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No. 26928

PART 1 OF 5



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

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GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 1235

2 November 2004

In order to proceed with the recognition of Standards Generating Bodies in terms of Government Regulations 19(1)(c) and 22(2) of 28 March 1998, National Standards Body 09, Health Sciences and Social Services invites public comment with respect to *the acceptability of the nominees and the representativeness of the key education and training stakeholder interest groups* listed as SGB applicants below.

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

All nominations/ applications should be accompanied by curricula vitae.

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

Comment should reach the NSB at the address below by not later than **28 November 2004**. All correspondence should be marked **SGB for Nursing** and be addressed to:

<p>The Director: Standards Setting and Development SAQA <i>Attention: Mr. D Mphuthing</i> Postnet Suite 248 Private Bag X06 Waterkloof 0145 or faxed to 012 – 431-5144 e-mail: dmphuthing@saqa.co.za</p>

SGB INFORMATION

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

SGBs shall:

- a. generate standards and qualifications in accordance with the Authority requirements in identified sub-fields and levels;
- b. update and review standards;
- c. recommend standards and qualifications to National Standards Bodies;
- d. recommend criteria for the registration of assessors and moderators or moderating bodies; and
- e. perform such other functions as may from time-to-time be delegated by their National Standards Body.

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

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

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

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

PUBLIC NOTICE BY NSB 09, HEALTH SCIENCES AND SOCIAL SERVICES, TO RE-REGISTER AN SGB FOR NURSING

NSB 09 has received an application to re-register the SGB for Nursing for NQF Levels 4 – 8+, for the period 31 July 2004 – 30 July 2007

Brief of the SGB

1. Develop learning pathways for potential qualifications and unit standards in the area of Nursing from level 4 through to level 8+ [*Regulation 24 (1)(a)*].
2. Generate qualifications and standards in the areas of nursing in terms of requirements of relevant legislation and the establishment of best practices and ethics across the working environment. These will include:
 - Certificate in Nursing (Auxiliary Nurse) at level 4;
 - Certificate in Nursing (Enrolled Nurse) at level 5;
 - Diploma in General Nursing at level 6;
 - Diploma in Nursing Science (General, Psychiatry, Community and Midwifery) at level 7;
 - First Bachelor's degree in Nursing Science (General, Psychiatry, Community and Midwifery) at level 7;
 - Bachelor of Technology: Nursing at level 7
 - Post Basic Diplomas at level 7;
 - Master' Degree at level 8;
 - Doctoral degrees at level 8+ and above [*Regulation 24 (1)(a)*].
3. Ensure that practising professionals are able to fulfil the requirements for registration with the South African Nursing Council [*Regulation 24 (1)(e)*].
4. Recommend qualifications and standards generated under 1 and 2 above to the NSB [*Regulation 24 (1)(c)*].
5. Recommend criteria for the registration of assessors and moderators or moderating bodies [*Regulation 24 (1)(d)*].
6. Liaise with other NSBs and SGBs – within and outside NSB 09 – which have vested interests in the subject of nursing [*Regulation 24(1)(e)*].
7. Perform such other functions as may from time to time be delegated by NSB 09: Health Sciences and Social Services [*Regulation 24 (1)(e)*].

COMPOSITION OF THE SGB

NOMINEE	WORKPLACE	NOMINATING BODY	QUALIFICATION / EXPERIENCE
Bellad-Ellis, P	Operation Hunger East Cape	Operation Hunger (Non-Governmental Organisations' Sector)	BA Cur Hons; 10 years' clinical & 27 years' education experience
Bezuidenhout, M	University of South Africa	University of South Africa	D Lit et Phil; 14 years' clinical & 20 years' education experience
Bobelo, N C	Komani Hospital	Hospital and other Service Personnel trade Union of South Africa	B Cur; 34 years' clinical experience
Dioke, M C	South African Nursing Council	South African Nursing Council	BA Nursing; 26 years' clinical experience
Fourie, E	Kimberley Hospital	Hospital and other Service Personnel trade Union of South Africa	Dips in General Nursing & Midwifery; 20 years' clinical & 6 years' management experience
Greef, M	Potchefstroom University for Higher Christian Education	Nursing Education & Training Committee of North West	D Cur; 13 years' clinical, 10 years' nursing education & 5 years' administrative experience
Gwele, N	Durban Institute of Technology	Natal College of Nursing	Ph D; 6 years' clinical & 18 years' education experience
Lebeko, C S	Klerksdorp Hospital	Nursing Education & Training Committee of North West	B A Cur; 19 years' clinical & 4 years' management experience
Lewis, W	Rainbow Farm (Pty) Ltd	South African Society of Occupational Health Practitioners	Ph D; 15 years' clinical, 7 years' education & 6 years' management experience
Maselesele, M	University of Venda, Dept Advanced Nursing Science	Democratic Nursing Organisation of South Africa	MA Cur; (years' clinical and mentoring & 10 years' lecturing experience
Masipa, A L	University of the North West	Department of Health, North West Province	M A (Nur Ed); 17 years' clinical & 20 years' education experience
Masita, M I	Manapo Regional Hospital	National Education and Health Allied Workers' Union	Cert in Nursing (Enrolled); 8 years' clinical experience
Mazibuko, L	Chris Hani-Baragwanath Nursing College	Gauteng Forum for Primary Clinical Practitioners	B A Cur; 23 years' clinical & 13 years' education experience
Mkhize, S	Excelsius Nursing College	Department of Health, North West Province	B Cur Hons; 7 years' clinical & 9 years' education experience
Mphele-Ramadi, N G	South African Nursing Council	South African Nursing Council	7 years' clinical, 18 years' education & 10 years' management experience
Razak, A	Durban Institute of Technology	Natal Society of Community Nurses	M Cur; 6 years' clinical & 25 years' education experience
Wentzel, S	Bethlehem Transitional Local Authority	Dihlabeng Local Municipality	M Soc Sc; 13 years' clinical & 5 years' education experience

Willemse, H	East Cape College of Nursing	Quadriplegic Association of South Africa	Dip Nursing Sc; 3 years' teaching experience and 7 years' service with Quadriplegic Association
Young, A M	Gauteng Dept of Health	College Sector Coalition	B A Cur; 5 years' clinical & 18 years' education experience

No. 1236

2 November 2004

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In order to proceed with the recognition of Standards Generating Bodies in terms of Government Regulations 19(1)(c) and 22(2) of 28 March 1998, National Standards Body 02, Culture and Arts, invites public comment with respect to *the acceptability of the nominees and the representativeness of the key education and training stakeholder interest groups* listed as SGB applicants below.

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

All nominations/ applications should be accompanied by curricula vitae.

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

Comment should reach the NSB at the address below by not later than **28 November 2004**. All correspondence should be marked **SGB for Music** and be addressed to:

The Director: Standards Setting and
Development
SAQA
Attention: Mr. D Mphuthing
Postnet Suite 248
Private Bag X06
Waterkloof
0145
or faxed to 012 431 5119
e-mail dmphuthing@saga.co.za

SGB INFORMATION

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

SGBs shall:

- a. generate standards and qualifications in accordance with the Authority requirements in identified sub-fields and levels;
- b. update and review standards;
- c. recommend standards and qualifications to National Standards Bodies;
- d. recommend criteria for the registration of assessors and moderators or moderating bodies; and
- e. perform such other functions as may from time-to-time be delegated by their National Standards Body.

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

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

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

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

**PUBLIC NOTICE BY NSB 02, CULTURE AND ARTS, TO EXTEND THE BRIEF
OF THE STANDARDS GENERATING BODY (SGB) FOR MUSIC**

The National Standards Body (NSB) 02 hereby reregisters the brief of the SGB Music in the sub-field of Music from 19 April 2004 until 18 April 2007.

BRIEF OF THE SGB

1. Identify transformation, development, access and equity issues relevant to Music education and training and develop mechanisms to include these issues within standards and qualifications as envisaged in (3) below [*Regulation 24 (1) (e)*].
2. Develop learning and career pathways for potential standards and qualifications in Music from level 2 through to level 8 [*Regulation 24 (1) (e)*].
3. Review, add to and update existing standards and qualifications in Music, as required [*Regulation 24 (1) (b)*].
4. Generate and/or recommend additional qualifications and unit standards where required in Music in accordance with Authority requirements, at NQF levels 2-8, for competencies in all related areas of Music [*Regulation 24 (1) (a)*].
 - National Certificate in Music (NQF 2-5)
 - National Diploma in Music (NQF 5 & 6)
 - First Degree in Music (NQF 6)
 - Masters Degree in Music (NQF 8)
 - Doctoral Degree in Music (NQF 8+)
5. Recommend standards and/or qualifications generated under (3) above to the NSB [*Regulation 24 (1) (c)*].
6. Establish mechanisms for the integration of the assessment of competence in particular instruments and music practices into the standards and qualifications contemplated in (3) above.
7. Recommend criteria for the registration of assessors, moderators and moderating bodies [*Regulation 24 (1) (d)*].
8. Liaise with other SGBs in the sub-field and related sub-fields and/or fields [*Regulation 24 (1) (e)*], and make recommendations regarding the articulation between Music qualifications and other Music qualifications registered on the NQF.
9. Perform such other relevant functions as may from time to time be delegated by NSB 02: Culture and Arts (including Sports and Recreation) [*Regulation 24 (1) (e)*].

COMPOSITION LIST OF SGB MUSIC

Nominee	Workplace	Nominating Body	Experience/qualifications
Britz Elma	Pro Arte Alphen Park	SA Onderwysersunie	Music examiner, curriculum developer, teacher education M Mus Education
Carver Mandy	Rhodes University	Eastern Cape Music Education Projects	Classical music, African music, recorder M Mus Education
Dominques Jeanet	Mphumalanga Dept. of Education	Mphumalanga Dept of Education	Music teacher, music technology, clarinet M Mus Education
Röscher Annarine	Consultant	Music Education Unit Standards of South Africa	Choral accompaniment, jazz D Mus Education
Van der Watt Niel	Pretoria Boys High	Pretoria Boys High	Arranger, composer, conductor, examiner D Mus
Potgieter Paul	Private Teacher Randfontein	Music Education Unit Standards of South Africa	Music teacher, flute, D.Mus Education
Devroop Chats	University of Pretoria	University of Pretoria	World Music, music technology, saxophone, recorder Doctorate of Music
Bosman Ronelle	Pro Art Alphen Park	Pro Arte Alphen Park	Flautist, piano, ensemble, History of Music, teacher D.Mus Education
Pash Neill	Garth Sean Farrant Education	Garth Sean Farrant Education	Technology and training Specialist. Teacher. Musician, Guitar
Duby Marc	Tswane University of Technology	Tswane University of Technology	President SA Jazz Educators association
Farrant Garth	Garth Sean Farrant Education	Garth Sean Farrant Education	Technology Training Specialist, Teacher, Musician, Guitar
Feenstra Mariaan	University of Cape Town	National Union of Music Educators	General Secretary of the National Union of Music Educators, Musicology, Lecturer M Mus
Harrod Rod	Executive Director Prompt	Prompt (Professional	Prompt, Member of International Society of

		Music Performance and Technology)	Music Educators Manager, Promoter Producer A&R
Hoek Antoinette	Higher Education and Training	Gauteng Dept of Education	Subject music, ensembles, teaching of theory D Mus Education
Masuelele Patrick	Manager training and Development	Tibane Consulting	Teacher/Lecturer, Computer Studies, Trainer in Educational management, Honors in Music Education
King George	Department of Art History, Visual Arts and Musicology University of South Africa	University of South Africa	Musicology, Lecturer D Mus
Lucia Christine	University of the Witwatersrand	Committee of Heads of University Music	Musicologist, ethnomusicologist, music educator, promoter of intercultural curricula and teaching methods PhD Music
Williams Kevin	South African National Defence Force	SA National Defence Force	Principal Director of Music of the SANDF, Fellow of the Trinity College of Music London, Special Commissioner for the Royals Schools of Church Music
Mahony Shane	Cape Audio College	Cape Audio College	Music Producer, Drummer, Guitarist, Diploma in Studio Production/ Engineering
Van der Merwe Jaco	North-West University: Potchefstroom Campus	North-West University: Potchefstroom Campus	Director of the School of Music and Conservatory Music History, Jazz/popular music M.Mus Music Theory and Composition

No. 1237

2 November 2004

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

All nominations/ applications should be accompanied by curricula vitae.

More information regarding this application may be obtained on the SAQA website or from the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment should reach the NSB at the address below **by not later than 28 November 2004**. All correspondence should be marked **SGB for Fire and Rescue** and be addressed to:

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

SGB INFORMATION

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SGBs shall:

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- c. recommend standards and qualifications to National Standards Bodies;
- d. recommend criteria for the registration of assessors and moderators or moderating bodies; and
- e. perform such other functions as may from time-to-time be delegated by their National Standards Body.

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

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

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

- (a) will be able to consider issues of productivity, fairness, public interest and international comparability as related to education and training in the sub-field;
 - (b) enjoy credibility in the sub-field in question, who enjoy respect; have the necessary expertise and experience in the sub-field and have the support or backing of the nominating body;
 - (c) are able to advocate and mediate the needs and interests of all levels within the sub-field covered by the Standards Generating Body;
 - (d) are able to exercise critical judgement at a high level; and
 - (e) are committed to a communication process between the Standards Generating Body, the National Standards Body and the Constituency.
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**PUBLIC NOTICE BY NSB 11, SERVICES, OF AN APPLICATION TO RE-REGISTER
AN SGB FOR FIRE AND RESCUE**

NSB 11 has received an application to recognise and re-register an SGB for Fire and Rescue for a period of three years until 25 August 2007.

PROPOSED BRIEF OF THE SGB

1. Develop learning pathways for potential qualifications and unit standards in the area of Fire and Rescue from level 1 through to level 7 [*Regulation 24 (1) (e)*].
2. The following qualifications shall be generated:
 - National Certificate in Fire Fighting (NQF levels 2-4)
 - National Certificate: Emergency Services Operations NQF level 4
 - National Certificate: Emergency Services NQF levels 5
 - National Diploma: Emergency Services Management NQF levels 6[*Regulation 24 (1) (a)*]
3. Recommend the qualifications and standards generated under 1 and 2 above, to the NSB [*Regulation 24 (1) (c)*].
4. Recommend criteria for the registration of assessors and moderators or moderating bodies [*Regulation 24 (1) (d)*].
5. Liase with any other SGBs, as required, where Fire and Rescue is involved or being considered [*Regulation 24 (1) (e)*].
6. Accept and perform other related functions as requested by NSB 11, Services [*Regulation 24 (1) (e)*].

PROPOSED COMPOSITION OF THE SGB

NOMINEE	WORKPLACE	NOMINATING BODY	QUALIFICATIONS/EXPERIENCE
Aldun N	Fire Training School	SA Airforce	Higher Diploma in Fire Technology; Associate Diploma SAESI with 20 years experience in the field
Binneman K	Buffalo City South African National Defence Force	Fire and Rescue Department	Advanced Diploma in Fire Engineering and National Diploma in Fire Technology with 21 years experience in Fire and Rescue Services
Bromilow N	DANTRAN (Dangerous Goods Training and Assessing Services)	Fire and Rescue Department	Certificate in Transport Economics with 35 years experience in Fire Fighting
Cresswell M	Eskom Fire Risk Management	Eskom Fire Risk Management	Graduate Diploma – SAFSI 40years experience in Fire and Rescue Services
Deiner Colin	The Training Guys (Pty) Ltd	Tshwane Metropolitan Council –Emergency Services	Associate Diploma (SAESI) 21 years Fire and Rescue Services experience
Du Rand Sandra	Ekurhuleni Metro	Ekurhuleni Emergency Services	Diplomas in Fire Technology and Business Management
Els N	Fire Protection Association of Southern Africa	Fire Protection Association of Southern Africa	Associate Diploma in Fire Technology -SAESI; AA –Medical with 13 years in Fire Emergency Services
Fourie C P	Fire Training School	Fire Training School	N5 Secretarial Course and National Diploma in Human Resource Development with 2years experience in the Fire Department
Gloster A	Ethekwini Metro	Ethekwini / Durban Metro Fire Emergency Services	Associate Diploma in Fire Technology SAESI
Greig B	Institution of Fire Engineers	Institution of Fire Engineers	B SC Civil Engineering with 25 years in Fire and Rescue Services
Hundt K	City of Tshwane Metropolitan Municipality	Local Government and Water SETA	B.Tech in Fire Technology and 18 years experience
Khoza M J	ESKOM Headquarters	ESKOM Headquarters	Certificate in Fire Technology, Higher Certificate in Fire

			Technology and a series of courses in Fire and Rescue 20years experience in Fire and Rescue
Lekgetho T C	Tshwane Emergency Services	Tshwane Emergency Services	Acting Assistant Operations Manager
Menkveld R	Technikon of the Witwatersrand	Dept of Emergency Medical Care and Rescue – Univ. of Johannesburg	Ndip EMC with 14 years experience in the field
Moloto J J	Fire Training School	Fire Training School	National Diploma in Fire and Rescue
Naidoo D	Ethekwini Fire and Disaster Management Department	Ethekwini Fire and Disaster Management Department	Graduate Diploma in Fire Fighting Associate Diploma in Fire Fighting 12years experience in Fire and Rescue and extensive experience in training and overseeing Fire related activities
Phetlhu L	City of Tshwane	City of Tshwane Metropolitan	National Diploma in Fire Technology and 16 years experience
Pienaar H	Fire Training School	Fire Training School	National Diploma in Fire and Rescue
Poxon D I	Fire Protection Association of Southern Africa	Fire Protection Association of South Africa	29 years Fire fighting experience
Verster N	Eskom Fire and Rescue Services	Eskom and Rescue Services	Fellowship member of SAESI and Associate member of IFE.; National Diploma in Fire Technology and 33years experience
Wordsworth B	Sasol Synfuels	Sasol Synfuels	N H Diploma in Fire Technology with 10 years experience

No. 1238

2 November 2004

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

All nominations/ applications should be accompanied by curricula vitae.

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

Comment should reach the NSB at the address below by not later than **28 November 2004**. All correspondence should be marked **SGB for Integrated Health Professions** and be addressed to:

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

SGB INFORMATION

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 - (b) enjoy credibility in the sub-field in question, who enjoy respect; have the necessary expertise and experience in the sub-field and have the support or backing of the nominating body;
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 - (e) are committed to a communication process between the Standards Generating Body, the National Standards Body and the Constituency.
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**PUBLIC NOTICE BY NSB 09, HEALTH SCIENCES AND SOCIAL SERVICES, TO
RE-REGISTER THE SGB FOR INTEGRATED HEALTH PROFESSIONS**

NSB 09 hereby proposes to re-register the SGB for Integrated Health Professions (Therapeutic Aromatherapy, Therapeutic Reflexology and Therapeutic Massage) for NQF levels 5 – 8+, for the period 08 June 2003 to 07 June 2006

Proposed Brief of the SGB

1. Develop learning pathways for potential qualifications and unit standards in the area of Integrated Health Professions (Therapeutic Aromatherapy, Therapeutic Reflexology and Therapeutic Massage) from level 5 through to level 8+ [Regulation 24 (1)(a)].
2. Generate qualifications and standards in the areas of therapeutic aromatherapy, therapeutic reflexology and therapeutic massage in terms of requirements of relevant legislation and the establishment of best practises and ethics across the working environment. These will include:
 - National Diploma in Therapeutic Aromatherapy or Therapeutic Reflexology or Therapeutic Massage at level 5;
 - National First Degree in Therapeutic Aromatherapy or Therapeutic Reflexology or Therapeutic Massage at level 6;
 - Honours degree in Therapeutic Aromatherapy or Therapeutic Reflexology or Therapeutic Massage at level 7;
 - Master's and Doctoral degrees at level 8+[Regulation 24 (1)(a)].
3. Recommend qualifications and standards generated under 1 and 2 above to the NSB [Regulation 24 (1)(c)].
4. Recommend criteria for the registration of assessors and moderators or moderating bodies [Regulation 24 (1)(d)].
5. Liaise with other NSBs and SGBs – within and outside NSB 09 – which have vested interests in the subject of the integrated health professions [Regulation 24(1)(e)].
6. Perform such other functions as may from time to time be delegated by NSB 09 : Health Sciences and Social Services [Regulation 24 (1)(e)].

PROPOSED COMPOSITION OF THE SGB

NAME	WORKPLACE	NOMINATING BODY	QUALIFICATIONS & EXPERIENCE IN THE FIELD
Chambers, C	School of Clinical Sciences, Technikon Witwatersrand	Technikon Witwatersrand	B Tech: Somatology; 4 Years' teaching experience
Dougans, I	International School of Reflexology and Meridian Therapy	South African Reflexology Society	D Reflexology – USA; 20 years' clinical and teaching experience
Doveton, E	Cape Institute of Allied Health Studies	South African Reflexology Society	BA Hons; M Ed; Dip Reflexology, vertical and Chinese Reflexology; 40 years teaching experience
du Raan, S	School of Hand and Foot Reflexology	National Reflexology Association	Dip in Reflexology – IEB; 17 years clinical experience and management; 6 years' lecturing
Esterhuysen, B	Massage Therapy Association of South Africa	Massage Therapy Association of South Africa	Courses in Massage Therapy; 17 years teaching experience
Fawell, D	Institute of Natural Health	Therapeutic Massage Association	B Comm; Courses in Health & Massage Therapy; 30 years' teaching and field experience
Graham, L	National Reflexology Association	National Reflexology Association	Reflexology qualification – Switzerland; 29 years' clinical experience; 11 years' teaching
Hart, J	South African Reflexology Society	South African Reflexology Society	Dips in Aromatherapy, Reflexology, Sports Massage, Swedish Massage; 5 years' lecturing experience
Hooper, John	Cape Institute for Allied Health Studies	Cape Institute for Allied Health Studies	Dip. Therapeutic Massage; Certs in Sports & Remedial Massage Therapy, Specialised Kinesiology; 15 years' clinical and teaching experience
Kleine, M	Camelot International Health & Skincare Training	South African Association of Health and Skincare Professionals	B Tech Somatology; 20 years' clinical experience; 12 years' teaching; 7 years' management
Louw, C	Tshwane University of Technology	Committee for Technikon Principals	Dip. Tertiary Education; Nat Higher Dip. Beauty Technology; 14 years clinical experience; 14 years' lecturing

Naidoo, S	International School of Reflexology and Meridian Therapy	International School of Reflexology and Meridian Therapy	B Ed Hons; Dip in Reflexology & Meridian Therapy; Courses in Ayurveda, Feng Shui; 24 years' teaching experience
Nye, S	Allied Health Professions Council of South Africa	Allied Health Professions Council of South Africa	RN; RM; Courses in Aromatherapy, Naturopathy, Medical Herbalism, Reflexology, Nutritional Medicine, Reiki, Colour Therapy, Therapeutic Massage, CPR; 25 years' clinical experience; 20 years' teaching experience
Ravat, H	Ambulance and Medical Services	International School of Reflexology and Meridian Therapy	Nat Higher Dip – ABET; Emergency Care Practitioner; Courses in Audiometry, PROTO Rescue, Spirometry, Quality and Business Management; 6 years' clinical experience; 2 years' lecturing
Reid, G J	Durban Institute of Technology	Natural Health and Beauty College	Higher Dip in Education; Nat Higher Dip in Beauty Technology; 2 years' clinical experience; 22 years' teaching experience
Seyama, S E	Technikon Witwatersrand	Technikon Witwatersrand	B Tech: Somatology; B Tech: Education; BA Law; 3 years' field experience; 5 years' teaching experience
Teixeira, I	Tshwane University of Technology	Committee of Technikon Principals	Nat Dip: Beauty Technology; Dip: Tertiary Education; 2 years' salon experience; 14 years' lecturing experience
van Eeden, M E	Central University of Technology Free State	Central University of Technology Free State	Nat Higher Dip: Beauty Technology; M Public Admin; 4 years' salon experience; 11 years' lecturing experience
Williams, S	Massage Therapy Association of South Africa	Massage Therapy Association of South Africa	Qualification in Massage Therapy; 29 years; clinical experience

No. 1239

2 November 2004

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In order to proceed with the recognition of Standards Generating Bodies in terms of Government Regulations 19(1)(c) and 22(2) of 28 March 1998, National Standards Body 08, Law, Military Science and Security, invites public comment with respect to *the acceptability of the nominees and the representativeness of the key education and training stakeholder interest groups* listed as SGB applicants below.

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

All nominations/ applications should be accompanied by curricula vitae.

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

Comment should reach the NSB at the address below by not later than **28 November 2004**. All correspondence should be marked **SGB for Maritime Defence**

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

SGB INFORMATION

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

SGBs shall:

- a. generate standards and qualifications in accordance with the Authority requirements in identified sub-fields and levels;
- b. update and review standards;
- c. recommend standards and qualifications to National Standards Bodies;
- d. recommend criteria for the registration of assessors and moderators or moderating bodies; and
- e. perform such other functions as may from time-to-time be delegated by their National Standards Body.

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

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

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

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

MARITIME DEFENCE

National Standards Body (NSB 08) – Law, Military Science and Security
wishes to establish an SGB for the Maritime Defence for
NQF levels 2-6

PROPOSED BRIEF OF THE SGB

1. Develop learning pathways for potential qualifications and unit standards in the Maritime Defence sector from level 2 through to level 6 *[Regulation 24 (1) (a)]*.
2. Generate qualifications and standards for the Maritime Defence sector in terms of relevant legislation and the establishment of best practices and ethics across the working environment *[Regulation 24 (1) (a)]*.
3. Recommend qualifications and standards generated under 1 and 2 above to the NSB *[Regulation 24 (1) (c)]*.
4. Recommend criteria for the registration of assessors and moderators or moderating bodies. *[Regulation 24 (1) (d)]*.
5. Liaise with other NSBs and SGBs – within and outside NSB 08 – which have vested interest in the Maritime Defence sector *[Regulation 24 (1) (e)]*.
6. Perform such other functions as may from time to time be delegated by NSB 08: Law, Military Science and Security *[Regulation 24 (1) (e)]*.

COMPOSITION OF THE SGB:

Name	Workplace	Nominating Body	Qualification/Experience
Jan Bastiaan Rabe	Department of Defence	South African Navy	34 yrs within SA Navy; Gunnery Officer; Navigator; Bridge Watchkeeper; Executive Officer; 1 st Lieutenant; Officer Commanding; Submarine Officer Commanding Course. Military Attaché; Flag Officer Commanding; Director Fleet Human Resources; Director Fleet Force Preparation; Military Management Certificate; Senior Management Programme; Total Quality Management Certificate; Human Resources Management Certificate. Diving Part 3, Diving Instructor, Astro-Navigation, Combat Officer, Mine Clearance Diving (France), Explosive Ordinance Disposal Practical, Naval Command and Staff Course.
Region Khangelani Kunyana	Department of Defence	South African Navy	10 yrs within SA Navy; Operator; Matric.
Roger Steven-Jennings	Department of Defence	South African Navy	30 yrs within SA Navy; Officer Commanding Strikecraft; Officer Commanding SAS Drakensberg; B.Mil Degree.
Bubele Mhlana	Department of Defence	South African Navy	10 yrs within SA Navy; Officer Commanding SAS KAPA; Matric.
Graham Frederick Harrison	Department of Defence	South African Navy	21 yrs within SA Navy; Strike Craft Weapons and Operations Officer Course; Component Commander; Project Officer; Senior Management Programme, SA Navy Patrol Corvette Training Centre Commander.

Name	Workplace	Nominating Body	Qualification/Experience
Karen Kim Pedersen	Department of Defence	South African Navy	Matric, 18 yrs within SA Navy; Long Course Electronic Warfare Communication. Officer In Charge Signal School
Jabulani Amos Mkhize	Department of Defence	South African Navy	7 yrs within SA Navy; Strike Craft Type Endorsement; Matric.
David Michael Taylor	Department of Defence	South African Navy	31 yrs within SA Navy; Assessor-Moderator; Training Co-ordinator Manager; N3; Unit Standard Writing Course; Skills Development Facilitator; Education Training & Development Course part 1 & 2 (not complete). Attended various workshops, seminars on Education, Training & Development. Has been involved with business process re-engineering. Development of a Curriculum Facilitator
Gaven George Theys	Department of Defence	South African Navy	20 yrs within SA Navy; Chief Radar Instructor; Senior Detection Instructor; Certificate in Human Resources. Assessor Learning Opportunities and Compiling Portfolio; Matric.
Christopher D Somerset	Department of Defence	South African Navy	23 yrs within SA Navy; Engineering; National Diploma, Electronics, Electrical, Industrial tech, Mathematics.

Name	Workplace	Nominating Body	Qualification/Experience
Lucky Peter K Lebone	Department of Defence	South African Navy	7 yrs within SA Navy, Nuclear, Biological, Chemical Damage Control part 3; Trainee technician; Electro-Mechanical, Maintenance Support technician; Trainee Maintenance Manager; National Diploma - Mechanical Engineering
Musawenkosi Phila Ncanana	Department of Defence	South African Navy	10 yrs within SA Navy; Nuclear, Biological, Chemical Damage Control part 2; Technical National Diploma. Matric.
Vuyani Lennox Ntsimango	Department of Defence	South African Navy	5 yrs within SA Navy. Matric.
Michelle Lesch	Department of Defence	South African Navy	9 yrs within SA Navy; Certificate in Human Resources, Senior Combat Officers Qualifying part 1, Learning Opportunity Facilitator.
Eugene Vincent J Dudley	Department of Defence	South African Navy	23 yrs within SA Navy; Training; Personnel & Training Management Diploma; Human Resources Management Certificate; Senior Management Programme
Shawn Arnold De Boer	Department of Defence	South African Navy	13 yrs within SA Navy; Artisan; Submariner (Control Centre Supervisor); Matric
Mehmood Sayed	Department of Defence	South African Navy	25 yrs within SA Navy; Tutor; B Com (Hons) degree: Business. Administration.

