planning encoding.

SPECIFIC OUTCOME 3

Select translation approaches appropriate for specific contexts.

SPECIFIC OUTCOME 4

Select encoding strategies in terms of specific briefs.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Identify field-specific technical information of source texts

SAQA US ID	UNIT STANDARD TITLE		
115021	Identify field-specific technical information of source texts		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Translation, Interpreting and Language Editing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Communication Studies and Language		Communication Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB TILE	Regular	Level 6	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Describe the technical data/information of source text within a specific field (context).

SPECIFIC OUTCOME 2

Explain the content of the source text based on observable evidence.

SPECIFIC OUTCOME 3

Identify problematic technical information.

SPECIFIC OUTCOME 4

Describe the language structures of technical source text.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Contextualise technical information of source text

SAQA US ID	UNIT STANDARD TITLE		
115023	Contextualise technical information of source text		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Translation, Interpreting and Language Editing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Communication Studies and Language		Communication Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB TILE	Regular	Level 6	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Collect and collate existing background information from secondary sources.

SPECIFIC OUTCOME 2

Consult parallel texts from the same field.

SPECIFIC OUTCOME 3

Extract existing background information relevant to specific technical translations

SPECIFIC OUTCOME 4

Consult role players that are relevant to specific technical translations.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Encode specialised information

SAQA US ID	UNIT STANDARD TITLE		
115019	Encode specialised information		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Translation, Interpreting and Language Editing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Communication Studies and Language		Communication Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB TILE	Regular	Level 7	20

Specific Outcomes:

SPECIFIC OUTCOME 1

Synthesise message of source text in relation to specialised target audience.

SPECIFIC OUTCOME 2

Adapt given source language structures to target language structures.

SPECIFIC OUTCOME 3

Solve technical translation encoding problems appropriate to specific target audiences.

SPECIFIC OUTCOME 4

Ensure quality of translation products, based on selected criteria.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Use standardised technical language

SAQA US ID	UNIT STANDARD TITLE		
115020	Use standardised technical language		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Translation, Interpreting and Language Editing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Communication Studies and Language		Communication Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB TILE	Regular	Level 6	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify register and style of source text to be used appropriate for specific contexts.

SPECIFIC OUTCOME 2

Evaluate text/context/genre-specific structures in terms of recognised target text purpose

SPECIFIC OUTCOME 3

Transfer structure, register, and style to reflect target text and language norms and conventions.

SPECIFIC OUTCOME 4

Compare source language and target language conventions within the same field.

SPECIFIC OUTCOME 5

Select register, style, and convention for target language to meet reader requirements.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Select technical terminology

SAQA US ID		UNIT STANDARD TITLE	
115018		Select technical terminology	
SGB NAME		ABET BAND	PROVIDER NAME
SGB Translation, Interpreting and Language Editing		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Communication Studies and Language		Communication Studies	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB TILE	Regular	Level 7	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Consult specialised sources relevant to the context.

SPECIFIC OUTCOME 2

Distinguish between standardised and non-standardised terms for classification purposes.

SPECIFIC OUTCOME 3

Select strategies to translate terms for specific contexts and purposes.

SPECIFIC OUTCOME 4

Generate terms for specific contexts.

SPECIFIC OUTCOME 5

Justify strategies for identifying and selecting terms.

Looking for out of print issues of Government and Provincial Gazettes

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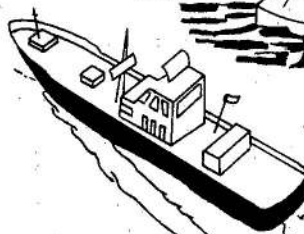
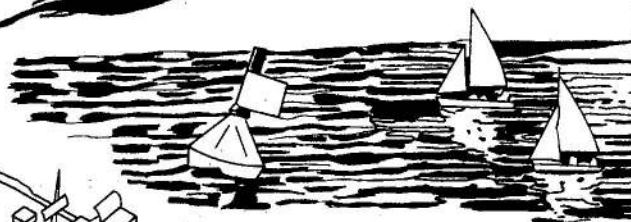
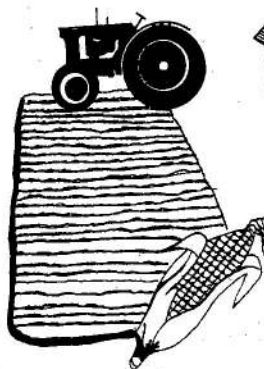
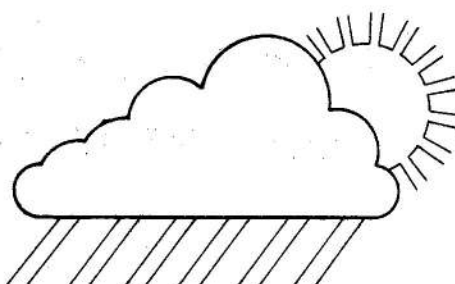
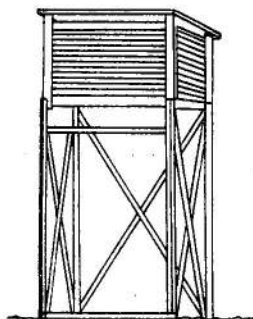
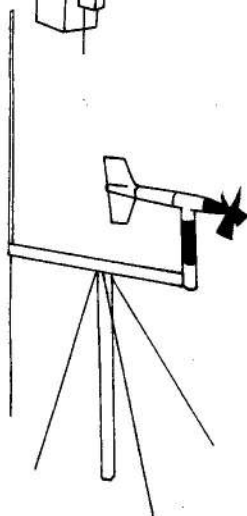
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