Name	Workplace	Nominating Body	Qualification/Experience
Malcolm Charles Alexander	Department of Defence	South African Navy	15 yrs within SA Navy; Submarines; technical; Fire Fighting & Sea Survival; Education, Training & Development Specialist; Teaching & Training City & guilds Diploma; Organisation Development Education, Training & Development Diploma; N3 Marine Fitter
Peter Smith	Department of Defence	South African Navy	28 yrs within SA Navy; Combat Officer Qualified part 1 & 2; Strike Craft Weapons Officer Qualified; Long Gunnery Officers Course; Naval Command & Staff Course; Executive National Strategic Programme; Matric; Diploma in Project Management; Part-time BSc - Biochemistry External examiner.
Adrian Parsadh	Department of Defence	South African Navy	13 yrs within SA Navy; MA degree: Organisational Development.
Wendy-Mae Lancaster White, Female	Department of Defence	South African Navy	24 yrs within SA Navy; Skills Development Facilitator.
Malcolm John Farre	Department of Defence	South African Navy	23 yrs within SA Navy; Submarine Officer Commanding; Senior Officer Submarines; Senior Management Programme; German Navy Submarine Command Course (2001). Matric.
Sharon Khosi Hlatshwayo	Department of Defence	South African Navy	5 yrs within SA Navy, Gunnery Officer. Matric.
Latha Starling	Department of Defence	South African Navy	7 yrs within SA Navy, Officer: Operational Boat Squadron. Matric.

No. 1240

2 November 2004

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

In order to proceed with the recognition of Standards Generating Bodies in terms of Government Regulations 19(1)(c) and 22(2) of 28 March 1998, National Standards Body 09, Health Sciences and Social Services invites public comment with respect to *the acceptability of the nominees and the representativeness of the key education and training stakeholder interest groups listed as SGB applicants below.*

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

All nominations/ applications should be accompanied by curricula vitae.

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

Comment should reach the NSB at the address below by not later than **28 November 2004**. All correspondence should be marked **SGB for Probation Work** and be addressed to:

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

SGB INFORMATION

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

SGBs shall:

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

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

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

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

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

- (a) will be able to consider issues of productivity, fairness, public interest and international comparability as related to education and training in the sub-field;
 - (b) enjoy credibility in the sub-field in question, who enjoy respect; have the necessary expertise and experience in the sub-field and have the support or backing of the nominating body;
 - (c) are able to advocate and mediate the needs and interests of all levels within the sub-field covered by the Standards Generating Body;
 - (d) are able to exercise critical judgement at a high level; and
 - (e) are committed to a communication process between the Standards Generating Body, the National Standards Body and the Constituency.
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**PUBLIC NOTICE BY NSB 09, HEALTH SCIENCES AND SOCIAL SERVICES, OF AN
APPLICATION TO REGISTER AN SGB FOR PROBATION WORK**

NSB 09 has received an application to recognise and register an SGB for Probation Work for NQF levels 4 – 8+

Proposed Brief of the SGB

1. Develop learning pathways for potential qualifications and unit standards in the area of Probation Work from level 4 through to level 8+ [Regulation 24 (1)(a)].
2. Generate qualifications and standards in the areas of probation work in terms of requirements of relevant legislation and the establishment of best practises and ethics across the working environment. These will include:
 - National or Further Education and Training (FET) Certificate for Assistant Probation Officers at level 4;
 - National Diploma for Assistant Probation Officers at level 5 or 6;
 - Professional Degree in Probation Practice at level 7;
 - Master's Degree in Probation Practice at level 8;
 - Doctorate in Probation Practice at level 8+ [Regulation 24 (1)(a)].
3. Ensure that practicing professionals fulfil the requirements for registration with the South African Council for Social Service Professions [Regulation 24 (1)(e)].
4. Recommend qualifications and standards generated under 1 and 2 above to the NSB [Regulation 24 (1)(c)].
5. Recommend criteria for the registration of assessors and moderators or moderating bodies [Regulation 24 (1)(d)].
6. Liaise with other NSBs and SGBs – within and outside NSB 09 – which have vested interests in the subject of probation work [Regulation 24(1)(e)].
7. Perform such other functions as may from time to time be delegated by NSB 09 : Health Sciences and Social Services [Regulation 24 (1)(e)].

PROPOSED MEMBERSHIP FOR SGB FOR PROBATION WORK

Name	Workplace	Nominating Body	Expertise/qualifications
Boshoff, A	Restorative Justice Centre	Restorative Justice Centre	Dip SW; H Dip Management; 29 years' field experience
Brown, G	Provincial Department of Social Service & Population Development: Gauteng	National Department of Social Development	BA SW; 12 years' field experience
Dawson, C	National Institution for Crime Prevention and the Rehabilitation of Offenders	National Institution for Crime Prevention and the Rehabilitation of Offenders	BA Social Work ; MSc (Economics) ; 31 years' field experience (including 7 years' management)
De Coning, M J	Restorative Justice Centre	Restorative Justice Centre	BA Social Work : 26 years' field experience, including 13 years' management
De Kock, D	Child & Youth Care Work: University of South Africa	University of South Africa	D Litt et Phil (Social Work) : 6 years' field experience; 13 years' lecturing
De Smidt, S.C	Department of Social Services: Western Cape	University of Cape Town	D Litt et Phil ; 30 years field experience (20 years were as probation officer)
Du Toit, C	National Department of Social Development	National Department of Social Development	B Soc Sc (Social Work); 23 years' field experience (including 11 years' in education and management)
Forrester, C	Rand Afrikaans University	National Department of Social Development	BA Soc Sc; 10 years' field experience; 2 years' lecturing
Graser, R	University of Cape Town	University of Cape Town	D Phil; 30 years' experience as lecturer in probation services
Mokhosi-Matshaba, P	Provincial Department of Social Service & Population Development: Gauteng	National Department of Social Development	BA (Hons: Social Work); 10 years field experience
Molwantwa, N	National Institution for Crime Prevention and the Rehabilitation of Offenders: North West Province	National Institution for Crime Prevention and the Rehabilitation of Offenders	BA: Social Work; Diversion and Youth Development
Moropana, H H	Department of Health & Welfare: Limpopo	National Department of Social Development	BA (Social Work); 14 years' field experience
Mthimunye, P M	Department of Justice	Department of Justice	B Iuris; 16 years' legal experience (including 4 years' in Children and Youth Affairs)
Mouton, F	Provincial Department of Social Development: Northern Cape	Provincial Department of Social Development: Northern Cape	B.A. Social Work; Provincial Coordinator for Probation Services: Northern Cape

Ngqangweni, D	Provincial Department of Social Development: Eastern Cape	National Department of Social Development	BA Soc Sc (Hons: Social Work); 24 years' field experience (including 16 years' management)
Niemand, M A	Provincial Department of Social Development: Kwa Zulu-Natal	National Department of Social Development	M Soc. Sc; 18 years' field experience
Prozesky, J	National Department of Social Development: Pretoria	Department of Social Development	B SocSc (Social Work); 28 years' field experience
Pruis, S E	South African Council for Social Service Professions	South African Council for Social Service Professions	M Soc Sc (Social Work); 30 years' field and managerial experience
Sepeng, M	Provincial Department of Social Development: North West	Department of Social Development	BA Social Work; B Soc Sc (Hons: Sociology); 17 years' field experience (3 years' managerial)
Smit, A	National Institution for Crime Prevention and the Rehabilitation of Offenders: Gauteng	National Institution for Crime Prevention and the Rehabilitation of Offenders	M A Social Work; 8 years' field experience
Smith, P.J.D	University of Cape Town	University of Cape Town	M Soc Sc (Clinical S W); 18 years' field experience
Tserere, M M	National Prosecuting Authority	National Prosecuting Authority	BA Law, LLB, LLM (Child Law) Experience with Child Justice
van Loggerenberg R M du P,	Department of Social Development	Department of Social Development	B Admin (Hons : Public Admin); 16 years' field experience (including 8 years' training experience)
Van Rooyen, M	South African Police Services	South African Police Services	LLM (Fundamental Rights & Constitutional Practice); 10 years' experience as legal advisor to SAPS specialising in Probation Services & Child Justice

No. 1241

2 November 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

ABET Practitioners

Registered by NSB 05, Education, Training and Development, publishes the following unit standard for public comment.

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

Comment on the unit standards should reach SAQA at the address ***below and no later than 28 November 2004***. All correspondence should be marked **Standards Setting – SGB for ABET Practitioners** 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
dmphuthing@saga.co.za

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

Title: Facilitate learning in Natural Sciences to adult learners

Range: *The facilitation of learning programmes in Natural Sciences, to adult learners and out of school youth, within the general and further education and training bands.*

NQF Level	:	5
Credits	:	20
Field	:	Education, Training and Development
Sub-field:	:	Adult Learning
Issue date	:	
Review date	:	

Purpose:

Persons accredited with this Unit Standard are able to facilitate learning in Natural Sciences by effectively selecting and implementing learning and teaching strategies. The candidates will be able to facilitate and assess learning within meaningful contexts, and relate the learning to other learning areas and fields.

Learning assumed to be in place:

- FETC or equivalent.
- Relevant registered assessor standard.
- Learning in Natural Sciences at the level above that being facilitated/targeted, or a RPL equivalent.
- Core ETD practitioner standards need to be achieved by the time candidates achieve this standard.

Specific Outcome 1: Demonstrate subject knowledge in Natural Sciences at the required level

Note: *An opportunity is provided for candidates to upgrade their own relevant knowledge in Natural Sciences while acquiring methodology skills.*

- AC1 Scientific skills and knowledge contributing to sustainable use of resources are analysed and used in real and/or simulated conditions.
- AC2 Fundamental concepts and principles in the natural sciences are explained and used in real and simulated conditions.
- AC3 The impact of scientific innovation on quality of life is assessed through written and practical testing.
- AC4 Ethical issues arising from advances in the natural sciences are discussed within groups.

Specific Outcome 2: Apply the requirements of Natural Sciences Unit Standards to Adult Learners

- AC1 Knowledge, skills, values and attitudes required of learners are described in terms of the requirements of the Unit Standard.
- AC2 The Natural Sciences Unit Standards are used to plan lessons.
- AC3 Learners' performance are described and assessed in relation to the Natural Sciences Unit Standards.
- AC4 Core ETD practitioner Unit Standards are applied to Natural Sciences learning.
- AC5 The Natural Sciences Unit Standards are interpreted within appropriate contexts.
- AC6 The significance of science is illustrated by giving examples from everyday life.

- AC7 The process of conducting an investigation is facilitated by using outcomes-based methodology.

Specific Outcome 3: Identify, select, adapt and use resources, materials and equipment specific to Natural Sciences

- AC1 Appropriate materials, resources and equipment are identified and selected to address the requirements of the Unit Standards.
 AC2 Clear instructions are given to learners about the use of materials and equipment.
 AC3 Materials and resources are adapted to be suitable to the context.
 AC4 Equipment is selected to be suitable to the context.
 AC5 Alternative resources and equipment are used in the absence of standard equipment.
 AC6 Materials, resources and equipment are selected by using quality as a criterion for the level and purpose of use.
 AC7 Materials are evaluated on a continuous basis to ensure appropriateness.
 AC8 Indigenous knowledge and researched knowledge is used in accordance with requirements of the Unit Standards.

Specific Outcome 4 Implement innovative teaching and learning strategies specific to Natural Sciences

- AC1 Learning opportunities are created for innovative groups and individuals.
 AC2 Experiments and procedures to investigate phenomena are conducted in a safe and cost-effective way.
 AC3 A variety of innovative learning methodologies are used to demonstrate concepts or principles, such as group work, role-plays, models, model-building, projects and displays.
 AC4 Assignments are given that encourage the illustration of science in everyday life.

Specific Outcome 5: Demonstrate how Natural Sciences takes place in a particular context and links with other areas / fields of learning.

- AC1 The link between Natural Sciences and Technology is explained through the use of examples.
 AC2 The influence of Science and Technology on economic growth is explained with reference to the uses to which they have been employed.
 AC3 The innovation of Science and Technology is explained and discussed in terms of global competitiveness.
 AC4 The links between Natural Sciences and other learning areas are identified and communicated to learners.
 AC5 Ways in which Natural Sciences is part of various related systems are explained in terms of micro- and macro-economic, political, social, educational systems.
 AC6 Various fields of Natural Sciences are described with reference to fields of study of the natural sciences, career paths in natural sciences, natural sciences and non-natural science fields, etc.

Accreditation process (including moderation):

The relevant ETQA awarding this qualification make adequate arrangements for assessment, moderation and accreditation of this Unit Standard.

Note to the assessor:

The outcomes in this Unit Standard can be assessed through practical observations. Candidates may be able to demonstrate the skills and knowledge required by SO 1 through a knowledge assessment which integrates the outcomes from other elective and core Unit Standards that make up the ABET Practitioner qualifications.

Notes:**1) Critical cross-field outcomes**

- Identify and solve problems (all SOs): *use facilitation skills to identify and solve problems in the context of Natural Sciences learning;*
- Work effectively with others and in teams (all SOs, but particularly SO4): *use co-operative teaching and learning strategies;*
- Organise and manage oneself and one's activities responsibly and effectively (all SOs, but specifically SO 3 and SO 4): *through planning and organising resources, materials, equipment and learning programmes;*
- Collect, analyse, organise and critically evaluate information (all SOs): *through development and demonstration of subject knowledge, and applied to the selection, planning, organising and facilitating of learning programmes;*
- Communicate effectively using visual, mathematical and/or language skills (all SOs): *use communications skills for effective facilitation;*
- Use science and technology effectively and critically (all SOs): *applied throughout.*
- Understand the world as a set of related systems (SO5): *Natural Sciences practice and learning takes place within wider contexts.*

And the following developmental outcomes:

- Reflect on and explore a variety of creative strategies to learn more effectively: *within the context of Natural Sciences;*
- Participate as responsible citizens in the life of local, national and global communities: *through being involved in Natural Sciences facilitation, candidates participate in education and economic communities;*
- Be culturally and aesthetically sensitive across a range of social contexts: *facilitation of Natural Sciences should be done with sensitivity to the culture of the learners, and Natural Sciences practices should be selected and implemented with sensitivity to cultural aspects of the community;*
- Explore education and career opportunities: *career opportunities within Natural Sciences are explored and promoted.*

2) Essential embedded knowledge

The essential embedded knowledge required for this Unit Standard has been carefully built into the assessment criteria. It is not detailed in a separate notes section. This is not an omission, but a decision made by the ABET Practitioner SGB and is detailed in the introduction to the qualifications.

No. 1242

2 November 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

Pulp and Paper

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

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

Comment on the unit standards should reach SAQA at the address ***below and no later than 28 November 2004***. All correspondence should be marked **Standards Setting – SGB for Pulp and Paper** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D Mphuthing

Postnet Suite 248

Private Bag X06

Waterkloof

0145

or faxed to 012 – 431-5144

e-mail: dmpthuthing@saga.co.za



JOE SAMUELS

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate in Pulp and Paper Technology

SAQA QUAL ID	QUALIFICATION TITLE	
49079	National Certificate in Pulp and Paper Technology	
SGB NAME	SGB Pulp and Paper	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
MET-5-National Certificate	National Certificate	Manufacturing and Assembly
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
145	Level 5	Regular-ELOAC
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

The qualification will equip learners with knowledge and skills that are immediately relevant in the workplace. It will enable learners to achieve the competencies required to work safely and effectively in the pulp and paper industry.

Qualifying learners will have:

- > A fundamental knowledge base of the main manufacturing processes encountered in pulp and paper manufacturing.
- > An understanding of pulp and paper manufacturing as a system within a wider context and in relation to society.
- > The ability to effectively apply essential methods, procedures and techniques associated with pulp and paper manufacturing.
- > The ability to use knowledge to identify and solve well-defined problems within pulp and paper manufacturing
- > Efficient information-gathering skills.
- > The ability to communicate information coherently, using basic conventions of pulp and paper manufacturing reliably, in writing and verbally
- > A fundamental knowledge base of mathematics, chemistry, physics, communications and computer skills at NQF level 5 or equivalent.
- > The ability to progress to higher qualifications involving pulp and paper technology.

Rationale of the qualification

Pulp and Paper manufacturing processes involve large-scale, high-performance primary processing that require competent operational staff to operate today's plant and equipment. In addition, equipment that will be installed in the future will be increasingly complex and automated. The industry therefore needs operational staff who can adapt to the future technology and who are at the same competence level as their global competitors. The skills required by operational staff are a combination of acquired knowledge, experience and the practised ability to read and respond to changes in the environment with appropriate actions and decisions to achieve a desired end-product.

This qualification is intended as an entry-level, Higher Education Qualification for the HET band of learners who work or intend to work in pulp and paper manufacturing. The integration of academic training, practical skills and technical pulp and paper knowledge, will enable learners to develop their skills and to equip themselves to follow a career in the pulp and paper industry.

Surveys conducted in the industry have revealed that the HIV/AIDS epidemic is likely to have a big impact on some mills. In addition the current work force is aging, and a significant proportion of the current experienced work force will be retiring in the next 10 years. There has also been a steady loss of skills due to emigration. In anticipation of future job requirements and the need to uplift the competence of the current operational staff, it is estimated that the number of new employees required will vary from between 100 to 200 per year.

The learner will be able, with some further learning, to adapt the skills and knowledge to other fields, such as engineering. The qualification therefore supports the principle of portability within the manufacturing industry as a whole in South Africa and thus provides added value to the qualifying learner (increased employability) and to society and the economy (the creation of a pool of learners with basic technological knowledge and skills).

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

Mathematical skills and a sound understanding of basic scientific concepts are required for learners to understand process descriptions, physical phenomena, process equipment and variables, and product properties, therefore an FET Certificate at NQF level 4, with mathematics and physical science at NQF level 4, or equivalent, is required. Learners are assumed to be proficient in English and able to express themselves clearly and correctly both orally and in writing in English. In addition, a positive attitude in maintaining high standards of accuracy and technical skills is required.

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

Recognition of prior learning

By a process of recognition of prior learning, the learner will be able to gain credits and thus this qualification may be achieved by a learner who has completed the required credits via a combination of formal education, other learning and relevant experience at appropriate levels, which comply with the capabilities defined for this qualification.

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

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

QUALIFICATION RULES

N/A

EXIT LEVEL OUTCOMES

1. The learner will have acquired a fundamental knowledge base of mathematics, chemistry and physics and be able to use science and technology effectively and critically to operate routine pulp and/or paper processes.
2. The learner will have acquired a fundamental knowledge base of the main manufacturing processes encountered in pulp and paper manufacturing.
3. The learner will have an understanding of pulp and paper processes as a system within a wider context, and knowledge of process flows, equipment, operating principles and process variables, associated with woodyard operations, cleaning and screening, stock preparation and mechanical pulping.
4. The learner will be able to communicate effectively both orally and in writing with a variety of audiences, using appropriate language structure, style and graphical support.
5. The learner will be able to organise and manage his/her activities responsibly and effectively when applying essential methods, procedures and techniques, whilst operating and monitoring pulp and/or paper equipment, according to workplace instructions.

ASSOCIATED ASSESSMENT CRITERIA

Evidence which shows that the learner has achieved the outcome:

1.

1.1 Mathematical skills are used to perform calculations.

Range: Algebraic equations, trigonometry, calculus, co-ordinate and analytic geometry and matrices

1.2 Formulae are correctly manipulated and defined problems are solved using scientific measurements.

1.3 Principles of chemistry and chemical phenomena are explained and used during pulp and paper operations.

Range: Matter; atomic structure; chemical bonding; gases, liquids and solids; chemical formulae and stoichiometry; rates of reactions; chemical equilibrium; solutions; oxidation and reduction; electrochemistry; introduction to organic and inorganic chemistry.

1.4 Chemistry experiments are conducted using prescribed laboratory procedures.

1.5 Principles of physics and phenomena of physics are explained and used during pulp and paper operations.

Range: Vectors; motion in a straight line, in two dimensions and uniform circular; rational kinematics; Newton's laws; work and energy; impulse and momentum; elasticity; hydrostatics; buoyancy; dynamic fluids; heat transfer; ideal gas law; laws of thermodynamics; waves; light; optics; electric forces and electric field; direct current circuits.

1.6 Physics experiments are conducted using prescribed laboratory procedures.

2.

2.1 The history, future and basic business dynamics of the pulp and paper industry are described.

2.2 With regards to the pulp and paper industry, the following are discussed and explained:

- > The origin, use and properties of raw materials.
- > The support systems relevant to pulp and paper production.
- > The origin and supply of water and power.
- > Sampling practises in pulp and paper production.
- > Standard operating procedures.
- > Occupational health and safety.

2.3 Basic diagrams of the process flow in a typical pulp production process and a typical paper production process are drawn.

2.4 The main components for each phase of each process of a typical pulp and paper production process are discussed and explained.

Range: Purpose and function; inputs and outputs; equipment and chemicals used.

2.5 Specific pulp and paper processes are discussed and explained.

Range: Woodyard operations, mechanical pulping, chemical pulping, bleaching, chemical recovery, stock preparation, wet end, dry end, coating, winding, finishing.

3.

3.1 The purpose of the process and how it fits into the overall process is discussed and explained.

3.2 The technological basis of typical production processes is understood.

3.3 The process flow and equipment of typical production processes are discussed and explained.

3.4 The operating principles of typical production processes are discussed and explained.

3.5 The quality requirements of typical production processes are discussed and explained.

3.6 The process variables of typical production processes are discussed and explained.

3.7 The use of utilities in typical production processes is understood.

3.8 Safety, health and environmental procedures relevant to typical production processes are discussed and explained.

4.

4.1 The correct technical terminology is used when discussing, describing and explaining manufacturing processes.

4.2 Flow charts and block diagrams are drawn, using operational symbols and representations correctly.

4.3 Information is gathered, organised and reported. □

4.4 Readings are taken and accurately entered on log sheets.

4.5 Appropriate computer technology is used to communicate information and ideas.

4.6 Oral communication is respectful, polite and showing concern for listener's comprehension.

5.

5.1 Work-place induction and operational safety training are successfully completed.

5.2 The company's safety, health and environmental procedures and objectives are understood and explained.

5.3 Plant and equipment are inspected and flow diagrams of plants and piping systems are produced, using the correct symbols and specifications.

5.4 Quality criteria for the proper operation of plant and equipment are explained and adhered to.

5.5 Readings are taken and the plant is monitored against standard operating conditions.

5.6 Consistent competence in operating machinery/equipment with due care for occupational and environmental safety is shown.

5.7 Well-defined problems, relating to routine operations are identified and solved.

5.8 Housekeeping tasks are successfully carried out.

5.9 The ability to work effectively with others as a member of a team is demonstrated.

Integrated Assessment

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

For summative assessment the tools include:

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

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

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

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

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

INTERNATIONAL COMPARABILITY

Pulp and paper industry vocational training programs in a number of European countries have been investigated. The following countries and programs, all of which are at the forefront of pulp and paper technology, have been evaluated:

- > Sweden: Swedish Forest Industries Education and Training Centre: Certified Operator Training and University Vocational Technical program
- > Finland: South Carelia Polytechnic: Degree program in paper technology.
- > Austria: Austrian paper industry training centre: "Meister" training program.
- > Germany: German vocational training programs: Operator and "Meister" programs.

The above countries do not have a National Qualification Framework, but this qualification compares favourably to programs in Europe.

ARTICULATION OPTIONS

There is horizontal articulation with existing and future Certificates at NQF level 5 in an engineering or manufacturing discipline.

There is vertical articulation with National Diploma in Pulp and Paper Technology at NQF level 6.

MODERATION OPTIONS

> Anyone assessing a learner against this qualification must be appropriately accredited for the particular sub-field and hold a recognised qualification (at or above this level) in this sub-field and be registered as an assessor with the relevant ETQA.

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

> Moderation of assessment will be overseen by the relevant ETQA according to its moderation guidelines and agreed procedures. Moderators must be accredited by the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

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

- > Special note of the need for integrated assessment should be taken.
- > Evidence should be gathered across the entire range, wherever it applies. Assessment activities should be as close as possible to the real performance. Where simulations are used, there should be supporting evidence to show the learner is able to perform in the real situation.
- > All assessments should be conducted in line with the following well documented principles of assessment as defined below:
- > Appropriate: The method of assessment is suited to the performance being assessed.
- > Fair: The method of assessment does not present any barriers to achievements, which are not related to the evidence.
- > Manageable: The methods used make for easily arranged, cost-effective assessments that do not unduly interfere with learning.
- > Integration into work or learning: Evidence collection is integrated into the work or learning process where this is appropriate and feasible.
- > Valid: The assessment focuses on the requirements laid down i.e. the assessment is fit for purpose.
- > Direct: The activities in the assessment mirror the conditions of actual performance as closely as possible.
- > Authentic: The assessor is satisfied that the work being assessed is attributable to the learner being assessed.
- > Sufficient: The evidence collected establishes that all criteria have been met and that performance to the required Standard can be repeated consistently.
- > Systematic: Planning and recording is sufficiently rigorous to ensure that assessment is fair.
- > Open: Learners can contribute to the planning and accumulation of evidence. Learners understand the assessment process and the criteria that apply.
- > Consistent: The same assessor would make the same judgement again in similar circumstances. The judgement made is similar to the judgement that would be made by other assessors.

NOTES

N/A

UNIT STANDARDS

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

No. 1243

2 November 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

Islamic Studies

Registered by NSB 07, Human and Social Studies, 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 unit standards upon which qualifications are based. The qualifications 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 qualifications and unit standards should reach SAQA at the address **below and no later than 28 November 2004**. All correspondence should be marked **Standards Setting – SGB Islamic Studies** 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

UNIT STANDARD:

1

Demonstrate an understanding of SALAH (Prayer)

SAQA US ID	UNIT STANDARD TITLE		
117097	Demonstrate an understanding of SALAH (Prayer)		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Islamic Studies		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		Religious and Ethical Foundations of Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-REF-0-SGB IS	Regular	Level 1	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Understand the importance and significance of SALAH.

SPECIFIC OUTCOME 2

Understand the procedures of SALAH.

SPECIFIC OUTCOME 3

Understand the different types of SALAH.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Demonstrate an understanding of TAHARAH (Cleanliness in Islam)

SAQA US ID	UNIT STANDARD TITLE		
117140	Demonstrate an understanding of TAHARAH (Cleanliness in Islam)		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Islamic Studies	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		Religious and Ethical Foundations of Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-REF-0-SGB IS	Regular	Level 1	4

Specific Outcomes:**SPECIFIC OUTCOME 1**

Understand the importance of TAHARAH.

SPECIFIC OUTCOME 2

Identify and understand the acts of purification.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Demonstrate an understanding of HADITH (Prophetic Traditions)

SAQA US ID	UNIT STANDARD TITLE		
117110	Demonstrate an understanding of HADITH (Prophetic Traditions)		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Islamic Studies		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		Religious and Ethical Foundations of Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-REF-0-SGB IS	Regular	Level 1	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Understand the significance of HADITH.

SPECIFIC OUTCOME 2

Know the major compilers of HADITH and the terminology used in understanding HADITH.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Demonstrate an understanding of HAJJ (Pilgrimage)

SAQA US ID	UNIT STANDARD TITLE		
117114	Demonstrate an understanding of HAJJ (Pilgrimage)		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Islamic Studies		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		Religious and Ethical Foundations of Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-REF-0-SGB IS	Regular	Level 1	6

Specific Outcomes:**SPECIFIC OUTCOME 1**

Understand the importance of HAJJ and 'UMRA.

SPECIFIC OUTCOME 2

Understand the rules and procedures of HAJJ and 'UMRA.

SPECIFIC OUTCOME 3

Know the importance of various sites in Makkah and Madinah.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Demonstrate an understanding of SAWM (Fasting)

SAQA US ID	UNIT STANDARD TITLE		
117105	Demonstrate an understanding of SAWM (Fasting)		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Islamic Studies	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		Religious and Ethical Foundations of Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-REF-0-SGB IS	Regular	Level 1	4

Specific Outcomes:**SPECIFIC OUTCOME 1**

Understand the importance of SAWM.

SPECIFIC OUTCOME 2

Understand the categories of SAWM and the rules relating to SAWM.

SPECIFIC OUTCOME 3

Understand the relationship of I'tikaf (Seclusion) with SAWM.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Demonstrate an understanding of SHARI'AH (Islamic Law)

SAQA US ID	UNIT STANDARD TITLE		
117139	Demonstrate an understanding of SHARI'AH (Islamic Law)		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Islamic Studies	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		Religious and Ethical Foundations of Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-REF-0-SGB IS	Regular	Level 1	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Understand the concept and meaning of SHARI'AH.

SPECIFIC OUTCOME 2

Develop knowledge of the major Schools of Jurisprudence.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Demonstrate an understanding of ZAKAH (Charity)

SAQA US ID	UNIT STANDARD TITLE		
117099	Demonstrate an understanding of ZAKAH (Charity)		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Islamic Studies		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		Religious and Ethical Foundations of Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-REF-0-SGB IS	Regular	Level 1	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Understand the importance of ZAKAH.

SPECIFIC OUTCOME 2

Understand the rules of ZAKAH.

SPECIFIC OUTCOME 3

Know the different types of Charity.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

8

Recite the QUR'AN correctly

SAQA US ID	UNIT STANDARD TITLE		
117106	Recite the QUR'AN correctly		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Islamic Studies	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		Religious and Ethical Foundations of Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-REF-0-SGB IS	Regular	Level 1	6

Specific Outcomes:**SPECIFIC OUTCOME 1**

Identify and apply the rules of TAJWID.

SPECIFIC OUTCOME 2

Recite the QUR'AN.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

9

Understand the Tenets of Faith in Islam

SAQA US ID	UNIT STANDARD TITLE		
117098	Understand the Tenets of Faith in Islam		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Islamic Studies	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		Religious and Ethical Foundations of Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-REF-0-SGB IS	Regular	Level 1	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Understand the concept of Belief in Allah

SPECIFIC OUTCOME 2

Understand belief in the Angels

SPECIFIC OUTCOME 3

Understand belief in the Divine Books of Allah

SPECIFIC OUTCOME 4

Understand belief in the Prophets of Allah

SPECIFIC OUTCOME 5

Understand belief in the Hereafter



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

10

Understand the history and significance of AL-KHULAF A AL-RASHIDUN [The rightly-guided Caliphs]

SAQA US ID	UNIT STANDARD TITLE		
117100	Understand the history and significance of AL-KHULAF A AL-RASHIDUN [The rightly-guided Caliphs]		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Islamic Studies	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		Religious and Ethical Foundations of Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-REF-0-SGB IS	Regular	Level 1	8

Specific Outcomes:**SPECIFIC OUTCOME 1**

Understand the life history of the first Four Caliphs.

SPECIFIC OUTCOME 2

Identify lessons drawn from the lives of each of the Four Caliphs.

SPECIFIC OUTCOME 3

Evaluate the impact of the Four Caliphs on the History of Islam.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

11

Understand the life and significance of Prophet Muhammad (Peace Be Upon Him)

SAQA US ID	UNIT STANDARD TITLE		
117101	Understand the life and significance of Prophet Muhammad (Peace Be Upon Him)		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Islamic Studies		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		Religious and Ethical Foundations of Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-REF-0-SGB IS	Regular	Level 1	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify and understand the life history of the Prophet Muhammad [Peace Be Upon Him].

SPECIFIC OUTCOME 2

Understand and recognize the unique status of Prophet Muhammad [Peace Be Upon Him] and his character as USWATUN HASANAH [The Perfect Model].

SPECIFIC OUTCOME 3

Understand the impact that Prophet Muhammad [Peace Be Upon Him] had on civilisation.

SPECIFIC OUTCOME 4

Drawing lessons from the history and experience of the Prophet Muhammad [Peace Be Upon Him].



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

12

Understand the life of the Prophets before Prophet Muhammad (Peace Be Upon Him)

SAQA US ID	UNIT STANDARD TITLE		
117103	Understand the life of the Prophets before Prophet Muhammad (Peace Be Upon Him)		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Islamic Studies		NSB 07	
FIELD		SUBFIELD	
Human and Social Studies		Religious and Ethical Foundations of Society	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 1	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify and understand the life of the Prophets of Allah.

SPECIFIC OUTCOME 2

Identify lessons learnt from the history of the Prophets of Allah.

SPECIFIC OUTCOME 3

Apply the lessons learnt from the Prophets of Allah



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

13

Demonstrate an understanding of 'ULUM AL HADITH (Science of Prophetic Traditions)

SAQA US ID		UNIT STANDARD TITLE		
117109		Demonstrate an understanding of 'ULUM AL HADITH (Science of Prophetic Traditions)		
SGB NAME		NSB ACRONYM	PROVIDER NAME	
SGB Islamic Studies		NSB 07		
FIELD		SUBFIELD		
Human and Social Studies		Religious and Ethical Foundations of Society		
ABET BAND		UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined		Regular	Level 4	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Demonstrate an understanding of HADITH.

SPECIFIC OUTCOME 2

Demonstrate an understanding of 'ULUM AL HADITH.

SPECIFIC OUTCOME 3

Demonstrate an understanding of the compilation of HADITH.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

14

Understand Islamic Art and Architecture

SAQA US ID		UNIT STANDARD TITLE	
117112		Understand Islamic Art and Architecture	
SGB NAME		ABET BAND	PROVIDER NAME
SGB Islamic Studies		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		Religious and Ethical Foundations of Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-REF-0-SGB IS	Regular	Level 4	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Analyse the characteristics of Islamic Art and Architecture.

SPECIFIC OUTCOME 2

Identify and describe the manifestations of Islamic Art and Architecture.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

15

Understand the History of Islam in Africa

SAQA US ID	UNIT STANDARD TITLE		
117119	Understand the History of Islam in Africa		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Islamic Studies		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		Religious and Ethical Foundations of Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-REF-0-SGB IS	Regular	Level 4	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Understand the emergence and establishment of the major Muslim Kingdoms and Empires in Africa.

SPECIFIC OUTCOME 2

Understand the emergence and establishment of Muslim minorities.

SPECIFIC OUTCOME 3

Identify important contributions of specific kingdoms, rulers and individuals.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

16

Understand the History of major Muslim Dynasties

SAQA US ID	UNIT STANDARD TITLE		
117096	Understand the History of major Muslim Dynasties		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Islamic Studies	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		Religious and Ethical Foundations of Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-REF-0-SGB IS	Regular	Level 4	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Understand the emergence, development and contribution of major Muslim Dynasties.

SPECIFIC OUTCOME 2

Analyse the impact in history of the major dynasties.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

17

Understand the contemporary challenges facing Muslim minorities

SAQA US ID	UNIT STANDARD TITLE		
117113	Understand the contemporary challenges facing Muslim minorities		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Islamic Studies		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		Religious and Ethical Foundations of Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-REF-0-SGB IS	Regular	Level 4	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify current challenges facing Muslim minorities.

SPECIFIC OUTCOME 2

Analyse and evaluate the current challenges facing Muslim minorities.

SPECIFIC OUTCOME 3

Develop solutions to the challenges facing Muslim minorities.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

18

Understand the history of the Muslim world in the 20th century

SAQA US ID	UNIT STANDARD TITLE		
117115	Understand the history of the Muslim world in the 20th century		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Islamic Studies		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		Religious and Ethical Foundations of Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-REF-0-SGB IS	Regular	Level 4	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify and understand the collapse of the UTHMANI Dynasty.

SPECIFIC OUTCOME 2

Understand and describe the emergence of independent Muslim States.

SPECIFIC OUTCOME 3

Understand the emergence of Muslim Revivalist Movements.

SPECIFIC OUTCOME 4

Identify and reflect on the current political conflicts in the Muslim World.

SPECIFIC OUTCOME 5

Understand the emergence of the Muslim diaspora.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

19

Understand the impact of Islamic civilisation on world history

SAQA US ID	UNIT STANDARD TITLE		
117107	Understand the impact of Islamic civilisation on world history		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Islamic Studies		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Human and Social Studies		Religious and Ethical Foundations of Society	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
HUM-REF-0-SGB IS	Regular	Level 4	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Analyse the growth of Islamic Civilization.

SPECIFIC OUTCOME 2

Understand the characteristics of Islamic civilization.

SPECIFIC OUTCOME 3

Analyse the impact of Islamic civilization.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

20

Understand the rules of SHARI'AH (Islamic Law) pertaining to Muslim Family Law

SAQA US ID	UNIT STANDARD TITLE		
117102	Understand the rules of SHARI'AH (Islamic Law) pertaining to Muslim Family Law		
SGB NAME		NSB ACRONYM	PROVIDER NAME
SGB Islamic Studies		NSB 07	
FIELD		SUBFIELD	
Human and Social Studies		Religious and Ethical Foundations of Society	
ABET BAND	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
Undefined	Regular	Level 4	6

Specific Outcomes:**SPECIFIC OUTCOME 1**

Understand the rules and regulations of marriage and divorce.

SPECIFIC OUTCOME 2

Understand the rules and regulations pertaining to death and burial.

SPECIFIC OUTCOME 3

Understand the rules and regulations pertaining to MIRATH (Inheritance).

No. 1244

2 November 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 for public comment.

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualifications. The full qualification 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 28 November 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:

Bachelor of Criminology

SAQA QUAL ID	QUALIFICATION TITLE	
49108	Bachelor of Criminology	
SGB NAME	SGB Criminology and Criminal Justice	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
LMS-7-National First Degree	National First Degree	Safety in Society
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
480	Level 7	Regular-ELOAC
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

This qualification will provide learners with the following skills:

General Formative:

- > The ability to think laterally, critically and creatively.
- > A sensitivity towards cultural diversity as well as human and environmental/ ecological rights.
- > A high level of cognitive and problem-solving skills which can be applied in their social and work environment to ensure a safe and secure society.
- > The ability to act in a professional and ethical manner.
- > Capacity for life-long learning.
- > Potential for postgraduate study.

Specialist:

- > The ability to apply skills to assist the criminal justice system and society to deal effectively with crime and victimisation in South Africa and internationally.
- > To work and communicate with others as a member of a multi-disciplinary team to deal effectively with crime and victimization.
- > To use appropriate science and technology effectively and responsibly when dealing with crime and victimisation without harming society, the environment or individuals.
- > An understanding of victim and offender vulnerability and the ability to assess the impact of crime and victimisation
- > Skills to plan, develop and evaluate programmes relating to crime and victimisation
- > To inform policy and to disseminate crime and victimisation information

This is a specialised qualification with a substantial general formative component the aim of which is to enable qualifying learners the possibility of registration with the SA Council for Social Service Professions. There is an increasing demand for criminological input in the criminal justice process, for example:

- > To assist in the identification of criminological profiles for investigating and rehabilitation purposes.
- > To provide expert evidence in court concerning all aspects of the criminal event to ensure a just and humane sentence.
- > The development of diversion programmes relating to the crime and victimisation.

Criminologists are also increasingly involved in the development of programmes and strategies dealing with crime and victimisation in the social and corporate sphere. It is envisaged that this qualification will equip learners with the necessary knowledge, skills and ethical standards to act professionally and responsibly for the benefit of society. It will also enhance the status and employability of qualifying learners in the public and private sector.

Rationale:

The rationale for developing this qualification is that it should address and identify skills needs for learners, persons with an interest in crime and victimisation and communities in general. Crime and victimisation in South Africa have severe consequences for the sustained development of society, the economy and ecology. Therefore, this qualification will provide expert knowledge of crime and victimisation to deal effectively with crime, conflict and victimisation. Comprehensive knowledge of the criminal justice system and other forms of criminal justice, such as restorative justice, is also critical to ensure a democratic and just society with a human rights perspective as set out in the South African Constitution and Bill of Rights and any other relevant national, regional and international guidelines and/or conventions.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

Learners who register for this qualification should be able to:

- > Engage in sustained oral communication and evaluate spoken texts.
- > Read, analyse and respond to a variety of texts.
- > Write for a wide range 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.

Formal prior learning:

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

Non-formal and informal prior experiential learning:

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

This qualification standard promotes the flexible use of RPL where it reflects the principles of the NQF and is to the benefit of the learner.

QUALIFICATION RULES

This qualification is submitted on the basis that the exit level outcomes can be assessed on the basis of a non - unit standards based qualification.

EXIT LEVEL OUTCOMES**Fundamental Exit Levels:**

1. Plan and conduct a research project aimed at a well-defined crime and victimisation problem.
2. Demonstrate a capacity to engage with crime and victimisation policy and disseminate information using various communication methods.

Core Exit Levels:

1. Demonstrate an ability to assess risk and determine the impact of crime and victimisation.
2. Plan, develop and evaluate programs relating to crime and victimisation.

3. Demonstrate an ability to compile victim and offender profiles and provide expert evidence in court.

Elective Exit Levels:

1. Demonstrate familiarity with and have an informed outline knowledge and understanding of the content, theories / perspectives / approaches and scholarly positions of the critical core of a number of disciplines related to criminology at a basic and intermediate level (5).

2. Demonstrate a systematic and well-rounded knowledge of disciplines relating to criminology and the ability to critically question the basic assumptions of the most important theories / perspectives / approaches, scholarly positions and basic methodologies of one or more disciplines (level 6).

3. Show competence with the basic and elementary modes of inquiry of at least one or more core disciplines to specified, less complex problems (both concrete and abstract).

4. Analyse and locate her/his own work in contemporary contexts (such as the South African contexts) regarding specific issues.

5. Interpret topical issues using different perspectives in the disciplines included at level 6.

Critical cross-field outcomes:

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

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

ASSOCIATED ASSESSMENT CRITERIA

Fundamental Exit Level 1:

- > A comprehensive review of the literature is conducted.
- > A clear understanding of current approaches / perspectives and contentious issues is demonstrated.
- > An ability to synthesise ideas and information in a critical and creative manner is demonstrated.
- > The problem is clearly identified and the research question concisely formulated.
- > An appropriate research method relevant to the problem is applied.
- > Sensitivity towards cultural diversity and crimino-ethical standards are adhered to.

Fundamental Exit Level 2:

- > Relevant data is collected, collated and analysed.
- > The analysed data is presented in an appropriate and logical manner.
- > Recommendations based on the data analysis are formulated.
- > Policies are developed relating to the needs identified.

Core Exit Level 1:

- > Risk factors and the impact of crime and victimisation on individuals, organisations and communities are determined.
- > The risk and impact of crime and victimisation on individuals, organisations and communities are analysed.
- > Appropriate strategies to deal with the impact of crime and victimisation are developed.

Core Exit Level 2:

- > Programme objectives, strategies and techniques to address crime and victimisation are identified.
- > The appropriateness of existing programmes is assessed.
- > Programmes to address the identified needs are developed.
- > Criteria for the evaluation of the programmes are developed.

Core Exit Level 3:

- > Knowledge of and a capacity to engage with court procedures, protocol and relevant legislation are demonstrated.
- > Relevant victim and offender perspectives / approaches are analysed and applied.
- > Victim and offender profiles are constructed.
- > Expert evidence in court relating to victims and offender is prepared.

Elective Exit Level 1:

Familiarity, knowledge and understanding are:

- > Reflected in the correct use of the terminology, concepts, principles and theories / perspectives / approaches and oral communicating.
- > Represented in analysis, evaluation and synthesis of recent and relevant research findings in the disciplines included.
- > Effectively applied to propose solutions to well-structured and practical problems based on theory-driven arguments.
- > Communicated clearly using scholarly discourse and discipline - specific discourse and discipline-specific conventions efficiently.

Elective Exit Level 2:

Familiarity, knowledge and understanding are:

- > Reflected in the correct use of the terminology, concepts, principles and theories / perspectives / approaches in written and oral communication.
- > Represented in the critical appraisal of the relationship among concepts and principles of the discipline included.
- > Effectively applied to propose solutions to well-structured and practical problems (both concrete and abstract).
- > Communicated clearly using scholarly discourse and disciplines-specific conventions efficiently.

Elective Exit Level 3:

Competence with the basic and elementary modes of inquiry:

- > Is reflected in well-defined and coherent representation of identified problems.
- > Is represented in the selection and application of appropriate methods, techniques, tools and procedures relevant to the discipline.
- > Proposes possible solutions based on relevant arguments and using the relevant modes of inquiry consistently.
- > Demonstrate scholarly and critical reasoning skills.

Elective Exit Level 4:

Analysis of contemporary contexts and ability to locate work in those contexts:

- > Is reflected in explicit recognition of the diversity, complexity and multi-dimensionality of a context and how that affects the particular work being undertaken.
- > Is demonstrated through the provision of relevant information pertaining to the strengths, weaknesses and opportunities of the context for addressing specific problems.
- > Clearly identifies relevant role players and resources that will contribute to resolution of specific problems.
- > Describes all relevant factors pertaining to the context and people's performance in these contexts and how they affect the particular work being undertaken.
- > Identifies critical factors impacting on practical problems to be investigated from the perspective of the discipline.

Elective Exit Level 5:

- > Is based on results from analysis of relevant national contexts and research findings.
- > Is clearly described and explained making effective use of comparing diverse theories/perspectives/approaches.
- > Evaluates and defines the boundaries and limitations of theory/perspectives/approaches and recognizes the provisional nature of research findings.
- > Involves ethical and responsible solutions for practical problems.
- > Is clearly communicated using scholarly discourse and different modes of communication effectively.

Integrated assessment:

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

Assessments 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

The Criminology and Criminal Justice SGB has also obtained details of the curricula of 24 international and regional universities based in the United Kingdom, Europe (Germany, France, Switzerland, The Netherlands, Belgium), USA, Australia, New Zealand and Africa (Kenya, Lesotho, Namibia, Swaziland, Uganda, Zambia and Zimbabwe) to use as a benchmark for the development of standards.

Of the criminology qualifications consulted in Western countries, all are specialised with a strong general formative component in the humanities / social sciences. Criminology is not strongly developed in Africa, where it is either an optional model in the Law Faculties (eg the University of Zimbabwe) or part of sociology (eg the Universities of Nairobi and Swaziland).

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

ARTICULATION OPTIONS

Articulation by learners who have commenced a programme for the Bachelor of Criminology qualification at another provider will be subject to institutional discretionary entrance requirements having been met.

Learners with the Bachelor of Criminology qualification will be able to articulate vertically to programmes for the Masters of Criminology qualification (Level 8) and appropriate postgraduate diplomas subject to institutional discretionary entrance requirements having been met.

Early exit will also be possible through a Diploma in Criminology that requires at least 240 credits of which 120 must be at least at Level 6, subject to the availability of such exit level qualification at provider institutions.

Horizontally the qualification articulates with a range of general formative degrees in the area of Bachelor of Arts and Social Sciences.

MODERATION OPTIONS

The ETQA band for higher education currently has primary responsibility for all higher education qualification functions. Moderation of learners' achievements and the overall award of the qualification at the exit level must be based on the well established procedures of using accredited/registered external examiners (external to the provider) who should be recognised experts in their field with qualifications in the relevant discipline of at least Masters level or equivalent.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

N/A

NOTES

1. Equal weight is given to crime and victimisation.
2. A project can involve a minor research script or a written report based on research data supplied to the learner.

Credit Allocation:

280 credits at level 7: In the area of Criminology and or Victimisation.

200 Credits from any field of the fields indicated below:

Recommended relevant content will come from the following: Languages, Psychology, Social Anthropology, Sociology, Communication, Political Science, Philosophy, Human Resource Management, Fundamental Human Rights, Criminal Law, Law of Evidence, Law of Persons and Family Law (Private Law).

Range Statements:

- > The learner should demonstrate competence relating to a wide range of research methods, such as fundamental, descriptive and historical research, pure and applied quantitative research, comparative research and qualitative research.
- > Research methodology includes, amongst others, experimental (more than two groups), non-experimental, quasi-experimental research methodology, multiple methods or triangulation.
- > Quantitative descriptive statistics include, amongst others, average, frequency, range, variance, and correlation statistics
- > Quantitative inferential statistics include tests such as t-tests and analysis of variance. Qualitative research techniques include techniques such as biography, phenomenology, grounded theory, ethnography and case studies.
- > Crime risk factors include individual, social, physical environment and ecological factors.
- > Crime includes all forms and types of crime, for example, property crimes, crimes against the person, workplace crime and violence, crime against the environment, etc.
- > Risk assessment is the process of identifying crime risks, determine their magnitude, identifying areas needing safeguarding. It involves the overall process of risk analysis.
- > Risk analysis is a systematic approach for describing and/or calculating risk. It involves the identification of undesired events and consequences of these events.
- > Crime and victimisation impact assessment is the process of identifying crime risk and assessing, estimating and predicting the impact of crime and victimisation.
- > Individual risk factors refer to factors such as gender, age, race, education, biological and psychological factors as well as lifestyle factors such as alcohol and drug abuse.
- > Victimisation risk factors include factors associated with both victim vulnerability and victim complicity.
- > Social risk factors refer to factors such as socio-cultural, political and economic factors, social integration as well as interpersonal, family and peer group relations.
- > The criminal event includes all the dynamics that interact before and during the criminal act as well as the after effects.
- > Programmes refer to methods applied to and focusing on specific crime/victimisation risks and processes relating to youth and adults.
- > Models include a number of related identifiable programmes/strategies.
- > Programme purpose can include victim and offender support/services, prevention/reduction of crime and victimisation, education and training in the field of crime and victimisation, restorative justice, rehabilitation, reintegration, punishment and sentencing.
- > Crime and victimisation information includes all information that result from official statistics, as well as the result of research projects.
- > Sources include all official statistics, victim surveys, statements and documentastion, as well as research projects by non-governmental organisations and individuals.

> Services refer to any form of support provided to victims by a service provider in government, non-governmental or community based organisations.

> Restorative justice is a way of dealing with interpersonal and community conflicts and victims and offenders by focussing on the settlement of the conflict and the harms arising from the crime.

> The gathering and evaluation of evidence and related material refers to an accurate assessment of the criminal event based on the facts of the case as well as relevant perspectives/approaches and research on crime, victimisation, punishment and crime prevention/reduction.

UNIT STANDARDS

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

No. 1245

2 November 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

Military Professional Development

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

This notice contains the titles, fields, sub-fields, NQF levels, credits, and purpose of the qualifications. The full qualification 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 28 November 2004***. All correspondence should be marked **Standards Setting – Military Professional Development** 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: Military Studies

SAQA QUAL ID	QUALIFICATION TITLE		
49106	National Certificate: Military Studies		
SGB NAME	SGB Military Professional Development		
NSB ACRONYM	PROVIDER NAME		
NSB 08			
QUAL TYPE	SUBFIELD		
National Certificate	Sovereignty of the State		
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	120	Level 5	Regular-ELOAC

PURPOSE OF THE QUALIFICATION

This qualification is aimed at level 5 of the National Qualifications Framework. The qualification equips learners with basic knowledge, attitudes and skills required to function as well developed junior officers. The programme encompassed by the CMS therefore aims to:

- > Contribute to and facilitate professional and personal growth by establishing a firm Education, Training and Development foundation for learners who, on attaining the certificate, may be awarded further contracts and functional training for their further military careers.
- > Provide a comprehensive, well rounded education in an applicable focus area, enabling successful candidates to effectively function on his/her applicable level in the national security environment and to assist his/her commanders / managers in the SANDF in such matters.
- > Provide such depth in a specific sub-discipline to successful candidates that they may gain access to further studies in the focus area.

Rationale

This qualification serves as a first Level 5 (Higher Education) qualification in the career path of officers in the South African National Defence Force (SANDF). While providing learners with foundational knowledge, skills and attitudes in fields of study relevant to the military, the qualification also equips learners with a transferable competence facilitating articulation to further studies and transferable skills and attitudes that will contribute to improving the quality of the body of South African citizens in general.

Detailed Rationale

The Department of Defence Human Resources Strategy 2010 (Defence Instruction: DODI:POL & PLAN 52/2001) envisage three career systems associated with stages in the career of all uniform personnel, namely: the Military Skills Development System (MSDS), a national imperative initiated by Parliament; the Core Service System (CSS) and the Senior Career System (SCS). Accordingly, "MSD members are enlisted into the Regulars where they will undergo full-time training and utilisation for a two-year period". The ETD plan for MSD members selected for the officers corps is as follow:

First Year MSD Service. During the first year of service, MSD members undergo military/ functional training. Members from this group selected for officers training will commence with developmental training in the functional environment. The successful completion of this training will serve as organisational/provider prerequisites for access to the CMS.

Second Year MSD Service. Candidate Officers and Midshipmen are expected to complete the CMS during the second year of MSD service, while stationed at the Military Academy. The Military Academy as provider will apply provider discretion in its interpretation of the client's (SANDF) requirements.

Career Path on Completion of the CMS. The career path for successful candidates indicate that they may be awarded further contracts to their further military careers in one of the following systems:

- > **Core Service System.** Selected candidates will gain access to the CSS, continuing with functional training. From these candidates, a limited number will be selected to continue with degree studies at the Military Academy.
- > **Reserve.** Members not selected for the CSS will be released to the Reserve for a period of 5 years after attaining the certificate with transferable skills and attitudes that will improve the quality of the human resources available to the Reserve in particular and the body of South African citizens in general.

From the above it must be clear that the need for the qualification is specifically linked to the SANDF's career development requirements for better and broader qualified officers. Successful learners will also be equipped with transferable knowledge, skills and attitudes that will improve the quality of the human resources available to the SANDF in particular and the body of South African citizens in general.

The above implies that learners will experience further development as officers while also acquiring competencies in an applicable sub-discipline related to one or more of the Degree Programmes presented at the Military Academy in its capacity as Faculty of Military Science (registered, accredited provider with the Council for Higher Education/HEQC). The transferable knowledge, skills and attitudes acquired by the learner will facilitate articulation to degree studies in a related direction. Successful learners may (pending the number and combination of elective successfully completed) gain access to the second year of degree studies in an applicable direction at any/most South African universities.

Typical Range of Learners. The typical range of learners is restricted to Candidate Officers, Midshipmen and selected junior officers not previously exposed to the learning opportunity [as required by the SANDF], to include potential learners from other defence forces from countries with which co-operation exist, eg SADEC countries. The qualification was developed with the career requirements of the specific learner group in mind.

Envisaged Learner Enrolment. Learner numbers are subject to the need, decision and recruitment by the SANDF. The maximum number of 220 learners per annum is expected to enrol for the Certificate in Military Studies.

Mode

The CMS will be attainable through residential studies only.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

The learner will have the appropriate levels of communication, English proficiency, numeric and occupational competence equivalent to grade 12 (NQF 4) standards.

Recognition Of Prior Learning

Prior learning may be recognised in gaining access to the qualification, with regard to exit level outcomes, as well as the whole qualification. RPL must be done by qualified assessors and treated in accordance with the moderation options.

QUALIFICATION RULES

N/A

EXIT LEVEL OUTCOMES

1.
Qualifying learners will be able to use appropriate grammar conventions to draft and edit a written or electronically produced academic text, free of bias and rhetoric in a diverse English-speaking environment.
2.
Qualifying learners will possess the appropriate knowledge, and skills to effectively use, and have a clear realisation of the potential of Information Technology in a tertiary environment.
3.
Qualifying learners will have the applicable, generic military knowledge, skills and attitudes required of a professional officer in the SANDF.
4.
Qualifying learners will the basic knowledge, skills and attitudes associated with practicing industrial psychology on an introductory level.
5.
Qualifying learners will have the relevant, skills and attitudes necessary to compile, manage and defend defence budgets in compliance with the Public Financial Management Act.
6.
Qualifying learners will possess basic managerial knowledge, skills and attitudes to function in the public service.
7.
Qualifying learners will possess advanced knowledge, skills and attitudes to perform the functions of management on appropriate levels as managers.
8.
Qualifying learners will posses the applicable, skills and attitudes to understand the spatial nature of the human-environment interaction (air-, land- or sea- realm) enabling him/her to utilise this understanding to inform military decision-making and the tactical application of systems.
9.
Qualifying learners will have the applicable knowledge and demonstrate the skills and attitudes to understand and explain, from an historical perspective, the causes, courses and consequences of wars, the evolution of warfare and the interaction between war and society in general, as well as from an African perspective, enabling them to view African security issues in context.
10.
Qualifying learners will have the applicable knowledge and demonstrate the skills and attitudes to comprehend and explain the idea systems, dynamics, processes, institutions, structures and role-players in the national and international political arena with which students of politics are generally grappling, enabling him/her to better understand and function in the African security environment.
- 11.

Qualifying learners will have the relevant knowledge and demonstrate the skills and attitudes necessary to effectively apply the principles of Criminal and Military Law in a military environment.

12.

Qualifying learners will have the ability to critically read, appreciate, analyse and integrate fictional and non-fictional English texts within a South African academic-cultural environment.

13.

Qualifying learners will have the appropriate knowledge of Micro- and Macroeconomics to understand, interpret and analyse basic economic problems.

14.

Qualifying learners will have the appropriate knowledge, skills and attitudes required to apply the fundamental principals of financial accounting systems and the paper recording of financial transactions.

15.

Qualifying learners will possess the appropriate knowledge, skills and attitudes to make statistically grounded decisions.

16.

Qualifying learners will possess the appropriate knowledge and show the skills and attitudes to utilise information systems to assist in making management decisions and solve problems.

17.

Qualifying learners will possess the applicable knowledge and demonstrate the skills to understand simple technology in terms of the laws of natural science.

18.

Qualifying learners will possess the applicable knowledge and skills to use advanced mathematical techniques and principles in a military technology environment.

OR

Qualifying learners will possess the applicable knowledge and skills to use basic mathematical content and principles in a military technology environment - (lesser depth and intensity).

19.

Qualifying learners will possess the basic knowledge and demonstrate the skills and attitudes to use computers as instrument in information systems.

20.

(Sec Law) Qualifying learners will have the applicable knowledge and demonstrate the skills and attitudes to effectively apply the principles of Security Law.

Critical Cross-Field Outcomes

Providers and assessors should use a range of strategies that will allow learners to develop and demonstrate competence in Critical Cross-field Outcomes.

ASSOCIATED ASSESSMENT CRITERIA

1.

- > Identify rhetorical devices employed by skilled writers/speakers.
- > Employ reading strategies appropriate to the identification of bias and rhetoric in writing and speech.
- > Analyse and evaluate texts produced for a range of purposes, audiences and contexts.

- > Demonstrate ability to identify and explain concepts particular to the logical and unbiased presentation of text.
 - > Demonstrate ability to produce argumentative texts relatively free of bias and rhetoric.
 - > Demonstrate ability to evaluate the effects of content, language and style on readers' responses in specific texts.
 - > Identify the intended audience for the written communication.
 - > Demonstrate ability to select appropriate text type, format and layout for specific purposes.
 - > Demonstrate ability to apply appropriate grammar conventions.
 - > Demonstrate ability to draft, edit, and check written text for accuracy.
 - > Demonstrate ability to apply English in an academic environment.
- 2.
- > Demonstrate ability to do word-processing, work on spreadsheets, develop and use presentations, perform Internet searches do e-mail transactions and master system related software.
 - > Demonstrate knowledge (on an introductory level) of fundamental computer concepts, essential hard- and software components, web-design, computer security issues and virus control.
 - > Demonstrate understanding (on an introductory level) of operating systems, communication technology, software installation and document management.
- 3.
- > Demonstrate understanding of and compliance with the value system and civic duties expected of professional officers and citizens in a democracy.
 - > Demonstrate and apply advanced knowledge of the Conventions of Service Writing in the SANDF.
 - > Demonstrate knowledge and a concise understanding of the history of the military in South Africa.
 - > Demonstrate an understanding of the requirements expected from the officer in the profession of arms.
 - > Demonstrate knowledge and ability to function on the appropriate regimental level required of an officer in a military unit.
 - > Demonstrate knowledge and ability to use service weapons safely and effectively.
 - > Demonstrate understanding of the factors contributing to personal financial well being.
- 4.
- > Demonstrate understanding of the schools of thought and areas in Industrial Psychology.
 - > Demonstrate understanding on the human physical dimensions.
 - > Demonstrate understanding of the human psychological dimensions.
 - > Demonstrate understanding of the theoretical perspectives on personality.
- 5.
- > Demonstrate understanding of the fundamental principles of public finance.
 - > Demonstrate understanding of the Legislature, Executive Authority and Administrative Authority in public financial management.
 - > Demonstrate understanding of Public Revenue.
 - > Demonstrate understanding of Public Budgets.
- 6.
- > Demonstrate understanding of the structure of an organisation in general and the public service and it's functioning specifically.
 - > Demonstrate understanding that an organisation does not function in isolation.
 - > Demonstrate understanding of the different environments an organisation functions in.
 - > Demonstrate understanding of the different functional areas in an organisation.
 - > Demonstrate understanding of the public service's unique/distinguishable features.
 - > Demonstrate understanding that public officials must act in accordance with acknowledged ethical foundations.
 - > Demonstrate understanding of the evolution of public management theory.
 - > Demonstrate understanding of the functions of a public manager.

7.

Demonstrate knowledge and managerial ability to reach objectives effectively and efficiently through planning, organising, leading and control.

8.

Air Realm

> Demonstrate the knowledge and ability to apply aeronautical theory.

OR

Land Realm

> Demonstrate understanding of the nature of geography, the intellectual challenges of the discipline and the logical relationships between the different sections of the discipline.

> Demonstrate understanding of the processes and the relationships between the physical components of the earth and nature in which these relationships influence human activity.

> Demonstrate understanding and ability to apply the principles of geographical communication and diagram construction by analysing and interpreting maps and presenting geographical information in a graphical format.

OR

Sea Realm

> Demonstrate knowledge and ability to navigate along the coast and in the deep sea (planning and execution of passages).

> Demonstrate understanding of the natural environment in which sea vessels operated.

> Demonstrate the skill to construct sea charts and calculate distances on the surface of the earth.

9.

> Analyse the causes, courses and consequences of wars and can explain these with reference to particular case studies.

> Analyse the reciprocal interactions between war and society and can explain this with reference to particular case studies.

> Analyse the evolution of warfare and can explain this process.

> Analyse the origin and nature of conflict in Africa to 1945 and can explain this with reference to particular case studies.

> Analyse African security issues within the international and Southern African environments and can explain the origin and contexts of these issues.

10.

> Demonstrate understanding and comprehension of the meaning and functioning of politics; states; governments; political ideologies and ideas; governmental systems - especially in the South African and African context.

> Demonstrate understanding of the different processes, systems and institutions used to put political ideas into practice - especially in the South African and African context.

> Demonstrate understanding of civil-military relations with reference to the interaction between the military, the state and non-state actors, and comprehend the role and place of the military in a democracy.

> Demonstrate understanding of the concept of international relations from a theoretical perspective, and comprehend the different role-players and structures in the international system.

11.

> Demonstrate the ability to act as presiding officers and assessors in military courts.

> Demonstrate the ability to recognise, interpret and apply the general principles of Criminal Law.

> Demonstrate the ability to recognise, interpret and apply the general principles of Law of Evidence.

> Demonstrate the ability to recognise, interpret and apply the general principles of Military Law.

> Demonstrate the ability to recognise, interpret and apply the rules of International Humanitarian Law in peace- as well as belligerent times.

> Demonstrate the ability to recognise, interpret and apply the rules of Operational Law in peace- as well as belligerent times.

> Demonstrate the ability to perform their duties in a legally accountable manner.

12.

- > Demonstrate ability to explore literary genres.
- > Demonstrate ability to employ reading strategies appropriate to different genres.
- > Demonstrate ability to integrate text.
- > Demonstrate ability to produce analyse and evaluate text for a range of purposes, audiences and contexts.
- > Demonstrate sensitivity for text related to contemporary South African society the environment in which learning takes place.
- > Demonstrate the ability to produce text that speaks of objectivity, critical thought, factual accuracy and grammatical care.

13.

- > Demonstrate understanding of economic systems.
- > Demonstrate understanding of the theories of demand and supply.
- > Demonstrate understanding of market interventions by government.
- > Demonstrate understanding of the four-sector macroeconomic model.
- > Demonstrate understanding of unemployment and inflation.
- > Demonstrate understanding of the gains from free international trade.
- > Demonstrate understanding of the balance of payments and the exchange rate.

14.

- > Demonstrate understanding of the nature and function of accounting.
- > Demonstrate understanding of and ability to apply the double entry system.
- > Demonstrate understanding of and ability to apply accounting systems and the processing of accounting information.
- > Demonstrate understanding of trade stock and calculating profit.
- > Demonstrate understanding of and ability to do bank reconciliation, cash budgets, accounting assets and liabilities and drafting financial statements.
- > Demonstrate understanding of non-profit organisations.
- > Demonstrate understanding of and ability to analyse and interpret accounting data.

15.

- > Demonstrate the ability to calculate and present descriptive statistics.
- > Demonstrate the ability to distinguish between different statistical inference techniques.
- > Demonstrate the ability to apply and interpret statistical techniques correctly.

16.

- > Demonstrate understanding of modern information systems by systematically identifying appropriate opportunities.
- > Demonstrate the ability to optimally utilise information systems to secure a competitive advantage.
- > Demonstrate understanding of the value chain, competitive forces and system planning methodologies and the application thereof.
- > Demonstrate the ability to plan, organise, lead and control information systems and end-user computing in a rapidly advancing technological environment.
- > Demonstrate understanding of security and ethical issues of information systems.

17.

- > Demonstrate understanding of what a law of nature is.
- > Demonstrate the ability to identify and define quantities represented in a law of nature.
- > Demonstrate the ability to formulate laws of nature in words and mathematically.
- > Demonstrate the ability to translate a word problem into mathematical format.
- > Demonstrate the ability to verify a law of nature practically.
- > Demonstrate the ability to analyse a system and determine which laws of nature are applicable.
- > Demonstrate the ability to solve problems using differential mathematics/algebra at an introductory level.

- > Demonstrate the ability to use the laws of nature to forecast quantitatively the behaviour of systems.
- > Demonstrate the ability to understand and solve simple mechanical, electrical and thermo dynamical problems.

18.

- > Demonstrate the ability to comprehend basic principles and concepts of mathematics.
- > Demonstrate the ability to utilise mathematical knowledge (unique to the contents studied) and skills in new situations.
- > Demonstrate the ability to use techniques of calculus to solve scientific problems relating to differentiation and integration.
- > Demonstrate the knowledge and use of analytical, numerical and graphical techniques of calculus.
- > Demonstrate the ability to create and solve systems of linear equations from real statements..
- > Demonstrate the ability to relate mathematics to other subject disciplines.
- > Demonstrate the ability to think in abstract terms when solving mathematical related problems.
- > Demonstrate the ability to construct a mathematical model to simulate a situation and to obtain the solution.
- > Demonstrate the ability to generate mathematical expressions from experimental data.

19.

- > Demonstrate the ability to develop basic computer programs in a fourth generation programming language.
- > Demonstrate knowledge of the principles of software engineering and programming by applying these principles in developing computer information systems.

20.

- > Identify and interpret the general principles of Public International Law.
- > Identify, interpret and apply, in practice, the rules and principles of Operational Law.

Integrated Assessment

Assessors should use a range of strategies that will allow learners to demonstrate competence and apply theoretical knowledge and understanding without them being required to actually engage in the occupational activities, culminating in a written-, practical- or combination of written and practical assessment covering the entire outcome. The different outcomes associated with the Focus Areas should support and supplement the other providing insight into interdependency and opportunity for integrated assessment. While assessments should focus on the specific outcome to be achieved, assessing the learners insight and understanding on a broad, integrated base within the Focus Areas should be integrated into assessments.

INTERNATIONAL COMPARABILITY

While Military Academies in other countries do provide similar/related qualifications, the CMS is a career specific requirement of the SANDF. Consultation and benchmarking with regard to outcomes and the relevance and contents of Focus Areas are constantly under discussion when considering officer development. The CMS is a qualification aimed at empowering military officers for a career in the African security environment. Contents, context and influences as applicable to the African context therefore receive priority.

ARTICULATION OPTIONS

Articulation on entry. Prospective learners who did not meet all the requirements as stipulated in Access to the Qualification, but who have the necessary study potential, may gain access to the CMS through successful completion of the Preparatory Certificate in Military Studies programme.

Articulation during the programme. None.

Articulation on completion. Successful candidates may, on approval of a further contract of employment and a related study contract with the SANDF, articulate to the second year of the applicable focus area offered by the Faculty of Military Science. (Learners may be required to prove competence in additional Exit Level Outcomes before or during enrolment.) An academic record issued by the Stellenbosch University in support of the Certificate, indicating credits acquired on 1st Year degree studies outcomes may support access to the 2nd year level at other universities.

MODERATION OPTIONS

One or more external moderators should moderate learner results. They should report on standard of achievement, validity of assessment strategies and criteria in relation to the purpose and exit level outcomes of the qualification.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Assessors must comply with the requirements for assessors as stipulated by the Council for Higher Education (assessors in public higher education institutions) and/or be qualified as assessors as stipulated by the ETDQA.

NOTES

N/A

UNIT STANDARDS

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

No. 1246

2 November 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

Ancillary Health Care

Registered by NSB 09, Health Sciences and Social 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. The full qualification and unit standards can be accessed via the SAQA web-site at www.saga.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, 1067 Arcadia Street, Hatfield Forum West, Hatfield.

Comment on the unit standards should reach SAQA at the address ***below and no later than 28 November 2004***. All correspondence should be marked **Standards Setting – SGB Ancillary Health Care** 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: dmpthuting@saga.co.za



JOE SAMUELS

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

National Certificate in Community Health Work – Level 3

Field:	Health Sciences and Social Services
Sub- field:	Promotive Health and Developmental Services
Level:	3
Credits:	120

Rationale for the qualification:

The South African Government is committed to combining the national human resource development strategy with the rapid upgrading of service delivery to all of the nation's communities.

Integral to this strategy are initiatives to strengthen communities' abilities to empower themselves to participate in the political, economic, social and development spheres of South African life. Two key components in this empowerment are communities' abilities to integrate with and access state services, and their abilities to further the health and wellness of community members.

There is no doubt from the international experience of Community Health Workers (CHW) that they play a vital role in improving basic health status of communities. In South Africa, the important supportive role of CHWs in the provision of health care services has been extensively documented. This contribution is further exemplified in those parts of the country where there is a shortage of professional health workers to provide the necessary health care services based on identified needs.

The Department of Health is leading the implementation of a multi-professional team-based approach to health care delivery, where each member of the team has a defined role to ensure that there is no duplication and overlapping of functions. This process will also ensure that no single member of the team dominates but that different members of the team will lead at different times depending on the services to be rendered.

Purpose of the qualification:

A learner who has achieved this qualification will integrate a range of awareness and competencies to practice the roles of health promoter, health provider and health networker within a community development context.

Learners who complete this qualification will have a better self and social awareness and will possess a range of thinking and problem solving skills. In addition, they will possess the competence required to perform community health functions in a complex developing world context. They will have the skills required for employment by a range of health, social and other sector employers, will be in possession of a recognised qualification and may be eligible for certain credit recognition in various higher education qualifications.

Qualified learners in this field will provide a service that will assist communities to better manage their own health and wellness. They will have the skills to work as a team member and as a provider of support services within a multidisciplinary health care team.

Recipients of this qualification are able to:

- Communicate in a variety of ways
- Use mathematics in real life situations
- Use a personal computer in the workplace
- Apply life skills to real situations
- Provide support to parents, children and the elderly
- Provide support to community members

In addition, recipients may elect to specialise in the following field:

- Provide support to people with disabilities (PWDs)

Practitioners will generally carry out their role within the context of:

- the client's home
- a community care centre
- the broader community

Access to the qualification:

This qualification is open to anyone with access to learning opportunities and work experience in the areas reflected in the exit level outcomes and unit standards. It is advisable that candidates should already have addressed the areas reflected under "learning assumptions" before embarking on learning towards this qualification, although the exact starting point depends on the available resources for learning.

Learning assumptions:

This qualification forms part of a progressive route in ancillary health care and learners starting to learn towards this qualification are assumed to be able to provide home based care, and will require the following competencies:

- Communication at NQF level 2
- Mathematical Literacy at NQF level 2
- Ability to undertake independent learning

Articulation possibilities:

This qualification has been designed and structured so that qualifying learners can move from one context to another. It builds on the National Certificate in Fundamental Ancillary Health Care (Level 2) and acts as a springboard from which learners may progress to other qualifications at level 4 or 5 in related health, development and social care fields.

Structure of the qualification:

The qualification has the following general structure:

The rationale and purpose provides, among other things, a broad description of what holders of the qualification can do. The qualification is further defined by means of a number of Exit Level Outcomes. These ELOs provide a means for candidates to exit the qualification with recognition for clusters of competencies, even if they do not achieve the whole qualification. The ELOs also provide a means to organise the unit standards into coherent clusters, thus facilitating integrated assessment.

Each ELO is further defined by means of the associated unit standards. Some of these unit standards may be indicated as CORE (compulsory), while others may be identified as ELECTIVES, with *rules of combination* provided.

Assessment criteria are provided for each ELO where required, mainly to address the need for evidence of integration of competencies.

Each unit standard contains details of specific outcomes, range statements and assessment criteria, thus making it possible for assessors to judge competence in terms of each unit standard, while at the same time providing possible evidence of integration of competencies.

Qualification Rationale and Purpose									
ELO 1			ELO 2		ELO 3 etc				
US (C)	US (E)	US (E)	US (C)	US (E)	US (C)	US (C)	US (E)	US (E)	
For each unit standard: specific outcomes range statements assessment criteria									

Exit level outcomes:

Exit Level Outcome		Possible credits		
		F*	C*	E*
1.	Communicate in a variety of ways	20		
2.	Use mathematics in real life situations	16		
3.	Use a personal computer in the workplace	10		
4.	Apply life skills to real situations		10	16
5.	Provide support to parents, children and the elderly		14	22
6.	Provide support to community members		28	5
7.	Provide support to disabled people			39
TOTALS		46	52	82
Credits required		46	52	22

* **Note:** F = Fundamentals; C = Core; E = Elective

Rules of combination:**FUNDAMENTAL***Communication*

Candidates are required to achieve all **20 credits** for Communications from the available credits.

Mathematical Literacy

Candidates are required to demonstrate achievement of the **16 credits** for Mathematics unit standards within the context of healthcare provision.

Note: Mathematical Literacy is defined as the ability to apply basic mathematics within a variety of real life contexts.

Computer practice

Candidates are required to achieve all **10 credits** for Communications from the available credits.

CORE:

Candidates must achieve all **52 CORE** credits listed in Exit Level Outcomes

ELECTIVE:

Candidates must achieve at least **22 credits** of their choice from any of the available **ELECTIVE** credits in Exit Level Outcomes. In order to achieve an Exit Level Outcome, candidates must achieve all of the credits for that ELO.

Associated unit standards:

Exit Level Outcome 1: Communicate in a variety of ways				
	NLRD No.	Unit Standard Title	Level	Credits
FUNDAMENTAL	8973	Use language and communication in occupational learning programmes	3	5
	8969	Interpret and use information from texts	3	5
	8968	Accommodate audience and context needs in oral communication	3	5
	8970	Write texts for a range of communicative contexts	3	5

Exit Level Outcome 2: Use mathematics in real life situations				
	NLRD No.	Unit Standard Title	Level	Credits
FUNDAMENTAL	9012	Investigate life and work related problems using data and probability	3	5
	14106	Demonstrate understanding of real and imaginary numbers and real number systems	3	2
	9013	Describe, apply, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts	3	4
	7455	Identify and work with simple forms of complex numbers	3	1
	7460	Use structured models to describe, represent and analyse shape and motion in 2- and 3-dimensional space	3	4

Exit Level Outcome 3: Use a personal computer in the workplace				
	NLRD No.	Unit Standard Title	Level	Credits
FUNDAMENTAL	7570	Produce word processing documents for business	3	5
	7567	Produce and use spreadsheets for business	3	5

Exit Level Outcome 4: Apply life skills to real situations				
	NLRD No.	Unit Standard Title	Level	Credits
CORE	114942	Describe how to manage reactions arising from a traumatic event	3	2
	114952	Apply problem solving techniques to make a decision or solve a problem in a real life context	3	2
	114950	Apply ways of leading in different situations	2	3
	14920	Participate in groups and / or teams to recommend solutions to problems	4	3
ELECTIVE	9926	Coach learners	3	10
		Develop and implement a client ARV treatment plan	4	6

Exit Level Outcome 5: Provide support to parents, children and the elderly				
	NLRD No.	Unit Standard Title	Level	Credits
CORE		Identify and support the abused child	4	6
		Identify children with disabilities in the community	3	8
ELECTIVE		Educate and support parents in childcare	4	12
		Provide support and care to an elderly person	4	10

Exit Level Outcome 6: Provide support to community members				
	NLRD No.	Unit Standard Title	Level	Credits
CORE		Demonstrate knowledge of the provision and implementation of primary health care in the community	4	10
		Implement Health Promotion in the community	4	8
		Provide information about HIV/AIDS and treatment options in community care and support situations	3	6
	12352	Demonstrate knowledge of the roles and responsibilities of a community committee	2	4
ELECTIVE	114937	Explain and apply ways of contributing to community development	3	5

Exit Level Outcome 7: Promote optimal functioning of people with disabilities				
	NLRD No.	Unit Standard Title	Level	Credits
ELECTIVE		Promote optimal functioning of a person with a physical disability	4	21
		Facilitate the optimal functioning of the client with intellectual disability	4	18

Assessment criteria:

For award of the *whole* qualification, candidates must achieve the required number of credits as specified in the rules of combination indicated above, as well as the criteria specified for integrated assessment indicated below.

Should candidates exit the qualification *without completing the whole qualification*, recognition may be given for each Exit Level Outcome achieved. For award of a particular Exit Level Outcome, candidates must achieve:

- all the Core and Elective unit standards associated with the particular Exit Level Outcome as per the specifications contained within each unit standard, and
- the criteria specified for integrated assessment below.

Integrated assessment:

Assessment is not a single event but rather a structured process of gathering evidence and making judgements of the learners' performance in relation to the qualification. A range of formative and summative methods can be used in assessing learners, this may include:

- Written and oral tests/examinations
- Case studies and assignments
- Role play and simulation sessions
- Written reports/work plans
- Peer group review
- Feedback from clients

Assessment should be carried out at regular intervals as well as at the end of the periods of study and should be offered in an integrated way. It is envisaged that learners will work at more than one unit standard at a time.

Assessment will take place according to the detailed specifications indicated in the unit standards associated with each exit level outcome (see "associated unit standards" above).

Over and above the achievement of the specified unit standards, evidence of integration will be required as per the following broad criteria, all within the context of workplace activities.

Assessors should note that the evidence of integration (as below) could well be presented by candidates when being assessed against the unit standards – thus there should not necessarily be separate assessments for each unit standard and then further assessment for

integration. Well designed assessments should make it possible to gain evidence against each unit standard while at the same time gain evidence of integration.

Candidates must demonstrate the ability to engage in the operations selected in an integrative way, dealing with divergent and "random" demands related to these work operations, effectively. Evidence is required that the candidate is able to achieve the purpose of the qualification as a whole at the time of the award of the qualification. Integration of skills will be demonstrated through the achievement of the core operational standards.

Criteria for integrative assessment of generic competence includes:

Exit Level Outcome 1: Communicate in a variety of ways

- Oral communication is maintained and adapted as required to promote effective interaction in a work context.
- Information is accessed from standing instructions, visual information and a range of other workplace texts and responses where required are appropriate to the context.
- Written communication is clear and unambiguous and at an appropriate level for designated target audiences.

Exit level Outcome 2: Use mathematics in real life situations

- Mathematical functions are used correctly to solve routine workplace problems and tasks.
- Physical quantities are calculated and measured.
- Community statistics are calculated and reported.

Exit level Outcome 3: Use a personal computer in the workplace

- Word processing documents are produced
- Spreadsheets are produced

Exit level Outcome 4: Apply life skills to real situations

- Traumatic events are dealt with
- Individual and group problem solving techniques are applied to solve real problems
- Leadership ability is demonstrated

Exit level Outcome 5: Provide support to parents, children and the aged

- Parents are educated in childcare
- Abused children are identified and supported
- Children with disabilities are identified and referred
- Elderly people are supported and cared for

Exit level Outcome 6: Provide support to community members

- Primary health care is provided to communities
- Health promotion is conducted in the community
- The roles and responsibilities of a community committee are identified and explained
- Contributions to community development are identified

Exit level Outcome 7: Provide support to people with disabilities

- People with a physical disability are supported
- People with an intellectual disability are supported

Assessment principles:

Assessment should be in accordance with the following general and specific principles:

- The initial assessment activities should focus on gathering evidence in terms of the main outcomes expressed in the titles of the unit standards to ensure assessment is integrated rather than fragmented. Where assessment at title level is unmanageable, then the

assessment can focus on each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.

- Evidence must be gathered across the entire range specified in each unit standard, as applicable. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to prove that the candidate is able to perform in the real situation.
- All assessments should be conducted in accordance with the following universally accepted principles of assessment:
 - # use appropriate, fair and manageable methods that are integrated into real work-related or learning situations;
 - # judge evidence on the basis of its validity, currency, authenticity and sufficiency; and
 - # ensure assessment processes are systematic, open and consistent.

Recognition of prior learning:

This qualification can be achieved wholly or in part through recognition of prior learning in terms of the defined exit level outcomes and/or individual unit standards.

Evidence can be presented in various ways, including international and/or previous local qualifications, products, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

All such evidence will be judged in accordance with the general principles of assessment described above and the requirements for integrated assessment.

Accreditation and Moderation:

1. Providers offering learning towards achievement of any of the unit standards that make up this qualification must be accredited through the HWSETA.
2. Internal moderation of assessment must take place at the point of assessment with external moderation or verification being provided by the HWSETA.

Registration of assessors:

Assessors registered with HWSETA must carry out the assessment of candidates for any of the unit standards that make up this qualification. The following criteria are specified for assessors of this qualification:

- Be a professional person
- Be suitably qualified at a minimum of NQF level 5
- Be experienced in the fields of primary health care and community development
- Have appropriate experience and understanding of assessment theory, processes and practices.
- Have good interpersonal skills and ability to balance the conflicting requirements of the interests of the learner, the provider and the employer.

Critical cross-field outcomes:

This qualification addresses the following critical cross-field outcomes, as detailed in the unit standards – See paragraph 11 above:

- a) Identifying and solving problems in which responses indicate that responsible decisions using critical and creative thinking have been made.
[ELO 2; ELO 4; ELO 5; ELO 6; ELO 7]
- b) Working effectively with others as a member of a team, group, organisation or community.
[ELO 5; ELO 6; ELO 7]
- c) Organising and managing oneself and one's activities responsibly and effectively.

- [ELO 4; ELO 5; ELO 6; ELO 7]
- d) Collecting, analysing, organising and critically evaluating information.
[ELO 3; ELO 4]
- e) Communicating effectively using visual, mathematical and/or language skills in the modes of oral/written persuasion.
[ELO 1; ELO 5; ELO 6; ELO 7]
- f) Using science and technology effectively and critically, showing responsibility towards the environment and health of others.
[ELO 3; ELO 7]
- g) Demonstrating and understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.
[ELO 4; ELO 5; ELO 6; ELO 7]

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

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

International comparability:

This qualification is unique to South Africa and is appropriate for the unique requirements in this country as well as neighbouring (SADC) and other third-world countries.

Qualification Summary – National Certificate In Community Health Work – Level 3

Fundamental – 46 credits required			
NLRD	Title	Level	Credits
8973	Use language and communication in occupational learning programmes	3	5
8969	Interpret and use information from texts	3	5
8968	Accommodate audience and context needs in oral communication	3	5
8970	Write texts for a range of communicative contexts	3	5
9012	Investigate life and work related problems using data and probability	3	5
14106	Demonstrate understanding of real and imaginary numbers and real number systems	3	2
9013	Describe, apply, analyse and calculate shape and motion in 2- and 3-dimensional space in different contexts	3	4
7455	Identify and work with simple forms of complex numbers	3	1
7460	Use structured models to describe, represent and analyse shape and motion in 2- and 3-dimensional space	3	4
7570	Produce word processing documents for business	3	5
7567	Produce and use spreadsheets for business	3	5
TOTAL Possible			46
Core – all 52 credits required			
NLRD	Title	Level	Credits
114942	Describe how to manage reactions arising from a traumatic event	3	2
114952	Apply problem solving techniques to make a decision or solve a problem in a real life context	3	2
114950	Apply ways of leading in different situations	2	3
14920	Participate in groups and / or teams to recommend solutions to problems	4	3
	Identify and support the abused child	4	6
	Demonstrate knowledge of the provision and implementation of primary health care in the community	4	10
	Implement Health Promotion in the community	4	8
	Provide information about HIV/AIDS and treatment options in community care and support situations	3	6
	Identify children with disabilities in the community	3	8
12352	Demonstrate knowledge of the roles and responsibilities of a community committee	2	4
TOTAL			52
Elective – any 22 credits required			
NLRD	Title	Level	Credits
114937	Explain and apply ways of contributing to community development	3	5
9926	Coach learners	3	10
	Promote optimal care and support of a person with a physical disability	4	21
117016	Display a critical understanding of the preventive measures to reduce the potential impact of disasters	3	16
	Educate and support parents in childcare	4	12
	Provide care and support to an elderly person	4	10
	Facilitate the optimal functioning of the client with intellectual disability	4	18
	Develop and implement a client ARV treatment plan	4	6
			22

UNIT STANDARD TITLE: Identify and support the abused child

LEVEL: 4**CREDITS:** 6**FIELD:** Health Science and Social Service**SUB-FIELD:** Promotive Health and Developmental Services**PURPOSE OF THE UNIT STANDARD:**

This unit standard is for health workers who may come across abused children in the course of their work.

People credited with this unit standard are able to:

- Describe and identify the various forms and symptoms of child abuse;
- Facilitate disclosure and reporting of child abuse; and
- Provide support to the abused child.

LEARNING ASSUMED TO BE IN PLACE:

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

- The ability to communicate in the language of the community

RANGE STATEMENTS:

For award of this unit standard, learners are required to identify the possibility of child abuse through observed cases at clinic level. Support is to be provided under supervision.

Assessment of this unit standard may include observed roleplay on facilitating disclosure, testimonies from co-workers who mentor the learner, and a portfolio of evidence which includes a case that has been assigned to the learner, with all the relevant documentation

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**SPECIFIC OUTCOME 1:**

Describe and identify the various forms and symptoms of child abuse

Range: *physical, emotional and behavioural symptoms*

Assessment criteria:

- 1.1 Descriptions of various forms of child abuse are consistent with prevailing literature and highlight the spectrum of forms of abuse.
- 1.2 Descriptions outline the different ways in which child abuse is typically presented.
- 1.3 Descriptions of symptoms are consistent with prevailing literature and links are made between symptoms and possible forms of abuse.
- 1.4 The possibility of child abuse is identified in terms of presenting symptoms and possible form/s of abuse.

SPECIFIC OUTCOME 2:

Facilitate disclosure and reporting of child abuse

Assessment criteria:

- 2.1 Disclosure is facilitated in a non-threatening manner.
- 2.2 Disclosure is facilitated according to established protocols and upholds current legislation pertaining to Child Care.
- 2.3 The timing of disclosure and reporting is appropriate to the situation and promotes the well-being of the child.
- 2.4 Abuse is reported to the relevant authorities according to established procedures, using appropriate documentation.

SPECIFIC OUTCOME 3:

Provide support to the abused child

ASSESSMENT CRITERIA:

- 3.1 Referrals are made where necessary and to the appropriate resources.
- 3.2 Referrals are made in relation to clearly identified needs.
- 3.3 Support is provided in an ongoing and holistic manner.
- 3.4 The nature of the support provided is in keeping with the identified needs, and makes effective use of identified resources.
- 3.5 Support is provided in line with established protocols and current legislation pertaining to Child Care.

ACCREDITATION AND MODERATION OPTIONS:

- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA.
- Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider through the relevant ETQA by SAQA.
- Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines in the relevant qualification and the agreed ETQA procedures

NOTES:**Critical cross-field outcomes:**

This unit standard addresses the following critical cross-field outcomes:

- Work effectively in a team using critical and creative thinking: *working with clients and other relevant parties to identify child abuse.*
- Organize and manage oneself and one's activities: *preparing for, carrying out and recording child abuse reporting.*
- Communicate effectively: *engaging with abused children, local resources and relevant authorities.*

- Understand the world as a set of inter-related parts of a system: *understanding the impact of child abuse on individuals and communities*
- Be culturally and aesthetically sensitive across a range of social contexts: *engage with a variety of clients in a culturally sensitive manner.*

Essential embedded knowledge:

Essential embedded knowledge will be assessed through assessment of the specific outcomes in terms of the stipulated assessment criteria. Candidates are unlikely to achieve all the specific outcomes, to the standards described in the assessment criteria, without knowledge of the listed embedded knowledge. This means that for the most part, the possession or lack of the knowledge can be directly inferred from the quality of the candidate's performance. Where direct assessment of knowledge is required, assessment criteria have been included in the body of the unit standard.

The following embedded knowledge is addressed in an integrated way in the unit standard:

- Forms and symptoms of child abuse;
- Current legislation pertaining to Child Care;
- Protocols for reporting abuse.

UNIT STANDARD TITLE: Demonstrate knowledge of the provision and implementation of primary health care within the community

LEVEL: 4**CREDITS:** 10**FIELD:** Health Sciences and Social Services**SUB-FIELD:** Promotive and Developmental Services**PURPOSE OF THE UNIT STANDARD:**

This unit standard will enable a community health worker to facilitate and assist in the provision of Primary Health Care (PHC) based on the Primary Health Care Approach within the community.

People credited with this unit standard are able to:

- Demonstrate an understanding of the Health Care System in South Africa
- Demonstrate an understanding of the Primary Health Care approach
- Implement measures to prevent and control prevailing health problems

RANGE STATEMENT:

Primary Health Care includes but is not limited to:

- Education about prevailing health problems and methods of preventing and controlling them
- Promotion of food supply and proper nutrition
- An adequate supply of safe water and basic sanitation
- Maternal and child health care, family planning including basic understanding of treatment for HIV infection available in the community
- Immunization against major infectious diseases
- Prevention and control of locally endemic diseases
- Appropriate treatment of common diseases and injuries
- Access to essential drugs
- Mental health

The Primary Health Care approach includes:

- Universal accessibility and coverage in relation to need
- Appropriate technology
- Cost effectiveness
- Community and individual participation and self reliance
- Inter-sectoral action for health and development

LEARNING ASSUMED TO BE IN PLACE:

The credit calculation for this unit standard is based on the assumption that learners are already competent in terms of being able to assess the interrelationship between the individual, the family and the community in terms of Primary Health Care Issues.

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**SPECIFIC OUTCOME 1: -**

Demonstrate an understanding of the Health Care System in South Africa

ASSESSMENT CRITERIA:

1.1 The Health Care System is described in terms of National and Provincial Health Legislation.

1.2 The structures and functions of provincial, district and local health care are explained in terms of current legislation.

1.3 Access to health care is explained in terms of establishments, facilities and services.

SPECIFIC OUTCOME 2:

Demonstrate an understanding of the Primary Health Care approach

ASSESSMENT CRITERIA:

2.1 The concept of Primary Health Care approach is explained in terms of its principles as they apply to the community.

2.2 The differences between Primary Health Care as a level of care and the Primary Health Care approach as the basis for all health care are explained.

2.3 Structures for community involvement in health are explained in terms of their role and function.

Range: hospital boards, provincial consultative bodies, district health council, community health centres / clinic committees

2.4 The importance of inter-sectoral collaboration is explained in terms of improved health and the development of the community

SPECIFIC OUTCOME 3

Implement measures to prevent and control prevailing health problems

ASSESSMENT CRITERIA:

3.1 Prevailing health problems in the community are identified through the involvement of the existing community health structures.

3.2 Factors that contribute to prevailing health problems are identified and explained in terms of the community and environment.

3.3 Preventive measures to control health problems in the community are implemented and promoted in collaboration with the relevant sectors.

ACCREDITATION PROCESS AND MODERATION OPTIONS:

1. Anyone assessing the learner against this unit standard must be registered as an assessor with the relevant ETQA.
2. Any institution offering learning that will enable achievement of this unit standard must be registered with the HWSETA.
3. The moderation of this standard will also be conducted by the HWSETA.

CRITERIA FOR ASSESSMENT

Assessors should keep the following general principles in mind when designing and conducting assessment against this unit standard:

- Focus the assessment activities on gathering evidence in terms of the main outcome expressed in the title to ensure assessment is integrated rather than fragmented. Remember we want to declare the person competent in terms of the title. Where assessment at title level is

unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes.

- Make sure evidence is gathered across the entire range, wherever it applies. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to show the candidate is able to perform in the real situations.
- Do not focus the assessment activities on each assessment criterion. Rather make sure the assessment activities focus on outcomes and are sufficient to enable evidence to be gathered around all the assessment criteria.
- The assessment criteria provide the specifications against which assessment judgement should be made. In most cases, knowledge can be inferred from the quality of the performances, but in other cases, knowledge and understanding will have to be tested through questioning techniques. Where this is required, there will be assessment criteria to specify the standard required.
- The task of the assessor is to gather sufficient evidence, of the prescribed type and quality, as specified in this unit standard, that the candidate can achieve the outcomes again and again and again. This means assessors will have to judge how many repeat performances are required before they believe the performance is reproducible.
- All assessment should be conducted in line with the following well documented principles of assessment: appropriateness, fairness, manageability, integration into work or learning, validity, direct, authentic, sufficient, systematic, open and consistent.

NOTES:

1. CRITICAL CROSS-FIELD OUTCOMES: -

1. Identify and solve problems using critical and creative thinking
2. Collect, analyse, organise, and critically evaluate information
3. Communicate effectively with all relevant stake holders
4. Use mathematics to analyse, describe, and represent realistic situations and to solve problems relevant in the community
5. Demonstrate an understanding of the world as a set of related systems: in respect of South African Health Care System and Primary Health Care approach

2. ESSENTIAL EMBEDDED KNOWLEDGE:

Learners should be able to understand and explain:

1. Attributes, descriptions, characteristics and properties
 - Communication skills needed to communicate effectively with the community
 - Attitudes needed to communicate effectively with the community
2. Sensory cues:
 - To identify needs and problems
3. Events, causes and effects, implications of:
 - Common diseases and priorities including danger signs
4. Categories:
 - Non communicable diseases
 - Communicable diseases

- 5. Procedures and techniques:
 - Health care procedures
- 6. Regulations, Legislation, agreements, policies, standards:
 - Local protocols
- 7. Theory, rules, principles, laws:
 - Cause and effect
- 8. Relationships, system:
 - Between individuals, families and community
 - Referrals and networking
 - Structure of district health team

2. SUPPLEMENTARY REQUIREMENTS

UNIT STANDARD JUSTIFICATION:

CREDITS

Total hours required by the learner to achieve the required outcomes:

ACTIVITY	HOURS
Classroom Learning	40
On-the-job Learning	20
Self Directed Learning	20
Coaching Required	20
TOTAL	100

CREDITS ACHIEVED: 10

UNIT STANDARD TITLE: Implement Health Promotion in the community

LEVEL: 4**CREDITS:** 8**FIELD:** Health Sciences and Social Services**SUBFIELD:** Promotive and Developmental Services**PURPOSE OF THE UNIT STANDARD:**

This unit standard is for persons required to implement Health Promotion within a context of community health.

People credited with this unit standard are able to:

- Describe and explain Health Promotion in the South African and Global Context
- Identify the major causes of ill health in South Africa
- Conduct research in the area of Health Promotion
- Identify the importance of behavioural change
- Explain the relationship between Health Policy and Health Promotion
- Describe and explain the role of Advocacy in Health Promotion
- Plan, implement and evaluate Health Promotion projects with the community.

LEARNING ASSUMED TO BE IN PLACE:

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

- Participate in health promotion activities

RANGE STATEMENTS:

The scope of this Unit Standard is limited to knowledge pertaining to Health Promotion within the context of the learner's everyday work.

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**SPECIFIC OUTCOME 1:**

Describe and explain Health Promotion in the South African and Global Context

ASSESSMENT CRITERIA:

- 1.1. The importance of Primary Health Care in South Africa is described and explained in terms of the Alma Ata Declaration
- 1.2. Health Promotion is described and explained in terms of the Ottawa 1986 Charter for Health Promotion and Jakarta Declaration 1997.
- 1.3. Specific issues pertinent to South African health are explained in terms of how they fit into the global picture.
- 1.4. The spread of communicable disease is identified in terms of local and international risk.

SPECIFIC OUTCOME 2:

Identify the major causes of ill health in South Africa

ASSESSMENT CRITERIA:

- 2.1 The causes and incidence of ill health are identified in terms of social and economic aspects.

Range: *Ill health includes chronic, communicative and communicable diseases for both physical and mental health*

- 2.2 The effect of low literacy levels and poverty in South Africa is explained in terms of the impact on the spread of infection and disease.

- 2.3 The impact of South African lifestyles on the spread of infection and disease is explained in terms of living conditions.

SPECIFIC OUTCOME 3:

Conduct research in the area of Health Promotion.

Range: *Research relates to community mapping, surveys and data collection*

ASSESSMENT CRITERIA:

- 3.1 The importance of accurate information for Health Promotion is identified in terms of providing correct statistics and making appropriate recommendations.

- 3.2 Data is collected through a community survey and a situational analysis.

- 3.3 Research skills are applied in obtaining the relevant data.

Range: *Research skills include interviewing, listening and observation skills, questionnaire development, simple analysis of information, report writing.*

- 3.4 The data acquired is sorted in terms of qualitative and quantitative research.

SPECIFIC OUTCOME 4:

Identify the importance of behavioural change

Range: *behavioural change includes knowledge, motivation, change in attitude*

ASSESSMENT CRITERIA:

- 4.1 The role of information, education and communication in Health Promotion is explained in terms of its effect on behaviour change.

- 4.2 The way in which behaviour change happens is explained in terms of the effect on the client.

- 4.3 Behaviour change is described in terms of the link between Health Promotion and Health Education.

SPECIFIC OUTCOME 5:

Explain the relationship between Health Policy and Health Promotion

Range: *Policies relevant to learners' context*

ASSESSMENT CRITERIA:

- 5.1 The concept of Health Policy is explained in terms of its importance in community health in South Africa.
- 5.2 Health policies are explained in terms of their relevance to specific situations.
- 5.3 The role of policy makers is explained in terms of the development of health policy.
- 5.4 The role of stakeholders is explained in terms of implementation of health policy.
- 5.5 The relationship between Health Policy and Health Promotion is explained in terms of the focus and outcomes.

SPECIFIC OUTCOME 6:

Describe and explain the role of Advocacy in Health Promotion.

ASSESSMENT CRITERIA:

- 6.1 The term Advocacy is explained in terms of its definition and role in health promotion.
- 6.2 The tools of Advocacy are explained in terms of lobbying on issues

SPECIFIC OUTCOME 7:

Plan, implement and evaluate Health Promotion projects with the community.

ASSESSMENT CRITERIA:

- 7.1 The health promotion project plan is realistic and takes into consideration the community requirements and resources available.
- 7.2 The project plan is implemented in accordance with the project plan guidelines.
- 7.3 The project plan is completed in accordance with agreed time schedules.
- 7.4 The project plan is evaluated on completion in terms of its suitability and the results achieved.
- 7.5 Recommendations are made that will improve the project in future applications.

ACCREDITATION AND MODERATION OPTIONS:

1. Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA.
2. Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider by HEWSETA.
3. Moderation of assessment will be overseen by the ETQA according to the moderation guidelines in the relevant qualification and the agreed ETQA procedures.

NOTES:

1. **CRITICAL OUTCOMES**

The following critical outcomes are addressed in this unit standard

- 1.1. Identifying and solving problems: Assessment Criteria 1.1, 5.3, 6.2.
Recognising major causes of ill health in South Africa and apply appropriate Advocacy and Project Planning Skills
- 1.2. Working effectively with others: Assessment Criteria 2.1. , 2.2. , 2.3. , 3.1. , 3.4.
- 1.3. Organising and managing oneself: Assessment Criteria 2.2. , 2.4. , 5.3, 6.1.
- 1.4. Collecting, analysing, organising and critically evaluating information: Assessment Criteria 2.2, 2.3. 2.4.
- 1.5. Communicating effectively: Assessment Criteria 2.1. , 3.1. , 3.3. , 3.4. , 4.1. , 5.1. , 5.2.
- 1.6. Using Science and Technology effectively: Assessment Criteria 5.2. , 2.3. , 2.4.
- 1.7. Demonstrating and understanding of the world as a set of related systems: Assessment Criteria 1.3. , 4.1. , 4.2.
- 1.8. Contributing to full personal development: Assessment Criteria 1.4. , 2.1. , 3.2.

2. ESSENTIAL EMBEDDED KNOWLEDGE

Essential embedded knowledge will be assessed through assessment of the specific outcomes in terms of the stipulated assessment criteria. Candidates are unlikely to achieve all the specific outcomes, to the standards described in the assessment criteria, without knowledge of the listed embedded knowledge. This means that for the most part, the possession or lack of the knowledge can be directly inferred from the quality of the candidate's performance. Where direct assessment of knowledge is required, assessment criteria have been included in the body of the unit standard.

The following embedded knowledge is addressed in an integrated way in the unit standard:

- Major causes of ill health in South Africa
- Health Promotion in South Africa
- Interviewing, listening, observation, analysing and report writing skills
- The role of Behaviour Change in Health Promotion
- The role of Education in Health Promotion
- Understanding Health Policy
- Understanding Advocacy

UNIT STANDARDS JUSTIFICATION

Total hours required by the learner to achieve the required outcomes:

Activity	Hours
Classroom learning	30
On-the-job learning	30
Self directed learning	15
Coaching required	5
Other	
TOTAL	80

CREDITS ACHIEVED: 8

UNIT STANDARD TITLE: Provide information about HIV and AIDS and treatment options in community care and support situations

LEVEL: 3
CREDITS: 6
FIELD: Health Sciences and Social Services
SUB-FIELD: Preventive Health

PURPOSE OF THE UNIT STANDARD:

This unit standard is for health workers and lay counsellors working with people who are infected and affected by HIV and AIDS.

People credited with this unit standard can:

- Describe the rights of people who are infected and affected by HIV and AIDS
- Explain to clients the importance of knowing their HIV status and the implications of taking a test for HIV
- Explain ways to reduce the transmission of HIV from a pregnant HIV positive woman to her child
- Explain post-exposure prophylaxis
- Explain early treatment for opportunistic infections
- Discuss access to antiretroviral therapy (ART) and the advantages and disadvantages of taking this treatment

LEARNING ASSUMED TO BE IN PLACE:

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

- Apply accurate information about HIV and AIDS to everyday life

RPL: The learner who has worked in the field and requests an RPL assessment will be required to meet the criteria set out under the assessment criteria and assessment notes in this standard.

RANGE STATEMENT:

The learner must have a clear understanding of all relevant information regarding voluntary counselling and testing (VCT), post-exposure prophylaxis (PEP) and anti-retrovirals (ARVs) and knowledge of the available local resources for all of these.

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**SPECIFIC OUTCOME 1:**

Describe the rights of people who are infected and affected by HIV and AIDS.

Range: human rights, health rights and workplace rights

ASSESSMENT CRITERIA:

1.1 Descriptions of human rights are in line with the SA Bill of rights.

- 1.2 Descriptions of health rights cover the continuum of care including voluntary counselling and testing (VCT), access to prophylaxis, treatment for opportunistic infections and antiretroviral therapy (ART).
- 1.3 Descriptions concerning the access to grants are in line with established procedures.

SPECIFIC OUTCOME 2:

Explain to clients the importance of knowing their HIV status and the implications of taking a test for HIV

ASSESSMENT CRITERIA:

- 2.1. Explanations clarify the benefits of knowing one's HIV status.
- 2.2. Explanations inform clients of where to go for an HIV test and the process that is followed when an HIV test is taken.
- 2.3. Explanations clarify the health implications of a negative HIV-test result.
- 2.4. Explanations clarify the social and health implications of a positive HIV-test result.
- 2.5. Explanations define the confidentiality requirements of the results of the test.

SPECIFIC OUTCOME 3

Explain ways to reduce the transmission of HIV from a pregnant HIV positive woman to her child

ASSESSMENT CRITERIA:

- 3.1. The importance of ante-natal testing for HIV is explained in terms of the rights of pregnant women to pre-and post-test counselling.
- 3.2. Ways to reduce the risk of mother-to-child transmission are identified in terms of continued protection, safer birthing methods and feeding options.
- 3.3. Treatment options for pregnant women are explained in terms of the risks and benefits to both the mother and the child.

SPECIFIC OUTCOME 4:

Explain post-exposure prophylaxis (PEP).

ASSESSMENT CRITERIA:

- 4.1. Explanations highlight the benefits of the treatment programme.
- 4.2. Explanations clarify the timing, location and method of the PEP treatment.
- 4.3. Barriers to treatment are discussed with reference to distance, transport and availability of drugs.
- 4.4. Descriptions are provided of where and how PEP can be accessed, with reference to the patient's rights.

SPECIFIC OUTCOME 5

Explain early treatment for opportunistic infections

ASSESSMENT CRITERIA:

- 5.1. Common opportunistic and AIDS-defining illnesses are identified according to the different stages of HIV and AIDS
- 5.2. Explanations provide clarity on the reasons for early detection of opportunistic infections in terms of treatment and results.
- 5.3. The patient's rights are explained in terms of being treated with dignity and respect.
- 5.4. The patient's right to access appropriate medicine for his/her illness is explained in terms of relevant legislation.
- 5.5. The importance of adhering to the course of medicine is explained in terms of the long term results. Possible side effects are explained and how to deal with them.
- 5.6. Barriers to effective health care are explained in terms logistical arrangements.
Range: *Logistical arrangements include the place of treatment and the method of accessing the location*

SPECIFIC OUTCOME 6:

Discuss access to antiretroviral therapy and the advantages and disadvantages of treatment.

ASSESSMENT CRITERIA:

- 6.1. Highly active antiretroviral therapy (HAART) is discussed in terms of being a life-long programme of a combination of drugs that must be correctly taken.
- 6.2. ART is discussed in the context of the government's comprehensive treatment plan for HIV and AIDS.
- 6.3. HAART government programmes are discussed in terms of support provided and ways to access this support.
- 6.4. The discussion includes benefits and disadvantages of Antiretroviral therapy.
- 6.5. The Viral load and CD 4 count are clearly and accurately explained in a level of language appropriate to the client.
- 6.6. The importance of support is explained in terms of the roles of the doctor, the health worker and family/friends.

ASSESSMENT NOTES:

Assessment should include:

- Portfolio of evidence

ACCREDITATION AND MODERATION OPTIONS:

- i) Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA.
- ii) Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider through the relevant ETQA by SAQA.

- iii) Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines in the relevant qualification and the agreed ETQA procedures

NOTES:

1. CRITICAL OUTCOMES

The following crossfield outcomes have been met by this unit standard:

- 1.1 Identify and solve problems. *Assessment Criteria: 5.6*
- 1.2 Organise and manage output of activities. *Assessment Criteria: 5.2, 5.3*
- 1.3 Collect, organise and evaluate information and resources. *Assessment Criteria: 3.2, 3.3, 4.1, 5.1*
- 1.4 Communicate effectively and interact with a variety of people. *Assessment Criteria: 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 4.1, 4.2, 4.3, 4.4*
- 1.5 Demonstrate an understanding of the world as a set of related systems. *Assessment Criteria: 4.4, 5.4, 5.5, 5.6, 6.1, 6.2, 6.3*

2. ESSENTIAL EMBEDDED KNOWLEDGE

Essential embedded knowledge will be assessed through assessment of the specific outcomes in terms of the stipulated assessment criteria. Candidates are unlikely to achieve all the specific outcomes, to the standards described in the assessment criteria, without knowledge of the listed embedded knowledge. This means that for the most part, the possession or lack of the knowledge can be directly inferred from the quality of the candidate's performance. Where direct assessment of knowledge is required, assessment criteria have been included in the body of the unit standard.

3. SUPPLEMENTARY INFORMATION:

SPECIFIED REQUIREMENTS

Specified requirements include

SITE SPECIFIC

- Guidelines for scope of practise of the Ancillary Health Care (AHC) Worker
- Local treatment protocols
- NDOH Guidelines for comprehensive Care and Support

UNIT STANDARD JUSTIFICATION:

CREDITS

Total hours required by the learner to achieve the required outcomes:

Activity	Hours
Classroom learning	18
On-the-job learning	22
Self directed learning	8
Coaching required	6
Other: Site visits and clinical accompaniment	6
TOTAL	60

CREDITS ACHIEVED: 6

UNIT STANDARD TITLE: Identify children with disabilities in the community

LEVEL:	3
CREDITS:	8
FIELD:	Health Sciences and Social Services
SUBFIELD:	Rehabilitative Health Services

PURPOSE OF THE UNIT STANDARD:

This unit standard is to equip health workers with knowledge and skills to identify and refer children with disabilities for appropriate intervention.

People credited with this unit standard are able to:

- Identify normal development of an infant from 0-3 months
- Identify physical development expectations of an infant from 3-6 months
- Identify physical and cognitive development expectations of an infant from 6-24 months
- Identify the developmental stages and emotional needs of children from 2 years to adolescence
- Obtain information about a child from a caregiver
- Identify and locate children with disabilities in the community
- Demonstrate knowledge of the resources for referral

LEARNING ASSUMED TO BE IN PLACE:

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

- Create an awareness within a community for a disability friendly and inclusive environment
- Apply active listening skills in a care and support situation

RANGE STATEMENTS:

The health worker must have knowledge of the developmental stages of a child from birth to adolescence so as to identify any deviation from the norm and refer for early intervention.

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**SPECIFIC OUTCOME 1:**

Identify normal development of an infant from 0-3 months

ASSESSMENT CRITERIA:

- 1.1 The five senses of an infant from 0-3 months are tested and compared to normal development charts.
- 1.2 Reflexes of an infant from 0-3 months are tested and compared to normal development charts.

- 1.3 Tests are conducted in accordance with standard examination procedures and do not cause undue stress on the infant.
- 1.4 Signs of abnormal development are identified and reported to relevant people in accordance with agreed procedures.
Range: *Abnormal development includes disability at birth*
- 1.5 Developmental milestones in an infant from 0-3 months are identified in terms of the normal sequence of development.

SPECIFIC OUTCOME 2:

Identify physical development expectations of an infant from 3-6 months

ASSESSMENT CRITERIA:

- 2.1. Developmental milestones in an infant from 3-6 months are identified in terms of the normal sequence of development.
- 2.2. Environmental factors influencing the infant are identified in terms of normal developmental awareness.
- 2.3. Methods of stimulating development through the environment are identified in terms of direct and indirect factors.
- 2.4. Common infant infections are identified in terms of potential causes of physical or mental disabilities.

SPECIFIC OUTCOME 3

Identify physical and cognitive development expectations of an infant from 6-24 months

ASSESSMENT CRITERIA:

- 3.1. Developmental milestones in an infant from 6-24 months are identified in terms of the normal sequence of development.
Range: *Development includes physical and cognitive development*
- 3.2. Normal development is identified in accordance with infant development charts.
- 3.3. Cognitive and physical development is tested and compared to normal development charts.
- 3.4. Signs of abnormal development are identified and reported to relevant people in accordance with agreed procedures.
- 3.5. The importance of physical and mental stimulation from birth is explained in terms of the effect on infant development.

SPECIFIC OUTCOME 4:

Identify the developmental stages and emotional needs of children from 2 years to adolescence

ASSESSMENT CRITERIA:

- 4.1 Developmental milestones in a child from 2 years to adolescence are identified in terms of the normal sequence of development.

Range: *Development includes physical, cognitive and emotional development*

- 4.2 The emotional needs of the developing child are identified in terms of the different stages of development.
- 4.3 Normal childhood development is explained in terms of developmental stages and the physical and emotional needs associated with each stage.
- 4.4 Abnormal childhood development is identified and reported to relevant people in accordance with agreed procedures.
- 4.5 Common abnormalities in childhood development are explained in terms of signs and symptoms, and interventions.

Range: *Common abnormalities include, but are not limited to cerebral palsy, intellectual disabilities, visual impairments, hearing impairments, albinism.*

SPECIFIC OUTCOME 5:

Obtain information about a child from a caregiver

ASSESSMENT CRITERIA:

- 5.1 Relationships with caregivers are established in terms of open communication and trust.
- 5.2 An interview schedule is prepared to obtain required information from a caregiver.
- 5.3 Interviews are conducted in a format that sets the caregiver at ease and ensures that all relevant information is supplied.
- 5.4 The information obtained during the interview is recorded in accordance with agreed reporting requirements.

SPECIFIC OUTCOME 6:

Identify and locate children with disabilities in the community

ASSESSMENT CRITERIA:

- 6.1 Meetings with relevant community members are planned in accordance with agreed time schedules.
- 6.2 Participatory appraisal techniques are applied to identify the homes of children with disabilities.
- 6.3 Information gathered is recorded and reported to relevant people in accordance with relevant legislation and policy requirements.

SPECIFIC OUTCOME 7:

Demonstrate knowledge of the resources for referral.

ASSESSMENT CRITERIA:

- 7.1 The importance of early detection and intervention of children with disabilities is explained in terms of the severity of the impairment and coping with it.
- 7.2 Facilities available to assist children with disabilities are identified in terms of the assistance provided.

- 7.3 Resources for providing the care and support for children with disabilities are identified in terms of the particular needs.

Range: *Social security grants and assistive devices*

ACCREDITATION AND MODERATION OPTIONS:

1. Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA.
2. Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider by HWSETA.
3. Moderation of assessment will be overseen by the ETQA according to the moderation guidelines in the relevant qualification and the agreed ETQA procedures.

NOTES:

1. CRITICAL OUTCOMES

The following critical outcomes are addressed in this unit standard

- 1.1. Identifying and solving problems: *Assessment Criteria 1.4, 2.4, 3.4, 4.4*
- 1.2. Working effectively with others: *Assessment Criteria 1.1, 1.2, 1.3*
- 1.3. Organising and managing oneself: *Assessment Criteria 1.5, 2.1, 3.1, 4.1*
- 1.4. Collecting, analysing, organising and critically evaluating information: *Assessment Criteria 1.1, 1.2, 1.4, 1.5, 2.1, 3.1, 4.1*
- 1.5. Communicating effectively: *Assessment Criteria 1.4, 4.4*
- 1.6. Using Science and Technology effectively: *Assessment Criteria 1.1, 1.2, 1.3, 2.3, 3.3*
- 1.7. Demonstrating and understanding of the world as a set of related systems: *Assessment Criteria 1.5, 2.1, 2.2, 3.1, 3.5, 4.1, 4.3, 5.1*
- 1.8. Contributing to full personal development: *Assessment Criteria 2.3, 3.5, 4.5, 5.1*

2. ESSENTIAL EMBEDDED KNOWLEDGE

Essential embedded knowledge will be assessed through assessment of the specific outcomes in terms of the stipulated assessment criteria. Candidates are unlikely to achieve all the specific outcomes, to the standards described in the assessment criteria, without knowledge of the listed embedded knowledge. This means that for the most part, the possession or lack of the knowledge can be directly inferred from the quality of the candidate's performance. Where direct assessment of knowledge is required, assessment criteria have been included in the body of the unit standard.

The following embedded knowledge is addressed in an integrated way in the unit standard:

- Major causes of disablement in an infant
- Methods of conducting tests on infants
- Signs of normal and abnormal development
- Environmental factors affecting child development
- Developmental milestones
- Resources to address disability requirements

UNIT STANDARD TITLE: Promote optimal care and support of a person with a physical disability

LEVEL: 4

CREDITS: 21

FIELD: Health Sciences and Social Services

SUB-FIELD: Rehabilitative Health Services

PURPOSE:

This unit standard will be useful to people who are required to care for people with a physical disability. Care may take place in the home or in a facility.

People credited with this unit standard are able to:

- Demonstrate knowledge of disabilities
- Conduct a needs analysis of the person with a physical disability person
- Design an appropriate routine for the activities of daily living
- Facilitate and monitor the client's well being
- Refer clients and family to facilities or agencies to facilitate the restoration of functions and the prevention of complications

LEARNING ASSUMED TO BE IN PLACE:

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

- create an awareness within a community of a disability friendly environment
- SAQA ID No: 9824
- SAQA ID No: 9825
- SAQA ID No: 9823
- SAQA ID No: 7504

RANGE STATEMENTS:

The scope of this unit standard includes:

- General knowledge pertaining to caring for persons with physical disabilities within the context of the learners' everyday environment.
- General knowledge of recognised national and international disability policies
- General knowledge of the World Health Organisation's International Classification of Function
- Recognition of the strengths and abilities of the client and his family
- General knowledge of behavioural, social and environmental barriers to independent living for the different disabilities
- General knowledge of the different Social and Medical models.

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**SPECIFIC OUTCOME 1:**

Demonstrate knowledge of disabilities

Range: *The types of disabilities include but are not limited to:*

- **Trauma:** *Spinal cord injuries, para, hemi, quadriplegias. Cerebral Palsy
Brain injuries, Epilepsy, sensory disorders*

- **Genetic:** *Dystrophies, spinal curvatures*
- **Congenital:** *Birth deformities, various syndromes, Spina Bifida*
- **Infections:** *Polio, Guillian Barre*
- **Acquired:** *Chronic diseases, e.g. arthritis, chest conditions, strokes, etc*

ASSESSMENT CRITERIA:

- 1.1 Basic anatomy is described in terms of its application to a variety of physical disabilities and their causes.
- 1.2 Identified physical disabilities are described in terms of their causes and effects.
- 1.3 The various policies, legislation and conventions pertaining to the rights of the person with a physical disability are identified and explained in terms of providing equal opportunity and non discrimination.
- 1.4 Community awareness regarding physical disability is promoted in terms of the abilities and needs of the individual and service that can be provided.
- 1.5 The rights of the person with physical disabilities are described in terms of international, national and regional policies or conventions and relevant legislation.
- 1.6 The responsibilities of relevant stakeholders are described with regard to access for people with a physical disability in terms of environmental and social attitudes and barriers.

SPECIFIC OUTCOME 2:

Conduct a needs analysis of the person with a physical disability

ASSESSMENT CRITERIA:

- 2.1 The physical and emotional status of the client is assessed and the specific needs are identified in terms of priority areas.
- 2.2 The needs identified are reported on in terms of the short and long term actions to be taken.
- 2.3 Relationships with the client and the family are established in terms of providing counselling and support where required.
- 2.4 The client and family are communicated with in terms of sourcing and identifying referrals.

SPECIFIC OUTCOME 3:

Design an appropriate routine for the activities of daily living.

ASSESSMENT CRITERIA:

- 3.1 The client's ability to manage the activities of daily living is assessed in terms of functioning ability and the environment.
Range: *clients who require total care, assisted care, practical assistance and supervision*
- 3.2 Activities of daily living routines established are appropriate to the needs of the client and their circumstances and take relevant safety needs into consideration.

- 3.3 Routines established promote maximum independence and the regaining of functionality and/or improvisation.
- 3.4 The process used to plan an appropriate client centred routine is reported in accordance with agreed reporting requirements.

SPECIFIC OUTCOME 4:

Facilitate and monitor the client's well being

ASSESSMENT CRITERIA:

- 4.1 Functional disability is described and addressed through the use of available resources.
- 4.2 The degree of progress in the functional ability of the client is assessed in accordance with agreed measurable criteria.
- 4.3 The client and family are assisted in managing the effects of communication impairment in accordance with the specific situation.
- 4.4 Possible complications are identified and explained in terms of preventative interventions.
Range: *Types of interventions at household level include:*
- *Active and passive exercises*
 - *Correct positioning – improving position & posture*
 - *Pressure part care*
 - *Feeding therapy*
 - *Speech and audio therapy*
 - *Transfer techniques and correct positioning*
 - *Meaningful recreation*
 - *Aspects of skills training and work preparation*
- 4.5 Potential effects on family relationships are identified in terms of the emotional stages of the newly physically disabled person and other family members.
- 4.6 The possibility of co-dependency is identified and planned for in accordance with specific family needs.
- 4.7 A counselling relationship with the client and family is established in accordance with confidentiality practice and cultural background requirements.

SPECIFIC OUTCOME 5:

Refer clients and family to facilities or agencies to facilitate the restoration of function and the prevention of complications.

Range: *Physical and psychosocial support*
Accessing disability grant

ASSESSMENT CRITERIA:

- 5.1 Referrals for the various types of physical disability are identified in terms of how they can be accessed by the client, family and/or support group.
- 5.2 The psycho-social status of the client, the family and/or social group is assessed in terms of specific requirements for making referrals

- 5.3 The counselling relationship is concluded and referrals are made in accordance with accepted lay counselling principles.

1. ACCREDITATION AND MODERATION OPTIONS:

1. Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA.
2. Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider by HWSETA.
3. Moderation of assessment will be overseen by the ETQA according to the moderation guidelines in the relevant qualification and the agreed ETQA procedures.

2. CRITICAL CROSSFIELD OUTCOMES:

The following critical cross-field outcomes are addressed in this unit standard:

- 2.1 Anticipate and solve problems encountered by the physically person with a physical disability
- 2.2 Communicate effectively with the person with a physical disability, the family, social group, health team and community in order to facilitate improved care and support
- 2.3 Work with others as a member multidisciplinary team in a community or institutional context.
- 2.4 Collect, organise and evaluate information and resources.
- 2.5 Demonstrate an understanding of the world as a set of related systems with regard to the different health, social and community structures

3. ESSENTIAL EMBEDDED KNOWLEDGE

Essential embedded knowledge will be assessed through assessment of the specific outcomes in terms of the stipulated assessment criteria. Candidates are unlikely to achieve all the specific outcomes, to the standards described in the assessment criteria, without knowledge of the listed embedded knowledge. This means that for the most part, the possession or lack of the knowledge can be directly inferred from the quality of the candidate's performance. Where direct assessment of knowledge is required, assessment criteria have been included in the body of the unit standard.

The following embedded knowledge is addressed in an integrated way in the unit standard:

- Names of different types of physical disability
 - Know the various stages of human development
- Describe the different types of physical disabilities
 - Fundamental human anatomy
 - Know the effect of physical disability on the family and the community
 - Be able to identify the early signs of physical disability
- Know all the senses and use them for observation, assistance and problem solving
 - Know sensory stimulation
- Demonstrate and perform activities of daily living to promote independence
 - Perform movement stimulation to promote development and the independence of the client with the co-operation of both client and family
 - Plan and implement a programme for rehabilitation together with the client and his family/social group
 - Facilitate the inclusion of people with disabilities in both the workplace and the community

- Causes of disabilities before, during and after birth
 - Know the effects of a physical disability on a client (physically, emotionally, psychologically, socio-economically and socio-culturally)
 - Know the effects of a physical disability on the family of the client and the community
 - Know how to prevent the infringement of the rights of a person with a physical disability
 - Know the relevant legislation applicable to this field
- Know the levels of disability as defined by the World Health Organisation's International Classification of Function.

4. SUPPLEMENTARY INFORMATION:

SPECIFIED REQUIREMENTS

- Legal rights of people with physical disabilities
- Relevant Legislation applicable to this field
- Community based rehabilitation for and with people with disabilities (CBR) "Nothing about us without us"
- Relevant portions of the constitution of the Republic of South Africa
- Work within the guidelines of the scope to practice for the Ancillary Health worker

SITE SPECIFIC

- Home
- Residential facilities
- Day centres
- Secondary institutions
- Schools
- Learners must work in accordance within the recognised protocols, procedures and policies of the relevant work environment

5. UNIT STANDARD JUSTIFICATION:

CREDITS:

Total number of learning hours required by the learner to achieve the required outcomes.
(One credit is equal to ten notional hours of learning)

ACTIVITY	HOURS
Classroom Learning	60
On-the-job Learning	80
Self-directed Learning	10
Required Coaching	20
Other	40
TOTAL	210

TOTAL CREDITS: 21

UNIT STANDARD TITLE: Educate and support parents in childcare

LEVEL: 4**CREDITS:** 12**FIELD:** Health Sciences and Social Services**SUBFIELD:** Preventive Health**PURPOSE OF THE UNIT STANDARD:**

This unit standard is for Community Health Workers who are required to educate and engage with families to promote the optimal health of mother and child, from birth to age 6.

People credited with this unit standard are able to:

- Educate and support parents to prevent infection in the home environment
- Assist parents with the various infant feeding options available
- Educate and support parents regarding the growth and development of the child from birth to 6 years
- Educate and support parents to comply with antenatal care
- Educate and support parents to comply with postnatal care
- Educate and support parents with the management of childhood illnesses

LEARNING ASSUMED TO BE IN PLACE:

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

- Ancillary Health Care Level 1 SAQA ID No. 9824 (PHC)
- Ancillary Health Care Level 1 SAQA ID No. 9827 (Rights)
- Life Orientation Level 1 SAQA ID No. 7504 (Safety)
- Understand the relevance of ethical issues in community work and educate community members on rights and responsibilities
- Educate and work closely with the community with regard to Sexually Transmitted Infections (STIs) and Human Immuno Virus/Acquired Immune Deficiency Syndrome (HIV&AIDS)
- Provide accurate information about Tuberculosis and directly observed treatment (DOTS)
- Assisting the community to establish and maintain good basic nutrition.
- Apply active listening skills in the care and support environment

RANGE STATEMENTS:

This unit standard applies to persons who will be working under adequate supervision of a competent person with appropriate and relevant experience.

- Includes all basic aspects of mother and child care in a variety of settings, these settings could include the home, PHC Clinics, MTC Clinics, Child Care Centres, Community, or Institutions.
- Parent implies mother, father, guardian or other primary care giver.

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**SPECIFIC OUTCOME 1**

Educate and support parents to prevent infection in the home environment

ASSESSMENT CRITERIA

- 1.1 Causes of infection in the home environment are identified and explained in terms of contributing factors and prevention.
- 1.2 Information regarding disease and the disease process is communicated to parents in terms of how it applies within the context of the disease process.
- 1.3 Actions recommended to prevent the spread of disease are relevant in terms of the specific setting.
- 1.4 Different hand-washing techniques are demonstrated in accordance with accepted hygiene principles.
- 1.5 Cleaning and sterilisation of baby bottles and equipment is explained in terms of the purpose and methods.
- 1.6 Disposal of waste is explained in terms of health and safety legislation requirements.
Range: *Waste includes food, medical, animal and human waste*
- 1.7 The use of mosquito nets is demonstrated and explained in terms of the prevention of malaria.

SPECIFIC OUTCOME 2

Assist parents with the various infant feeding options available

ASSESSMENT CRITERIA

- 2.1 Different feeding options are explained in terms of the method, common problems and infant nutritional requirements.
Range: *Feeding options include formula and breast-feeding, bottle and cup and spoon*
- 2.2 The mother is assisted with breast feeding in terms of breast care and latching the infant.
- 2.3 The advantages and disadvantages of breast feeding are explained in terms of maternal bonding and infant health.
- 2.4 Methods of expressing breast milk are explained and demonstrated in accordance with the mother and infant's specific situation.
- 2.5 Nutritional requirements for a breast-feeding mother are explained in terms of the effect on breast milk and infant requirements.
- 2.6 The importance of hygiene and sterilisation are explained in terms of the effect on infant health and susceptibility to infection.
- 2.7 Special needs of an infant being weaned are identified in terms of nutritional requirements and control of parasites.

SPECIFIC OUTCOME 3

Educate and support parents regarding the growth and development of the child from birth to 6 years.

ASSESSMENT CRITERIA

- 3.1 Child development from birth to 6 years is explained according to normal physical and mental development.
- 3.2 Situations exposing an infant to risk of abnormal development are identified in terms of causes, effects and possible remedies.
- 3.3 Treatment of abnormal development is explained in terms of identifying danger signs and appropriate referral
- 3.4 Weighing and recording the weight of the child is explained in terms of different techniques available and the importance of accurate records.
- 3.5 The "road to health chart" is explained and interpreted to the parent and advice given is appropriate to the specific situation.
- 3.6 The immunisation programme is explained in terms of its importance and procedures.
- 3.7 Infant physical and mental stimulation is explained in terms of the different methods and their purposes.

SPECIFIC OUTCOME 4

Educate and support parents to comply with antenatal care

ASSESSMENT CRITERIA

- 4.1 The reasons for regular clinic visits during pregnancy are explained in terms of the benefits to parents and the health of the unborn child.
- 4.2 The necessity of certain routine medication is explained in terms of the benefits to the mother and the unborn child.
- 4.3 The importance of not taking unprescribed medication during pregnancy is explained in terms of the potential effects on the health of the unborn child.
- 4.4 The importance of partner/father involvement during the pregnancy and childbirth stages is explained in terms of bonding and support to the mother

SPECIFIC OUTCOME 5

Educate and support parents to comply with postnatal care

ASSESSMENT CRITERIA

- 5.1 The first seven days postpartum are explained in terms of the importance for both mother and child.
- 5.2 The importance of the first postnatal clinic visit is explained in terms of the benefits to parents and the infant.

- 5.3 Normal developmental changes are explained in terms of symptoms and effects for both mother and child. Symptoms of abnormal development are identified and reported.
- 5.4 The importance of both family and community support structures is explained in terms of the benefits to both parents.
- 5.5 Infant spacing is explained in terms of the benefits and available methods of contraception.
- 5.6 The importance of father/partner involvement in child rearing is explained in terms of bonding and support to the mother.
- 5.7 Situations exposing parents or the infant to risk of abnormal development are identified in terms of causes, effects and possible remedies.

SPECIFIC OUTCOME 6

Educate and support parents with the management of childhood illnesses

ASSESSMENT CRITERIA

- 6.1 Common childhood illnesses are described in terms of their signs, symptoms and effects. Danger signs and appropriate referral actions are explained.
Range: *Common childhood illnesses include: Coughs, colds and fever, pneumonia, Ear problems, Diarrhoea and dehydration, malnutrition, Worms, Mouth sores, Skin eruptions*
- 6.2 The prevention of common illnesses is described in terms of suitable methods and preventative measures.
- 6.3 Home treatment of common illnesses is explained in terms of common remedies and when to stop home treatments and refer to health practitioners.
- 6.4 The child is cared for in accordance with specific post illness requirements to facilitate full recovery in the shortest possible time.
- 6.5 Common myths regarding childhood illnesses are dispelled in accordance with scientific medical findings.

METHOD OF ASSESSMENT

- Direct Observation
- Practical demonstration
- Peer assessment
- Case Studies
- Questioning
- Testimony (portfolio)
- Objective, structured, practical evaluation

ACCREDITATION AND MODERATION METHODS:

- 1. Anyone assessing this unit standard must be registered as an assessor with the relevant ETQA.
- 2. Any institution offering learning that will enable achievement of this unit standard must be accredited with the **HWSETA**.

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

NOTES:**1. CRITICAL OUTCOMES:**

The following critical outcomes are addressed in this unit standard.

- 1.1 Identify problems related to pregnancy, feeding and development of the infant and child and common illnesses and promote problem solving in the relevant context.
- 1.2 Work effectively with the mother, child, family, health team and community.
- 1.3 Organise and manage oneself and one's time responsibly and efficiently within the context of the family and the community.
- 1.4 Collect, analyse, organise and evaluate information pertaining to basic mother and childcare.
- 1.5 Use science and technology in the context of households, communities and available health care services.
- 1.6 Communicate effectively with mothers, children, health team and community in order to facilitate improved mother and childcare and support.
- 1.7 Demonstrate an understanding of the world as a set of related systems with regard to the different community and health structures as well as cultural sensitivity

2. ESSENTIAL EMBEDDED KNOWLEDGE:

Essential embedded knowledge will be assessed through assessment of the specific outcomes in terms of the stipulated assessment criteria. Candidates are unlikely to achieve all the specific outcomes, to the standards described in the assessment criteria, without knowledge of the listed embedded knowledge. This means that for the most part, the possession or lack of the knowledge can be directly inferred from the quality of the candidate's performance. Where direct assessment of knowledge is required, assessment criteria have been included in the body of the unit standard.

The following embedded knowledge is addressed in an integrated way in the unit standard:

2.1 Names and functions of

- Female Reproductive organs
- Normal foetal and child growth development
- Normal milestones (physical and mental)
- Safe and appropriate home remedies
- Available and relevant Health Services (both community and state)

2.2 Descriptions, characteristics and properties

- Modes of infection
- Disease process
- Normal Pregnancy
- The at risk mother/infant
- The needs and problems of mother and child care
- Common illnesses

2.2 Sensory cues

- Basic needs of the mother and child
- Assessment of mother and child
- Signs and symptoms of common illnesses
- Danger signs

2.4 Purpose of

- Basic infection control principles
 - Ante and postnatal visit
 - Growth chart
 - Immunisation schedule
 - Counselling
 - Clinic visits
- 2.5 Events, causes and effects and implications
- Family planning
 - Feeding
 - Referral to other Health Practitioners
- 2.6 Categories
- Level of care required by mother
 - Level of care required by child
- 2.7 Procedures and techniques
- Disease prevention (including sterilisation of bottles and equipment)
 - Food preparation
 - Correct feeding techniques
 - Correct documentation of events
 - Correct identification of at risk clients
- 2.8. Regulations, legislation, agreements, policies, standards
- The rights of the "client"
 - Family planning legislation
 - Patient advocacy
 - SHEQ (Safety, Health, Environment and Quality) applications
 - Clinic systems and related welfare policies
- 2.9 Relationships and systems
- Importance of supporting the family structure
 - Importance of maternal and infant bonding
 - Importance of client/practitioner relationship within the personal and community environment ("client" confidentiality)
 - Correct and effective usage of the referral systems

3. SUPPLEMENTARY INFORMATION SPECIFIED REQUIREMENTS

Legal: - Local child-abuse protocols

Guidelines for scope of practice of the AHW

SITE SPECIFIC

Learners must work in accordance with the protocols, procedures and policies of the relevant work environment

UNIT STANDARDS JUSTIFICATION:

Total hours required by the learner to achieve the required outcomes:

ACTIVITY	HOURS
Classroom learning	40
On-the-job learning	60
Self directed learning	10
Coaching required	10
Other	
TOTAL	120

CREDITS ACHIEVED: 12

UNIT STANDARD TITLE: Provide care and support to an elderly person

LEVEL: 4**CREDITS:** 10**FIELD:** Health Sciences and Social Services**SUBFIELD:** Promotive and Developmental Services**PURPOSE:**

This unit standard will be useful to people who are required to render care to the elderly at home and in care facilities.

People credited with this unit standard are able to:

- Demonstrate an understanding of the ageing process
- Promote health and well-being in activities of daily living
- Provide assistance with the management of chronic health problems
- Facilitate improved coping strategies for social issues/problems

LEARNING ASSUMED TO BE IN PLACE:

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

- SAQA ID No.7504
- Knowledge of the community and the ability to communicate effectively with elderly persons within their socio cultural context or relevant work experience
- SAQA ID No.9825

RANGE STATEMENTS:

Overall range of this unit standard is that of general knowledge pertaining to gerontology and geriatrics (caring for the elderly) within the context of the client's everyday environment.

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA**SPECIFIC OUTCOME 1:**

Demonstrate an understanding of the ageing process

Range: *The ageing process must consider physical, social, cultural, emotional, psychological and spiritual domains*

ASSESSMENT CRITERIA:

- 1.1 The degenerative changes that take place in all body systems of the elderly are described in terms of the cause and effect on the body.
- 1.2 The degenerative processes of ageing are explained in terms of the effects on the body and mind.
Range: *processes include bodily changes, short term memory impairment, depression*
- 1.3 Strategies for dealing with these processes are described in terms of minimising risks to the safety of the elderly.

Range: *strategies include removal of loose obstacles, provision of assistive devices, sensible clothing, non slip devices*

SPECIFIC OUTCOME 2:

Promote health and well-being in activities of daily living

Range: *The activities must include:*

- *Personal hygiene*
- *Elimination of body waste including normal and abnormal bowel and urinary function*
- *Mobility*
- *Active and passive exercises*
- *Appropriate good basic food and fluid intake*
- *Recreational and creative activities.*

ASSESSMENT CRITERIA:

- 2.1 Activities of daily living are identified and demonstrated that will promote and maintain the well-being of the elderly.
- 2.2 The family or relevant helpers are instructed in appropriate care-giving skills related to the needs of the elderly.
- 2.3 Stimulation and recreational activities planned are suitable to the specific needs of the client.
- 2.4 Stimulation and recreational activities are demonstrated and supervised in accordance with the specific needs of the client.

SPECIFIC OUTCOME 3:

Provide assistance with the management of chronic health problems

Range: *The types of problems MUST include common conditions such as:*

- *Cardiovascular problems e.g. hypertension/high blood pressure and heart-failure*
- *Cerebro-vascular accidents e.g. strokes*
- *Respiratory conditions e.g. asthma, bronchitis, emphysema etc.*
- *Diabetes mellitus*
- *Arthritis, osteoporosis and related disorders*
- *Intellectual and functional disabilities*
- *Gastro-intestinal conditions*
- *Urinary function disorders*
- *The administration of medication associated with these conditions.*

ASSESSMENT CRITERIA:

- 3.1 Common chronic health problems of the elderly are described in terms of the symptoms and treatments.
- 3.2 Ways of coping with and managing health problems are explained to the elderly person and family.
- 3.3 Methods of dealing with chronic diseases and conditions are demonstrated to the family and client.

SPECIFIC OUTCOME 4:

Facilitate improved coping strategies for social issues/problems

- Range:** *The type of problems encountered include but are not limited to:*
- *Physical, emotional, psychological, sexual and financial abuse.*
 - *Physical and medical neglect*
 - *Care of vulnerable dependents and orphans*
 - *Care of sick and dying family members*
 - *Death and bereavement*

ASSESSMENT CRITERIA:

- 4.1 Various types of elder abuse are identified and described in terms of the effect on the client and the family relationship.
- 4.2 The sick, dying and bereaved elderly are counselled in accordance with recognised counselling techniques.
- 4.3 Information on support systems and coping mechanisms is explained to the client in accordance with their specific requirements.
- 4.4 Methods of accessing appropriate social assistance are explained in terms of referrals and client support.
- 4.5 Social problems are identified and actions taken minimise the effect of the problem on the client.
- 4.6 Elder abuse is identified and reported to relevant people in accordance with the client's situation.

METHOD OF ASSESSMENT

- Direct Observation
- Practical demonstration
- Case Studies
- Questioning
- Testimony (portfolio)
- Objective, structured, practical evaluation

ACCREDITATION AND MODERATION OPTIONS:

1. Anyone assessing a learner against this unit standard must be registered as an assessor with the HWSETA
2. Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider by HWSETA.
3. Moderation of assessment will be overseen by the ETQA according to the moderation guidelines in the relevant qualification and the agreed ETQA procedures

NOTES:

1. CRITICAL OUTCOMES

The following critical outcomes are addressed in this unit standard:

- 1.1 Anticipate and solve problems encountered by the elderly. *Assessment Criteria: 1.1, 1.2, 1.3, 3.1, 3.2, 3.3, 3.4*
- 1.2 Work with others as a member of a multidisciplinary team in a community or institutional context. *Assessment Criteria: 3.3, 4.4*
- 1.3 Appropriate communication and advocacy skills. *Assessment Criteria: 4.1, 4.2, 4.3, 4.4*
- 1.4 Collect, organise and evaluate information and resources. *Assessment Criteria: 4.3*

- 1.5 Communicate effectively with the elderly person, the family, social group, health team and community in order to facilitate improved geriatric care and support. *Assessment Criteria: 2.1, 2.2, 2.3, 4.1, 4.2*
- 1.6 Use science and technology effectively and critically. *Assessment Criteria: 3.4*
- 1.7 Demonstrate an understanding of the world as a set of related systems with regard to the different health, social and community structures. *Assessment Criteria: 4.4*

2. ESSENTIAL EMBEDDED KNOWLEDGE

Essential embedded knowledge will be assessed through assessment of the specific outcomes in terms of the stipulated assessment criteria. Candidates are unlikely to achieve all the specific outcomes, to the standards described in the assessment criteria, without knowledge of the listed embedded knowledge. This means that for the most part, the possession or lack of the knowledge can be directly inferred from the quality of the candidate's performance. Where direct assessment of knowledge is required, assessment criteria have been included in the body of the unit standard.

3. SUPPLEMENTARY INFORMATION:

SPECIFIED REQUIREMENTS

- 3.1 Draft Bill on Older Persons
- 3.2 Legal: Rights of the elderly with regard to:
 - wills/estate, deaths, funerals
 - elder abuse
- 3.3 Social support: - Accessing of grants and other assistance
- 3.4 SITE SPECIFIC
 - homes and communities
 - day care centres
 - residential facilities
 - frail care facilities

UNIT STANDARDS JUSTIFICATION

Total hours required by the learner to achieve the required outcomes:

Activity	Hours
Classroom learning	40
On-the-job learning	40
Self directed learning	10
Coaching required	10
Other	
TOTAL	100

CREDITS ACHIEVED: 10

UNIT STANDARD TITLE: Facilitate the optimal functioning of the client with intellectual disability

LEVEL: 4**CREDITS:** 18**FIELD:** Health Sciences and Social Services**SUBFIELD:** Promotive Health and Developmental Services**PURPOSE OF THE UNIT STANDARD:**

This unit standard is to enable the caregiver to promote optimal physical and cognitive development and independence of persons with intellectual disability, as well as to maintain human dignity and recognition of rights.

People credited with this unit standard are able to:

- Describe the meaning, causes, levels and effects of intellectual disability
- Promote activities of daily living to encourage independence.
- Select and implement appropriate stimulation activities
- Implement programmes to manage behavioural problems
- Transfer work related social skills to the client
- Explain the rights and responsibilities of persons with intellectual disability.

LEARNING ASSUMED TO BE IN PLACE:

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

- Knowledge of the community and ability to differentiate between physical and mental disabilities
- Knowledge of the community's cultural perception of intellectual disabilities
- Understanding and knowledge of caring for a dependent person.
- Understanding of normal childhood development and identify deviations from the expected activities at each stage of life

RANGE STATEMENTS:

Have knowledge and understanding of the person with intellectual disability i.e. physically, cognitively, socially and psychologically, in order to promote optimal development and independence. Promote recognition of and respect for the intellectually disabled person.

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**SPECIFIC OUTCOME 1**

Describe the meaning, causes, levels and effects of intellectual disability

ASSESSMENT CRITERIA:

- 1.1 Intellectual disability is explained in terms of a common medical understanding.
- 1.2 The probable causes of intellectual disability are explained in terms of natural and environmental causes originating before, during and after birth.

- 1.3 The various levels of intellectual disability are explained in terms of the severity and possible management
- 1.4 Intellectual disability is explained in terms of its effect on the individual, the family and the community.
- 1.5 Commonly used adaptive skills are identified that will train the brain to find new pathways.

SPECIFIC OUTCOME 2

Promote activities of daily living to encourage independence.

Range: *Activities of daily living include toilet training, dressing, washing and feeding*

ASSESSMENT CRITERIA

- 2.1 Adaptive skills are identified and promoted in terms of coping with specific functioning.
- 2.2 Daily living activities are planned and implemented in accordance with the client's level of functioning to promote independence.
- 2.3 Independence is encouraged through dressing, washing and feeding
- 2.4 Work related social skills are transferred in accordance with specific client situation and work environment.
- 2.5 The client, their family and the community are equipped to cope with the intellectual disability in terms of understanding the condition and providing support.

SPECIFIC OUTCOME 3

Select and implement appropriate stimulation activities

ASSESSMENT CRITERIA

- 3.1 Stimulation activities are identified according to the level of function.
- 3.2 Stimulation activities planned are appropriate to the client in terms of the outcome required.
Range: *Types of stimulation include sensory, cognitive, communication and movement*
- 3.3 Stimulation activities are demonstrated in terms of application and timing.
- 3.4 Potential problems in implementing stimulation activities are identified in terms of the inability of the client or family to conduct the activity.

SPECIFIC OUTCOME 4

Implement programmes to manage behavioural problems

Range: *Behavioural problems include temper, violence, aggression, refusal, isolation*

ASSESSMENT CRITERIA

- 4.1 Behavioural problems associated with intellectual disability are identified in terms of symptoms and circumstances.

- 4.2 A programme to manage behavioural problems is compiled in accordance with client specific requirements.
- 4.3 A programme to manage behavioural problems is implemented in accordance with client specific requirements.

SPECIFIC OUTCOME 5

Transfer work related social skills to the client

ASSESSMENT CRITERIA

- 5.1 Personal hygiene is explained in terms of self care in the workplace.
- 5.2 Time management programmes are planned and implemented in accordance with client and workplace specific requirements.
- 5.3 The benefits of clear communication are explained in terms of work relationships and transfer of information.
- 5.4 Clients are encouraged to communicate in accordance with workplace sequence and format.

SPECIFIC OUTCOME 6

Explain the rights and responsibilities of persons with intellectual disability.

ASSESSMENT CRITERIA

- 6.1 The rights and responsibilities of people with an intellectual disability are identified in accordance with relevant health and safety legislation and their right to human dignity as laid out in the South African Constitution.
- 6.2 Limitations of people with an intellectual disability are identified in accordance with relevant health and safety legislation.
- 6.3 The rights and responsibility of service providers are explained in terms of permissible actions and limitations.
- 6.4 The implications of derogatory labels being used to describe people with an intellectual disability are explained in terms of personal motivation to overcome problems.

ACCREDITATION AND MODERATION METHODS:

- 1. Anyone assessing this unit standard must be registered as an assessor with the relevant ETQA.
- 2. Any institution offering learning that will enable achievement of this unit standard must be accredited with the **HWSETA**.
- 3. Moderation of assessment will be overseen by the ETQA according to the moderation guidelines in the relevant qualification and agreed ETQA procedures.

NOTES:

- 1. **CRITICAL OUTCOMES:**

The following critical outcomes are addressed in this unit standard.

- 1.1 Identify and solve problems encountered by persons with intellectual disability. *Assessment Criteria: 1.2, 3.1, 3.2, 4.1, 4.2*
- 1.2 Work effectively with teams to promote development. *Assessment Criteria: 2.4, 2.5, 5.2, 5.3, 6.2, 6.3*
- 1.3 Organise relevant resources and be able to utilize them. *Assessment Criteria: 4.1, 4.2, 5.2, 5.3, 6.2*
- 1.4 Interact with variety of persons with intellectual disability as well as their families. *Assessment Criteria: 2.4, 3.1, 3.2, 4.1, 4.2, 5.2, 5.3*
- 1.5 Organise, manage and evaluate the output of his/her activities. *Assessment Criteria: 2.4, 3.1, 3.2, 4.1, 4.2, 5.2, 5.3*
- 1.6 Demonstrate knowledge and understanding of challenges within the environment of persons with intellectual disability. *Assessment Criteria: 1.1, 1.2, 2.1, 2.2, 2.3*

2. ESSENTIAL EMBEDDED KNOWLEDGE

Essential embedded knowledge will be assessed through assessment of the specific outcomes in terms of the stipulated assessment criteria. Candidates are unlikely to achieve all the specific outcomes, to the standards described in the assessment criteria, without knowledge of the listed embedded knowledge. This means that for the most part, the possession or lack of the knowledge can be directly inferred from the quality of the candidate's performance. Where direct assessment of knowledge is required, assessment criteria have been included in the body of the unit standard.

The following embedded knowledge is addressed in an integrated way in the unit standard:

- 2.1 Names of different types of intellectual disabilities
 - Know stages of development of a human being
- 2.2 Describe different types of intellectual disabilities
 - Basic knowledge of human anatomy
 - Know the effect of intellectual disability on the family and the community
 - Be able to identify early signs of intellectual disability
- 2.3 Know all senses
 - Know sensory stimulation
- 2.4 Demonstrate and perform activities of daily living to promote independence
 - Perform movement stimulation to promote development and independence to the client's ability
 - Plan and implement programme for rehabilitation
 - Facilitate inclusion of persons with intellectual disability (work place and community facilities)
- 2.5 Causes of intellectual disabilities before, during and after birth
 - Know the effect of intellectual disability on the client (physically, emotionally, psychologically, socioculturally and economically.)
 - Know the effect of intellectual disability on the family of the client and the community
 - Know prevention of infringement of rights of persons with intellectual disability
 - Know the available resources and how to access them (support group and support systems.)
 - Know the relevant legislation in the field of Mental Health
- 2.6 Know levels of intellectual disabilities

3. SUPPLEMENTARY INFORMATION:**SPECIFIC REQUIREMENTS:**

- Legal: Rights of the intellectually disabled client, relevant legislation in the field of Mental Health, relevant portions of the constitution of South Africa
- Guidelines for scope of practise for the Ancillary Health Worker

SITE SPECIFIC

- Homes
- Day Centers - (Community)
- Institutions
- According to the context in which the learner is working

UNIT STANDARDS JUSTIFICATION**CREDITS**

Total hours required by the learner to achieve the required outcomes:

Activity	Hours
Classroom learning	60
On-the-job learning	80
Self directed learning	10
Coaching required	20
Other: Site visits and clinical accompaniment	40
TOTAL	210

CREDITS ACHIEVED: 21

UNIT STANDARD TITLE: Develop and implement a client ARV treatment plan**LEVEL:** 4**CREDITS:** 6**FIELD:** Health Science and Social service**SUB-FIELD:** Curative Health**ISSUE DATE:****REVIEW DATE:****PURPOSE OF THE UNIT STANDARD:**

This unit standard is for health workers in the community who will provide mentoring and support for the client who is receiving Anti retroviral (ARV) treatment.

People credited with this unit standard are able to:

- Develop a client treatment plan
- Explain the importance of the treatment plan to the client
- Provide guidance and support to the client in relation to the treatment plan
- Support the client in adhering to the treatment plan

LEARNING ASSUMED TO BE IN PLACE:

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

- Apply accurate information about HIV & AIDS to everyday life
- Apply active Listening skills in the care and support environment
- Provide accurate information about Tuberculosis and directly observed treatment (DOTS)
- Apply accurate information about HIV and AIDS and treatment options to community care and support situations

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**SPECIFIC OUTCOME 1:**

Develop a client treatment plan

ASSESSMENT CRITERIA:

- 1.1 The plan includes accurate information about ARV Treatment and the key elements required for adherence.
- 1.2 The role and functions of both parties are clarified in terms of the joint commitment and buy-in to the implementation of the plan.
- 1.3 The plan is realistic and appropriate for the needs and circumstances of the client and takes into account the client's psychosocial and economic situation.
- 1.4 The client is actively involved in the development of the treatment plan in terms the ability to understand and adhere to the plan.

SPECIFIC OUTCOME 2:

Explain the importance of the treatment plan to the client

ASSESSMENT CRITERIA:

- 2.1. The details of the plan are explained in terms of all the key elements.
- 2.2. Dangers of non-adherence to the treatment plan are explained in terms of drug resistance.
- 2.3. Barriers to adherence to the treatment plan are identified in terms of lifestyle and suitable interventions to address the barriers.
- 2.4. Understanding of the importance of adherence to the plan is confirmed with the client in terms of ultimately improving the quality of life.

SPECIFIC OUTCOME 3

Provide guidance and support to the client in relation to the treatment plan

ASSESSMENT CRITERIA:

- 3.1 The common side effects of treatment are explained to the client in terms of signs and symptoms and how to manage these.
- 3.2 The potentially dangerous side effects of treatments are explained to the client in terms of when to seek medical help.
- 3.3 The client is encouraged and supported in persevering with treatment in accordance with the treatment plan and not to stop treatment prior to getting medical help.
- 3.4 Local support systems are identified in consultation with the client

SPECIFIC OUTCOME 4

Support the client in adhering to the treatment plan

ASSESSMENT CRITERIA:

- 4.1 Support given assists the client in taking the correct dosage of medication at the correct time in accordance with the treatment plan.
- 4.2 Support given helps the client deal with emotional and psychosocial difficulties experienced during treatment.
- 4.3 The client is empowered to take responsibility for own medication and visits to treatment sites.
- 4.4 The client is encouraged to make lifestyle changes that will promote adherence to the treatment plan.

ACCREDITATION AND MODERATION OPTIONS:

1. Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA.
2. Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider through the relevant ETQA by SAQA.

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

NOTES:**1. Critical cross-field outcomes:**

This unit standard addresses the following critical cross-field outcomes:

- 1.1 Work effectively in a team using critical and creative thinking: *working with clients and other relevant parties to plan mentoring plan.*
- 1.2 Organize and manage oneself and one's activities: *planning mentoring.*
- 1.3 Communicate effectively: *discussing treatment plan and guiding and supporting clients.*
- 1.4 Understand the world as a set of inter-related parts of a system: *understanding the impact of HIV&AIDS on individuals and communities*
- 1.5 Be culturally and aesthetically sensitive across a range of social contexts: *engage with a variety of clients in a culturally sensitive manner.*

2. Essential embedded knowledge:

Essential embedded knowledge will be assessed through assessment of the specific outcomes in terms of the stipulated assessment criteria. Candidates are unlikely to achieve all the specific outcomes, to the standards described in the assessment criteria, without knowledge of the listed embedded knowledge. This means that for the most part, the possession or lack of the knowledge can be directly inferred from the quality of the candidate's performance. Where direct assessment of knowledge is required, assessment criteria have been included in the body of the unit standard.

The following embedded knowledge is addressed in an integrated way in the unit standard:

- Approaches to pre- and post-test counselling;
- Methods for diagnosing HIV.
- National guidelines on HIV diagnosis
- Causes of HIV infection
- Approaches to health education and safer sex.
- Stages of ARV Treatment
- Relevant legislation

FETC: Community Health Work

Field:	Health Sciences and Social Services
Sub- field:	Promotive Health and Developmental Services
Level:	4
Credits:	156

Rationale:

The South African Government is committed to combining the national human resource development strategy with the rapid upgrading of service delivery to all of the nation's communities.

An integral part of this strategy is initiatives to strengthen communities' abilities to empower themselves to participate in the political, economic, social and development spheres of South African life. Two key components in this empowerment are communities' abilities to integrate with and access state services, and their ability to further the health and wellness of community members.

There is no doubt from the international experience of Community Health Workers (CHW) that they play a role in improving basic health status of communities. In South Africa, the important supportive role of CHWs in the provision of health care services has been extensively documented. This contribution is further exemplified in those parts of the country where there is a shortage of professional health workers to provide the necessary health care services based on identified needs.

The Department of Health is leading the implementation of a multi-professional team-based approach to health care delivery, where each member of the team has a defined role to ensure that there is no duplication and overlapping of functions. This process will also ensure that no single member of the team dominates but that different members of the team will lead at different times depending on the services to be rendered.

Purpose:

A learner who has achieved this qualification will integrate a range of awareness and competencies to practice the roles of health promoter, health provider and health networker within a community development context.

Learners who complete this qualification will have a better self and social awareness and will possess a range of thinking and problem solving skills. In addition, they will possess the competence required to perform community health functions in a complex developing world context. They will have the skills required for employment by a range of government and social sector employers, will be in possession of a further education and training certificate and will be eligible for certain credit recognition in various higher education health qualifications.

Qualified learners in this field will provide a service that will assist communities to better manage their own health and wellness. They will have the skills to work as a team member and as a provider of support services within a multidisciplinary health care team.

Recipients of this qualification are able to:

- Communicate in a variety of ways
- Use mathematics in real life situations
- Facilitate community health activities
- Provide community health care

In addition, recipients will be able perform some of the following according to their choice of electives:

- Provide mental health care
- Educate and support parents in childcare
- Provide care to an elderly person.
- Develop and implement a client ARV treatment plan
- Identify and support the abused child

Practitioners will generally carry out their role within the context of:

- the client's home
- a community care centre
- the broader community

Access to the qualification:

This qualification is open to anyone with access to learning opportunities and work experience in the areas reflected in the exit level outcomes and unit standards. It is advisable that candidates should already have addressed the areas reflected under "learning assumptions" before embarking on learning towards this qualification, although the exact starting point depends on the available resources for learning.

Learning assumptions:

This qualification forms part of a progressive route in ancillary health care and learners starting to learn towards this qualification are assumed to be able to provide home based care, and will require the following competencies:

- Communication at NQF level 3
- Mathematical Literacy at NQF level 3
- Ability to undertake independent learning

Articulation possibilities:

This qualification has been designed and structured so that qualifying learners can move from one context to another. It builds on the National Certificate in Community Health Work (Level 3) and acts as a springboard from which learners may progress to other qualifications at level 5 in related health, development and social care fields.

Structure of the qualification:

The qualification has the following general structure:

The rationale and purpose provides, among other things, a broad description of what holders of the qualification can do.

The qualification is further defined by means of a number of Exit Level Outcomes. These ELOs provide a means for candidates to exit the qualification with recognition for clusters of competencies, even if they do not achieve the whole qualification. The ELOs also provide a means to organise the unit standards into coherent clusters, thus

Qualification Rationale and Purpose		
ELO 1	ELO 2	ELO 3 etc

facilitating integrated assessment.

Each ELO is further defined by means of the associated unit standards. Some of these unit standards may be indicated as CORE (compulsory), while others may be identified as ELECTIVES, with *rules of combination* provided.

Assessment criteria are provided for each ELO where required, mainly to address the need for evidence of integration of competencies.

Each unit standard contains details of specific outcomes, range statements and assessment criteria, thus making it possible for assessors to judge competence in terms of each unit standard, while at the same time providing possible evidence of integration of competencies.

US (C)	US (E)	US (E)	US (C)	US (E)	US (C)	US (C)	US (E)	US (E)
For each unit standard: specific outcomes range statements assessment criteria								

Exit level outcomes:

Exit Level Outcome		Possible credits		
		F*	C*	E*
1.	Communicate in a variety of ways	46		
2.	Use mathematics in real life situations	17		
3.	Facilitate community health activities		50	12
4.	Provide community health care		22	34
5.	Provide mental health care			22
TOTALS		63	72	68
Credits required		63	72	21

* **Note:** F = Fundamentals; C = Core; E = Elective

Rules of combination:

FUNDAMENTAL

Communication

Candidates are required to achieve all **46 credits** for Communications from the available credits.

Mathematical Literacy – Candidates are required to demonstrate achievement of the **16 credits** for Mathematics unit standards within the context of healthcare provision.

Note: Mathematical Literacy is defined as the ability to apply basic mathematics within a variety of real life contexts. The applications may vary in complexity from NQF 1 - 4, even though the level of mathematics may be at level 1. Because the complexity of applications within healthcare provision range from NQF 1 to NQF 4, achievement of the mathematics standards, within the context of healthcare provision, is considered to be equivalent to NQF 4.

CORE:

Candidates must achieve all **72 CORE** credits listed in Exit Level Outcomes

ELECTIVE:

Candidates must achieve at least **21 credits** of their choice from any of the available ELECTIVE credits, whether in Exit Level Outcomes or as stand alone unit standards. In order to achieve an Exit Level Outcome, candidates must achieve all of the credits for that ELO.

Associated unit standards:

Exit Level Outcome 1: Communicate in a variety of ways

	NLRD No.	Unit Standard Title	Level	Credits
FUNDAMENTAL	8974	Engage in sustained oral communication and evaluate spoken texts	4	5
	8975	Read, analyse and respond to a variety of texts	4	5
	8979	Use language and communication in occupational learning programmes	4	5
	8976	Write for a wide range of contexts	4	5
	8969	Interpret and use information from texts	3	5
	8970	Write texts for a range of communicative contexts	3	5
	8973	Use language and communication in occupational learning programmes	3	5
	8968	Accommodate audience and context needs in oral communications	3	5
	116987	Apply active listening skills in the care and support environment	3	6

Exit Level Outcome 2: Use mathematics in real life situations

	NLRD No.	Unit Standard Title	Level	Credits
FUNDAMENTAL	7465	Collect and use data to establish complex statistical and probability models and solve related problems	4	5
	7484	Describe, represent, analyse and explain changes in shape and motion in 2- and 3-dimensional space with justification	4	4
	9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	4	5
	7485	Demonstrate understanding of real and complex number systems	4	3

Exit Level Outcome 3: Facilitate community health activities

	NLRD No.	Unit Standard Title	Level	Credits
CORE	110053	Conduct a basic community needs assessment	4	12
	110056	Conduct advocacy campaigns and workshops in development practice	4	12
	12353	Facilitate participatory community development processes	4	12
	114491	Educate and work closely with the community with regard to sexually transmitted infections including HIV/AIDS	4	10
	8612	Demonstrate an understanding of societal values and ethics	4	4
ELECTIVE	10231	Plan a learning event	4	8
	10136	Plan, organise and support project meetings and workshops	4	4

Exit Level Outcome 4: Provide community health care				
	NLRD No.	Unit Standard Title	Level	Credits
CORE	NR	Plan and promote nutritional programmes to improve community health	4	12
	(NC L3)	Demonstrate knowledge of the provision and implementation of primary health care in the community	4	10
ELECTIVE	117016	Institute preventive measures to reduce the potential impact of disasters	3	14
	NR	Apply palliative care principles when supporting the child and family to manage disease.	4	12
	NR	Plan and implement home based care	4	6

Exit Level Outcome 5: Provide mental health care				
	NLRD No.	Unit Standard Title	Level	Credits
ELECTIVE	NR	Facilitate the optimal functioning of the client with a psychiatric disorder.	4	16
	114483	Identify and apply strategies to deal with risk behaviour to promote psychological health and wellness	4	6

Assessment criteria:

For award of the *whole* qualification, candidates must achieve the required number of credits as specified in the rules of combination above as well as the criteria specified for integrated assessment below.

Should candidates exit the qualification *without completing the whole qualification*, recognition may be given for each Exit Level Outcome achieved. For award of a particular Exit Level Outcome, candidates must achieve:

- all the Core and Elective unit standards associated with the particular Exit Level Outcome as per the specifications contained within each unit standard, and
- the criteria specified for integrated assessment below.

Integrated assessment:

Assessment will take place according to the detailed specifications indicated in the unit standards associated with each exit level outcome (see "associated unit standards" above).

Over and above the achievement of the specified unit standards, evidence of integration will be required as per the following broad criteria, all within the context of workplace activities.

Assessors should note that the evidence of integration (as below) could well be presented by candidates when being assessed against the unit standards – thus there should not necessarily be separate assessments for each unit standard and then further assessment for integration. Well designed assessments should make it possible to gain evidence against each unit standard while at the same time gain evidence of integration.

Candidates must demonstrate the ability to engage in the operations selected in an integrative way, dealing with divergent and "random" demands related to these work operations, effectively. Evidence is required that the candidate is able to achieve the purpose of the qualification as a whole at the time of the award of the qualification. Integration of skills will be demonstrated through the achievement of the core operational standards.

Criteria for integrative assessment of generic competence includes:

Exit Level Outcome 1: Communicate in a variety of ways

- Oral communication is maintained and adapted as required to promote effective interaction in a work context.
- Information is accessed from standing instructions, visual information and a range of other workplace texts and responses where required are appropriate to the context.
- Written communication is clear and unambiguous and at an appropriate level for designated target audiences.

Exit level Outcome 2: Use mathematics in real life and education, training and development situations

- Mathematical functions are used correctly to solve routine workplace problems and tasks.

Exit level Outcome 3: Facilitate community health activities

- Community health needs are identified through a needs assessment
- Community campaigns and workshops are planned and conducted with due regard to societal values and ethics
- The community is educated on STIs, including HIV/AIDS

Exit level Outcome 4: Provide community health care

- Nutritional programmes are drawn up in relation to the specific community
- Care is provided to patients in accordance with specific needs

Exit level Outcome 5: Provide mental health care

- Risks for mental patients are identified and reduced
- The family is supported in providing assistance to mental patients

Assessment principles:

Assessment should be in accordance with the following general and specific principles:

- The initial assessment activities should focus on gathering evidence in terms of the main outcomes expressed in the titles of the unit standards to ensure assessment is integrated rather than fragmented. Where assessment at title level is unmanageable, then the assessment can focus on each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.
- Evidence must be gathered across the entire range specified in each unit standard, as applicable. Assessment activities should be as close to the real performance as possible, and where simulations or role-plays are used, there should be supporting evidence to prove that the candidate is able to perform in the real situation.
- All assessments should be conducted in accordance with the following universally accepted principles of assessment:
 - # use appropriate, fair and manageable methods that are integrated into real work-related or learning situations;
 - # judge evidence on the basis of its validity, currency, authenticity and sufficiency; and
 - # ensure assessment processes are systematic, open and consistent.

Recognition of prior learning:

This qualification can be achieved wholly or in part through recognition of prior learning in terms of the defined exit level outcomes and/or individual unit standards.

Evidence can be presented in various ways, including international and/or previous local qualifications, products, reports, testimonials mentioning functions performed, work records, portfolios, videos of practice and performance records.

All such evidence will be judged in accordance with the general principles of assessment described above and the requirements for integrated assessment.

Accreditation and Moderation:

- 1. Providers offering learning towards achievement of any of the unit standards that make up this qualification must be accredited through the HWSETA
- 2. Internal moderation of assessment must take place at the point of assessment with external moderation provided by the relevant ETQA, according to the moderation guidelines and the agreed ETQA procedures.

Registration of assessors:

Assessors registered with HWSETA must carry out the assessment of candidates for any of the unit standards that make up this qualification. The following criteria are specified for assessors of this qualification:

- Be a professional person
- Be suitably qualified at a minimum of NQF level 5
- Be experienced in the fields of primary health care and community development
- Have appropriate experience and understanding of assessment theory, processes and practices.
- Have good interpersonal skills and ability to balance the conflicting requirements of the interests of the learner, the provider and the employer.

Critical cross-field outcomes:

This qualification addresses the following critical cross-field outcomes, as detailed in the unit standards

- a) Identifying and solving problems in which responses indicate that responsible decisions using critical and creative thinking have been made.
[ELO 2; ELO 3; ELO 4; ELO 5]
- b) Working effectively with others as a member of a team, group, organisation or community.
[ELO 3, ELO 4, ELO 5]
- c) Organising and managing oneself and one's activities responsibly and effectively.
[ELO 3, ELO 4, ELO 5]
- d) Collecting, analysing, organising and critically evaluating information.
[ELO 3, ELO 4, ELO 5]
- e) Communicating effectively using visual, mathematical and/or language skills in the modes of oral/written persuasion.
[ELO 1, ELO 2, ELO 3, ELO 4, ELO 5]
- f) Using science and technology effectively and critically, showing responsibility towards the environment and health of others.
[ELO 4, ELO 5]
- g) Demonstrating and understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation.
[ELO 3, ELO 4, ELO 5]

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

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

International comparability:

This qualification is unique to South Africa and is appropriate for the unique requirements in this country as well as neighbouring (SADC) and other third-world countries.

Qualification Summary – FETC: Community Health Work – Level 4

Fundamental – 62 credits required			
NLRD	Title	Level	Credits
8974	Engage in sustained oral communication and evaluate spoken texts	4	5
8975	Read, analyse and respond to a variety of texts	4	5
8979	Use language and communication in occupational learning programmes	4	5
8976	Write for a wide range of contexts	4	5
8969	Interpret and use information from texts	3	5
8970	Write texts for a range of communicative contexts	3	5
8973	Use language and communication in occupational learning programmes	3	5
8968	Accommodate audience and context needs in oral communication	3	5
116987	Apply active listening skills in the care and support environment	3	6
7465	Collect and use data to establish complex statistical and probability models and solve related problems	4	5
7484	Describe, represent, analyse and explain changes in shape and motion in 2- and 3-dimensional space with justification	4	4
9015	Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	4	5
7485	Demonstrate understanding of real and complex number systems	4	3
TOTAL			63
Core – all 72 credits required			
NLRD	Title	Level	Credits
110053	Conduct a basic community needs assessment	4	12
110056	Conduct advocacy campaigns and workshops in development practice	4	12
12353	Facilitate participatory community development processes	4	12
114491	Educate and work closely with the community with regard to sexually transmitted infections including HIV/AIDS	4	10
8612	Demonstrate an understanding of societal values and ethics	4	4
	Plan and promote nutritional programmes to improve community health	4	12
(NC L3)	Demonstrate knowledge of the provision and implementation of primary health care in the community	4	10
TOTAL			72
Elective – any 21 credits required			
NLRD	Title	Level	Credits
114483	Identify and apply strategies to deal with risk behaviour to promote psychological health and wellness	4	6
117016	Institute preventive measures to reduce the potential impact of disasters	3	14
(NC L3)	Promote optimal care and support of the person with a physical disability	4	21
	Apply palliative care principles when supporting the child and family to manage disease.	4	12
	Plan and implement home based care	4	6
	Facilitate the optimal functioning of the client with a psychiatric disorder.	4	16
(NC L3)	Educate and support parents in childcare	4	12
(NC L3)	Provide care and support to an elderly person.	4	10
(NC L3)	Develop and implement a client ARV treatment plan	4	6
(NC L3)	Identify and support the abused child	4	6
10231	Plan a learning event	4	8
10136	Plan, organise and support project meetings and workshops	4	4
			21

UNIT STANDARD TITLE: Plan and promote nutritional programmes to improve community health

LEVEL:	4
CREDITS:	12
FIELD:	Health Sciences and Social Services
SUBFIELD:	Preventive Health

PURPOSE OF THE UNIT STANDARD

This unit standard is for persons who are required to assess nutritional requirements, identify problems and possible solutions relevant to both a community and the individual.

People credited with this u s are able to:

- Identify nutritional needs and resources
- Identify value of different foods and food groups
- Establish, develop and maintain local nutritional resources.

LEARNING ASSUMED TO BE IN PLACE

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

- Ability to communicate effectively within the appropriate cultural context.
- Knowledge of community structures and resources
- Ability to network with people from other relevant sectors and services.
- Numeracy Level 3
- Nutrition Level 2

RANGE STATEMENTS

Knowledge of nutrition and appropriate interventions in nutrition-related matters, appropriate to the community and the individual. Identification and use of local resources including but not limited to food gardens and food support programmes.

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA
SPECIFIC OUTCOME 1

Identify nutritional needs and resources

ASSESSMENT CRITERIA

1.1 Nutritional needs for daily living are identified in terms of specific requirements.

Range: *Specific requirements include chronic medical conditions such as diabetes and HIV/AIDS, as well as nutritional deficiency problems such as malnutrition*

1.2 Nutritional needs assessments for individuals and groups are conducted in accordance with agreed procedures.

Range: age, gender, special needs and stage of life.

1.3 Existing and potential local nutritional resources are identified in terms of the nutritional requirements and the resource characteristics.

1.4 Existing and potential nutritional resources outside the community are identified in terms of the nutritional requirements and the resource characteristics.

SPECIFIC OUTCOME 2

Identify value of different foods and food groups.

ASSESSMENT CRITERIA

2.1 A nutritional programme is identified in terms of optimising well-being for special conditions.

Range: Special conditions include diabetes, hypertensive, kidney problems, operations, allergies, intolerances

2.2 The nutritional value of available traditional/indigenous food sources is identified in terms of the quantity required and costs.

2.3 Food is selected to meet the needs of the community and the individual in terms of specific dietary requirements.

Range: Specific dietary requirements include traditional diets, vegan diets, vegetarian diets

SPECIFIC OUTCOME 3

Establish, develop and maintain local nutritional resources.

ASSESSMENT CRITERIA

3.1 Nutritional resources are sourced or produced in accordance with the relevant identified needs and preferences of the community.

Range: Methods of producing nutritional resources include planting seeds and harvesting on an ongoing basis, involving the community

3.2 Food resources are preserved and stored without destroying nutritional value.

Range: Prevention of destroying nutritional value includes contamination and vermin infestation

3.3 The health risks associated with the inappropriate storage of food are explained in terms of disease and loss of nutritional value.

ACCREDITATION AND MODERATION METHODS:

1. Anyone assessing this unit standard must be registered as an assessor with the relevant ETQA.
2. Any institution offering learning that will enable achievement of this unit standard must be accredited with HWSETA.
3. Moderation of assessment will be overseen by the ETQA according to the moderation guidelines in the relevant qualification and agreed ETQA procedures.

NOTES:

1. CRITICAL OUTCOMES:

The following critical outcomes are addressed in this unit standard.

- 1.1 Identify and solve problems related to nutrition using critical and creative thinking (1.1 to 1.4 and 2.1 to 2.3)
- 1.2 Work effectively in a multi-disciplinary team and with communities at different stages of life (2.2,4.1 and 4.2)
- 1.3 Communicate and advocate for good nutrition (3.1 to 3.3 and 4.1 to 4.2)
- 1.4 Collect, organise and evaluate information and resources related to nutrition (1.1; 1.2 and 2.1)
- 1.5 Organise and manage oneself and ones activity within the relevant context (1.1; 1.2 and 2.1)
- 1.6 Demonstrate the world as a set of related systems with regard to the different health, social and community structures (1.2; 2.1; 2.2; 2.3; 4.1)

2. ESSENTIAL EMBEDDED KNOWLEDGE

Essential embedded knowledge will be assessed through assessment of the specific outcomes in terms of the stipulated assessment criteria. Candidates are unlikely to achieve all the specific outcomes, to the standards described in the assessment criteria, without knowledge of the listed embedded knowledge. This means that for the most part, the possession or lack of the knowledge can be directly inferred from the quality of the candidate's performance. Where direct assessment of knowledge is required, assessment criteria have been included in the body of the unit standard.

The following embedded knowledge is addressed in an integrated way in the unit standard:

- Essential nutrients and their functions
- Nutritional needs during pregnancy, lactation, infancy, childhood, adolescence and adulthood
- The use of dietary guidelines
- Nutritional problems throughout the stages of life
- Nutritional requirements for chronic medical conditions such as HIV/AIDS, Diabetes, .
- Signs and symptoms of nutritional problems throughout the stages of life.
- The causes of nutritional problems throughout the stages of life.
- The correct methods of selection, preparation and storage of foodstuffs.
- Nutritional value of available traditional/indigenous food sources
- Basic needs assessment skills
- Knowledge of basic research methodology

UNIT STANDARDS JUSTIFICATION**CREDITS**

Total hours required by the learner to achieve the required outcomes:

Activity	Hours
Classroom learning	40
On-the-job learning	50
Self directed learning	15
Coaching required	15
TOTAL	120

CREDITS ACHIEVED: 12

UNIT STANDARD TITLE: Apply palliative care principles when assisting and supporting the child and family to manage life threatening disease

LEVEL: 4**CREDITS:** 12**FIELD:** Health Sciences and Social Services**SUBFIELD:** Rehabilitative Health Services**PURPOSE OF THE UNIT STANDARD:**

This unit standard will enable caregivers, working under the supervision of a suitably qualified person, to care for children whose disease is no longer responsive to curative treatment.

A person credited with this unit standard will be able to:

- Demonstrate an understanding of all aspects of the definition of paediatric palliative care.
- Demonstrate an understanding of all the possible role players involved in the provision of paediatric palliative care, and their respective roles.
- Apply relevant ethical and legal principles in the provision of paediatric palliative care.
- Assist in the effective management of total pain, in partnership with all members of the paediatric palliative care team.
- Assist in the effective symptom management in partnership with all members of the paediatric palliative care team.
- Assist in the management of the nutrition of a child
- Assist in the provision of quality end-of-life care for patients and their families
- Demonstrate an understanding of the concepts of grief and loss and the associated feelings.

LEARNING ASSUMED TO BE IN PLACE:

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

- Understand the relevance of ethical issues in community work and educate community members on rights and responsibilities
- Assist the community to access services in accordance with their health related human rights ID No: 9827
- Maintain and adapt oral communication ID No. 8962
- Assist and Support the Client and Family to Manage Home Based Care

RANGE STATEMENTS:

- Care will take place under the mentorship and supervision of a qualified health worker with relevant experience and includes communication with the palliative care team.
- Care will be provided in a variety of settings, i.e. home, community or institutions

SPECIFIC OUTCOME 1:

Demonstrate an understanding of paediatric palliative care.

ASSESSMENT CRITERIA:

- 1.1 The different role players in the palliative care team are identified in terms of their respective roles and contribution to the treatment plan.

Range: The team includes the health workers, the child and the family

- 1.2 The different forms of support provided are described in terms of who may give the support and when.
- 1.3 Paediatric palliative care principles are explained in accordance with the WHO definition of palliative care for children in terms that are understood by the client and the family.
- 1.4 The ways in which death of children is viewed are explained in terms of cultural and religious beliefs.

SPECIFIC OUTCOME 2:

Apply relevant ethical and legal principles in the provision of paediatric palliative care.

ASSESSMENT CRITERIA:

- 2.1 Communication is clear and concise and enhances teamwork in terms of achieving optimal care for the child.
- 2.2 The practical application of paediatric palliative care principles is in accordance with the provision of the best possible quality of life for the particular situation.
- 2.3 The relevant legislation regarding the rights of children in South Africa is explained in terms of palliative care principles.
- 2.4 The ethical issues related to the provision of paediatric palliative care are explained in terms of palliative care principles.
- 2.5 The ethical dilemmas that effect the management of children and adolescents with life limiting conditions are identified in terms of the palliative care context.
Range: *Dilemmas include Euthanasia, the right to information, confidentiality, the right to treatment, feeding and hydration*
- 2.6 Team confidentiality is recognised and respected in accordance with accepted ethical and legal requirements.

SPECIFIC OUTCOME 3:

Assist in the effective management of total pain

Range: *Total pain includes physical, social, spiritual and emotional pain.*

ASSESSMENT CRITERIA:

- 3.1 Total pain is described in terms of the factors that cause and influence pain.
- 3.2 The characteristics of pain are described in terms of the factors influencing the relief of pain.
- 3.3 The source of pain is identified from information provided by the child regardless of the developmental level of the child.
- 3.4 The child's level of pain is assessed through the use of available scoring systems for pain in children.

SPECIFIC OUTCOME 4:

Assist in the effective management of symptoms that affect the quality of life

Range: *Symptoms include Gastro-intestinal, respiratory, dermatological and neurological symptoms*

ASSESSMENT CRITERIA:

4.1 The common symptoms effecting the quality of life in paediatric palliative care are recognised in terms of the effect and intervention.

Range: *Interventions include making appropriate referrals*

4.2 The management of these symptoms within the context of paediatric palliative care is described in terms of the caregiver's role.

SPECIFIC OUTCOME 5:

Assist in the management of the nutrition of a child with life-threatening or advanced disease

ASSESSMENT CRITERIA:

5.1 The nutritional needs of a child with advanced disease are explained in terms of maintaining comfort.

5.2 An appropriate nutritional plan for the child with advanced disease is drawn up in the context of family and community preferences and available resources.

5.3 The use of community feeding schemes and grants is explained in terms of access to relevant resources.

5.4 Feeding methods selected are appropriate to the needs of the child in preventing infections.

Range: *Feeding methods relate to using cup and spoon methods rather than bottles*

SPECIFIC OUTCOME 6:

Assist in the provision of quality end-of-life care for patients and their families

ASSESSMENT CRITERIA:

6.1 A child's concept of death is explained in terms of the age and developmental stage.

6.2 The process of death is explained in accordance with the complex emotions, anxieties, needs and questions of all concerned.

6.3 Ways of providing a suitable environment are explained in terms of the needs of the child and family to enhance the quality of life.

6.4 The dying process is identified in terms of adapting the palliative care principles to the needs of the child.

SPECIFIC OUTCOME 7:

Demonstrate an understanding of grief and loss and the associated feelings.

ASSESSMENT CRITERIA:

7.1 The needs of the bereaved are identified in terms of the ways of dealing with the feelings associated with the loss of a child.

7.2 Resources within the team and the community that could assist the bereaved are identified in terms of their specific needs.

Range: *Resources include financial, spiritual, emotional and support organisations*

7.3 The use of available resources is explained in terms of the service they offer.

7.4 Own feelings and experiences relating to loss and grief are identified in terms of monitoring own coping levels and potential action that may be taken.

7.5 The ability to take responsibility for the maintenance of self-health when working with children with advanced disease is demonstrated in terms of recognising potential need of support and accessing it.

ACCREDITATION AND MODERATION OPTIONS:

1. Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA.
2. Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider by the HWSETA.
3. Moderation of assessment will be overseen by the HWSETA, according to the moderation guidelines in the relevant qualification and the agreed ETQA procedures.

NOTES:

1. CRITICAL CROSSFIELD OUTCOMES

The following critical cross-field outcomes are addressed in this unit standard:

- 1.1 Identify and solve problems related to the physical, social, emotional and spiritual condition of the patient.
- 1.2 Work effectively with the patient, family, care team and community.
- 1.3 Organise and manage oneself and one's activities responsibly and effectively in the context of paediatric palliative care.
- 1.4 Collect, organise, analyse and evaluate information about patients, families and the community.
- 1.5 Use science and technology effectively with regard to available equipment for the control of distressing symptoms.
- 1.6 Communicate effectively with patients, family members and members of the care team in order to facilitate the provision of paediatric palliative care.
- 1.7 Demonstrate an understanding of the world as a set of related systems with regard to community and community structures, cultural sensitivity and spiritual sensitivity.

2. ESSENTIAL EMBEDDED KNOWLEDGE

Essential embedded knowledge will be assessed through assessment of the specific outcomes in terms of the stipulated assessment criteria. Candidates are unlikely to achieve all the specific outcomes, to the standards described in the assessment criteria, without knowledge of the listed embedded knowledge. This means that for the most part, the possession or lack of the knowledge can be directly inferred from the quality of the candidate's performance. Where direct assessment of knowledge is required, assessment criteria have been included in the body of the unit standard.

SITE SPECIFIC

Learners must work in accordance with the protocols, procedures and policies of the relevant work environment:

- Private Homes
- Community facilities
- Institutions

UNIT STANDARD TITLE:	Plan and implement home based care
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LEVEL:	4
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CREDITS:	6
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FIELD:	Health Sciences and Social Services
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SUBFIELD:	Curative Health
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PURPOSE OF THE UNIT STANDARD:

This unit standard is for person required to render care and assistance to the clients and families to manage their health status at home.

People credited with this unit standard are able to:

- Assess the health condition of the client
- Assess the home environment
- Plan and implement home based care programmes
- Make referrals

LEARNING ASSUMED TO BE IN PLACE:

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

- Understand the relevance of ethical issues in community work and educate community members on rights and responsibilities
- Assist and Support the Client and Family to Manage Home Based Care
- Apply active listening skills in the care and support environment.
- Assess the interrelationship between the individual, the family and the community in terms of primary health care issues
- Knowledge of different home and community situations.

RANGE STATEMENTS:

Improvisation - The care giver should improvise when necessary.

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**SPECIFIC OUTCOME 1:**

Assess the health condition of the client

ASSESSMENT CRITERIA:

- 1.1 The current health condition of the client is determined through the use of suitable assessment skills and tools.
- 1.2 Diseases patterns, conditions and disability issues in the local community are described in terms of the impact on health condition.
- 1.3 Communicable and chronic diseases are identified in terms of the health condition of the client.
- 1.4 Congenital and hereditary diseases are identified and assessed in terms of the health condition of the client.

1.5 Family coping skills are assessed in terms of the ability to care for the client.

SPECIFIC OUTCOME 2:

Assess the home environment

ASSESSMENT CRITERIA:

- 2.1 Potential hazards in the home environment are identified in terms of the effect on daily living activities.
- 2.2 Hazards identified are rectified in accordance with agreed procedures.
- 2.3 Methods of waste disposal are identified and demonstrated in accordance with relevant health and safety legislation.
Range: *Waste disposal includes used sharp instruments, used dressings, body fluids and waste*
- 2.4 Environmental health principles are applied to situations in accordance with the specific circumstances and requirements.

SPECIFIC OUTCOME 3:

Plan and implement home based care programmes

ASSESSMENT CRITERIA:

- 3.1 The programme addresses the identified individual needs.
- 3.2 The programme takes into consideration the client and family schedules and requirements.
- 3.3 The programme is achievable in terms of the relevant stages and designed activities.
- 3.4 The programme is implemented with due regard to the client and family.
- 3.5 The client and family are instructed in implementing the programme autonomously.

SPECIFIC OUTCOME 4:

Make referrals

ASSESSMENT CRITERIA:

- 4.1 Client's that require referral are identified in terms of being beyond the carer's competence.
- 4.2 The method of making referrals is explained in terms of the referral process.
- 4.3 Relevant practitioners are identified in terms of their specific scope of expertise.
- 4.4 Clients are supplied with referral details in accordance with specific requirements.
- 4.5 Referrals are followed up in accordance with health care requirements.

METHOD OF ASSESSMENT

- Direct Observation
- Practical demonstration

- Case Studies
- Questioning
- Testimony (portfolio)
- Objective, structured, practical evaluation

ACCREDITATION AND MODERATION OPTIONS:

- i) Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA.
- ii) Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider through the relevant ETQA by SAQA.
- iii) Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines in the relevant qualification and the agreed ETQA procedures

NOTES**1. CRITICAL CROSS-FIELD OUTCOMES:**

The following critical outcomes are addressed in this unit standard:

- a) Identify and solve problems: related to assessment of the personal, environmental health and intervene accordingly.
- b) Work effectively with others: the client, family, community members and other members of the health team.
- c) Organise, manage themselves and their activities: act within the scope of practice and manage the time.
- d) Collect, analyse, organise and critically evaluate information: pertaining to the client.
- e) Communicate effectively with: client, family and community members as well as members of the health team.
- f) Use science and technology effectively and critically: with regard to home based care e.g. making of solutions, correct use of available equipment.
- g) Demonstrate an understanding of the world as a set of related systems with regard to the client, family and community: the home, and the hospital observing people's cultures.

2. ESSENTIAL EMBEDDED KNOWLEDGE

Essential embedded knowledge will be assessed through assessment of the specific outcomes in terms of the stipulated assessment criteria. Candidates are unlikely to achieve all the specific outcomes, to the standards described in the assessment criteria, without knowledge of the listed embedded knowledge. This means that for the most part, the possession or lack of the knowledge can be directly inferred from the quality of the candidate's performance. Where direct assessment of knowledge is required, assessment criteria have been included in the body of the unit standard.

3. SUPPLEMENTARY INFORMATION:**SITE SPECIFIC**

- Guidelines for scope of practise of the Ancillary Health Care (AHC) Worker

UNIT STANDARDS JUSTIFICATION**CREDITS**

Total hours required by the learner to achieve the required outcomes:

UNIT STANDARD TITLE: Facilitate the optimal functioning of the client with a psychiatric disorder

NQF LEVEL: 4
CREDITS: 16
FIELD: Health Sciences and Social Services
SUBFIELD: Rehabilitative Health Services

PURPOSE OF THE UNIT STANDARD:

This unit standard is to enable the caregiver to give appropriate follow-up care and support to the client with a psychiatric disorder and the client's family

People credited with this unit standard are able to:

- Differentiate between psychiatric disorders and intellectual disability
- Describe the meaning, possible causes and effects of psychiatric disorders
- Assist the client and family in coping with activities of daily living
- Transfer work related social skills to the client
- Explain rights and responsibilities relating to psychiatric disorders

LEARNING ASSUMED TO BE IN PLACE:

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

- Knowledge of the community and ability to differentiate between intellectual disabilities and psychiatric disorders
- Knowledge of the community's cultural perception of psychiatric disorders

RANGE STATEMENTS:

Learners undertaking this unit standard will be expected to demonstrate their competence in the context of community life under the guidance of a multi-disciplinary team.

SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**SPECIFIC OUTCOME 1:**

Differentiate between psychiatric disorders and intellectual disability

ASSESSMENT CRITERIA:

- 1.1 Mental health is defined in terms of emotional, social, physical and spiritual wellbeing.
- 1.2 Psychiatric disorders are identified in terms of the effect of the illness on the ability to function normally and possible treatments.
- 1.3 Intellectual disabilities are identified in terms of the effect of low intelligence on the ability to function normally
- 1.4 The factors that may contribute towards mental illness are identified in terms of the impact and result.

SPECIFIC OUTCOME 2:

Describe the meaning, possible causes and effects of psychiatric disorders

ASSESSMENT CRITERIA:

- 2.1 Psychiatric disorders are described in terms of the effect on normal functioning.
- 2.2 The psychiatric disorders are explained in terms of signs and symptoms.
- 2.3 The probable causes of are explained in terms of the precipitating factors.
- 2.4 The effects of psychiatric disorders on the client, family and the community are explained in terms of personal and financial factors.
- 2.5 The effect of cultural factors is explained in terms of diagnosis, treatment and prognosis.

SPECIFIC OUTCOME 3:

Assist the client and family in coping with activities of daily living

ASSESSMENT CRITERIA:

- 3.1 The interventions required are identified in terms of the environment, and available resources.
- 3.2 A variety of activities of daily living are identified in terms of the suitability for the various levels of psychiatric disorders.
- 3.3 Adaptive skills are recommended in accordance with the client's specific needs.
- 3.4 A schedule for activities of daily living is agreed upon in accordance with the client and family's specific circumstances.
- 3.5 Ways of encouraging client independence are identified in accordance with the agreed schedule.
- 3.6 Follow up support is provided to the client, and family in terms of ensuring the ability to implement and cope with the agreed schedule.

Range: *Follow up support includes but is not limited to checking on: compliance to medication; the client's mental state; the family's ability to cope and recognize deterioration; and the client's ability to cope within the family situation.*

SPECIFIC OUTCOME 4

Transfer work related social skills to the client

ASSESSMENT CRITERIA

- 4.1 Personal hygiene is explained in terms of self care in the workplace.
- 4.2 Time management programmes are planned and implemented in accordance with client and workplace specific requirements.
- 4.3 The benefits of clear communication are explained in terms of work relationships and transfer of information.
- 4.4 Clients are encouraged to communicate in accordance with workplace sequence and format.

SPECIFIC OUTCOME 5:

Explain rights and responsibilities relating to psychiatric disorders

ASSESSMENT CRITERIA:

5.1 The rights of persons with psychiatric disorders are explained in accordance with international, national and regional policies or conventions and relevant legislation.

5.2 The prevention of infringement of rights of persons with psychiatric disorders is explained in terms allowable actions and omissions.

5.3 Relevant legislation is explained in terms of the practical application and consequences within the community.

Range: *certification, voluntary and involuntary patient*

5.4 The rights and responsibilities of service providers are explained in terms of relevant legislation.

ACCREDITATION AND MODERATION OPTIONS:

1. Anyone assessing a learner against this unit standard must be registered as an assessor with the HWSETA.
2. Any institution offering learning that will enable achievement of this unit standard must be accredited as a provider
3. Moderation of assessment will be overseen by the ETQA according to the moderation guidelines in the relevant qualification and the agreed ETQA procedures.

NOTES:**CRITICAL OUTCOMES**

This unit standard addresses the following critical cross-field outcomes:

- 1.1 Identify and solve problems encountered by persons with psychiatric disorders.
- 1.2 Ability to work with other teams to facilitate treatment and support of client and family.
- 1.3 Organise relevant resources and be able to utilize them.
- 1.4 Interact with variety of persons with psychiatric disorders as well as their families.
- 1.5 Organise, manage and evaluate the output of own activities
- 1.6 Demonstrate knowledge and understanding of the world as a set of related organisms

ESSENTIAL EMBEDDED KNOWLEDGE

Essential embedded knowledge will be assessed through assessment of the specific outcomes in terms of the stipulated assessment criteria. Candidates are unlikely to achieve all the specific outcomes, to the standards described in the assessment criteria, without knowledge of the listed embedded knowledge. This means that for the most part, the possession or lack of the knowledge can be directly inferred from the quality of the candidate's performance. Where direct assessment of knowledge is required, assessment criteria have been included in the body of the unit standard.

The following embedded knowledge is addressed in an integrated way in the unit standard:

- 2.1 Names of different types of psychiatric disorders
 - Know common psychiatric disorders encountered in the community
- 2.2 Describe different types of psychiatric disorders
 - Basic knowledge of human anatomy
 - Know the effect of psychiatric disorders on the family and the community
 - Be able to identify early signs of psychiatric disorders

2.3 Know all senses

- Know sensory clues that could indicate a psychiatric disorder

2.4 Demonstrate and perform activities of daily living to promote independence

- Plan and implement programme for rehabilitation
- Facilitate inclusion of persons with psychiatric disorders (work place and community facilities)

2.5 Causes of psychiatric disorders

- Know the effect of psychiatric disorders on the client (physically, emotionally, psychologically, socioculturally and economically.)
- Know the effect of psychiatric disorders on the family of the client and the community
- Know prevention of infringement of rights of persons with psychiatric disorders
- Know the available resources and how to access them (support group and support systems.)
- Know the relevant legislation in the field of Mental Health

2.6 Know common psychiatric disorders encountered in the community**3. SUPPLEMENTARY INFORMATION:****SPECIFIC REQUIREMENTS**

- Legal: Rights of the psychiatric client, relevant legislation in the field of Mental Health, relevant portions of the constitution of South Africa

SITE SPECIFIC

- Homes
- Day Centres - (Community)
- Institutions
- According to the context in which the learner is working

No. 1247

2 November 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

Furniture

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

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

Comment on the unit standards should reach SAQA at the address ***below and no later than 28 November 2004***. All correspondence should be marked **Standards Setting – SGB for Furniture** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. D Mphuthing

Postnet Suite 248


Private Bag X06

Waterkloof

0145

or faxed to 012 – 431-5144

e-mail: dmphuthing@saga.co.za



JOE SAMUELS

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Furniture Making (Wood)

SAQA QUAL ID	QUALIFICATION TITLE	
49091	National Certificate: Furniture Making (Wood)	
SGB NAME	SGB Furniture	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
MET-2-National Certificate	National Certificate	Manufacturing and Assembly
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
134	Level 2	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

The purpose of the qualification is to provide learners and education and training providers with the standards required to satisfy the challenges of participating effectively in the furniture manufacturing industry. Typical learners will be workers in the furniture industry.

The qualification will be useful to both new entrants into the industry, and existing workers in the sector.

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

For the new entrant, this qualification describes the learning outcomes required to effectively participate in a structured workplace.

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

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

This qualification has been developed to assist with standardisation across the furniture industry. This will allow persons to achieve recognition as a furniture maker, and lay a foundation for future career advancement across similar trades and to supervisory and management qualifications within the sector.

The combination of learning outcomes that comprise this qualification will provide the qualifying learner with vocational knowledge and skills appropriate to the context of furniture manufacturing. The learner will have an understanding of the furniture industry and how he or she should operate within the legislative, safety and quality systems which govern the workplace. It will also equip learners with a foundation for further intellectual development, opportunities for gainful employment and reward for contributions to society.

The qualifying learner will be able to:

- > Identify and solve problems in relation to the production of furniture within their work area.
- > Communicate and work effectively with colleagues and supervisors, so that furniture production processes are carried out safely and to the required standard.
- > Demonstrate scientific and technological competence in the carrying out of furniture production processes.
- > Organise and manage him/herself and his/her activities responsibly and effectively to ensure work is carried out according to quality and performance requirements, without compromising safety for self and colleagues.
- > Understand the world as a set of related systems by recognising that problem-solving contexts do not exist

in isolation, that when performing furniture making operations that they do not pose a safety risk and that failure to maintain rate and quality of production will negatively impact upon all parts of the furniture production cycle.

Typical job roles and purpose:

- > Job Role-Purpose.
- > Semi-skilled finisher-Assisting skilled wood finisher.
- > Semi-skilled upholsterer-Assisting skilled upholsterer.
- > Semi-skilled wood machinist -Assisting skilled wood machinist.
- > Semi-skilled cabinet maker-Assisting skilled cabinet maker.

Key Work Areas

- > Preparing products and components for final finishing operations.
- > Hand polishing.
- > Conventional spraying of sealers and lacquers.
- > Lining up - positioning and attachment of ancillary and support materials for upholstery.
- > Attaching ready-prepared upholstery components to prepared furniture.
- > Simple carcase construction using hand tools, pneumatic tools and basic power tools.
- > Operate sawing, planing and sanding machines.

The relation between this Qualification and the principles of the NQF is indicated in the following table:

NQF principle - National certificate in making

- > Recognition of Prior learning - Allows for Recognition of Prior Learning, especially as a means of career advancement.
- > Credibility - Learning Outcomes are a result of consensus by the industry.
- > Relevance- Consulting workshops indicated a demand for unit standard based qualifications in Furniture Manufacturing.
- > Access - Removes traditional barriers to qualifications below "artisan" level.
- > Articulation/Progression - Forms part of a learning pathway for furniture makers, spanning NQF levels 1 - 4.

Rationale of the qualification

As a result of past legacies many practitioners within the furniture manufacturing sector were denied career advancement and possible recognition as qualified tradesmen. This was as a direct result of poor educational opportunities in some schools, leading to a lack of entry to formal training institutions. The introduction of a National Certificate in Furniture Making (Wood) based on unit standards will allow learners to reach their full potential of advancement without formal education becoming an impassable barrier and in addition, allow for the recognition of prior learning.

In the past the only recognition available for a worker in the furniture manufacturing industry was a full artisan qualification. The introduction of a National Certificate in Furniture Making (Wood) at NQF level 2 will allow those practitioners who do not have the academic attributes to achieve a higher qualification to gain recognition for their skills, which had previously been denied them.

The National Certificate in Furniture Making (Wood) reflects the skills, knowledge and understanding required to participate effectively in the furniture industry, whether in micro, small, medium or large operations.

The competencies contained in this Qualification are essential for social and economic transformation, empowerment and upliftment within the furniture manufacturing environment, whilst simultaneously improving the skills base of the country.

This qualification lays the basis of learning towards the more specialised National Certificates in Furniture Making (Wood) at NQF level 3.

The learning pathway for workers in the furniture industry consists of the following qualifications:

- > NQF level 1: National Certificate (GETC): Manufacturing, Engineering and Related Activities (Furniture).
- > NQF level 2: National Certificate in Furniture Making (Wood).
- > NQF level 3: National Certificate in Furniture Making (Wood).

> NQF level 4: National Certificate in Furniture Making (Specialism).

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that a learner entering a programme leading to this qualification has successfully completed the National Certificate (GETC): Manufacturing, Engineering and Related Activities (Furniture) at NQF level 1 or has demonstrated equivalent competence.

Recognition of Prior Learning:

The qualification may be obtained in whole or in part through the process of Recognition of Prior Learning. Learners who meet the requirements of any unit standard in this qualification may apply for recognition of prior learning to the Forestry Industries Education and Training Authority (FIETA), and will be assessed against the assessment criteria and specific outcomes for the relevant unit standard/s.

QUALIFICATION RULES

The qualification is composed of Fundamental, Core and Elective learning components:

- > Fundamental: 40 minimum
- > Core: 20 minimum
- > Elective: 74 minimum

Credit total: Minimum of 134 credits

In order to be awarded the qualification, the learner has to prove competence in all of the Fundamental and Core Unit Standards. Candidates must achieve all the Elective Unit Standards related to their chosen specialism.

Additional Elective Unit Standards could be added to the qualification over time.

EXIT LEVEL OUTCOMES

1. Identify and solve problems in relation to the production of furniture within their work area.
2. Communicate and work effectively with colleagues and supervisors, so that furniture production processes are carried out safely and to the required standard.
3. Demonstrate scientific and technological competence in the carrying out of furniture production processes.
4. Organise and manage him/herself and his/her activities responsibly and effectively to ensure work is carried out according to quality and performance requirements, without compromising safety for self and colleagues.
5. Understand the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation, that when performing furniture making operations that they do not pose a safety risk and that failure to maintain rate and quality of production will negatively impact upon all parts of the furniture production cycle.

ASSOCIATED ASSESSMENT CRITERIA

1. Specification, tools, equipment, machinery and materials are checked and any problems are dealt with or reported to the appropriate authority.
2. All processes are performed according to Health & Safety legislation and organisational requirements.
3. All machinery and equipment is used safely and appropriately, in line with all organisational standards for quality, production and safety.
4. Work area, tools, equipment and materials are prepared according to requirements of drawings and specifications, the work area is kept clean, tidy and safe, and all organisational housekeeping procedures are correctly observed.

5. All processes are carried out as per organisational and international standards and requirements and within the specified time.

Integrated Assessment:

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

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

Before qualifying, learners will be expected to demonstrate competence in a practical situation that integrates the assessment of all specific outcomes, for all unit standards.

Integrated assessment provides learners with an opportunity to display an ability to integrate practical performance, actions, concepts and theory across unit standards to achieve competence in relation to the purpose of this qualification.

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

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

INTERNATIONAL COMPARABILITY

This qualification was compared with furniture manufacturing qualifications from a variety of countries, including Scotland, Ireland, Italy and France. Only those qualifications that showed a high degree of comparability are included here.

It is to be noted that only in the UK is the conflated approach used here duplicated.

1. New Zealand Qualification Board

a) Finishing

This qualification is comparable to the New Zealand National Certificate in Furniture Making (Level 2). The qualification is very similar to the South African. Details appear below:

The National Certificate in Furniture Making (Level 2) is for new trainees entering the industry, and those employed in the industry who have not had a formal structured qualification available to them. This qualification recognises the knowledge and skills required for the use of stains, coatings and preparation of furniture for Making. The furniture Making sector covers wood finishes as well as paint finishes and alternative materials. The qualification includes specified unit standards from furniture Making and making as well as first aid and generic unit standards, thus recognising the complementary knowledge and skills required for the diverse range of employment options within the industry.

The holders of the qualification work under supervision and in accordance with job specifications. This certificate recognises base level skills and provides a stairway to the National Certificate in Furniture Making (Level 4) [Ref: 0092].

Unit No.-Unit Standard Title-Level-Credit

- > 2206-Handle and manage hazardous materials for furniture finishing-2-2
- > 2208-Select, prepare, and apply stain to wooden furniture-3-8
- > 2209-Select and apply preparation coatings to furniture surfaces-3-5
- > 3152-Prepare wooden and substrate surfaces for finishing including wood filling open grains-2-3
- > 3153-Apply stain to wooden furniture surfaces-2-4
- > 3154-Apply preparation coatings to furniture surfaces-2-4
- > 17637-Remove coatings for furniture finishing-2-3
- > 17639-Apply shellac as a preparation coating for furniture finishing-2-4

- > 17640-Demonstrate knowledge of the use and manufacture of basic jigs and trolleys for furniture finishing-2-3
- > 17739-Identify faults in a surface for furniture finishing-1-1
- > 17740-Rectify faults in a surface for furniture finishing-2-3

The following differences are noted:

- i. The New Zealand NQF levels are not directly equivalent to the South African NQF levels. Thus a qualification at, for example, level 2, may encompass elements of South African levels 1, 2 and 3.
- ii. New Zealand unit standards are written at task level. This essentially means that the qualifications are made up of a large number of unit standards with small credit allocations.

b) Upholstery

This qualification is comparable to the equivalent New Zealand qualification. The following differences are noted:

- i. New Zealand has three small (40 credit) qualifications at this level:
 - > National Certificate in Furniture (Manufacturing Upholstery Cutting).
 - > National Certificate in Furniture (Manufacturing Upholstery Sewing).
 - > National Certificate in Furniture (Manufacturing Upholstery).
- ii. New Zealand unit standards are written at task level. This essentially means that the qualifications are made up of a large number of unit standards with small credit allocations.
- iii. There are elective standards that cover programming of CNC cutting machinery. This is not introduced into the South African qualifications until a higher level.
- iv. The qualifications include specific electives related to 'craft upholstery'. The South African qualification does not make this distinction.

c) Wood Machining and Cabinet Making

This qualification is comparable to the New Zealand National Certificate in Furniture Making (Level 3). The following differences are noted:

- i. The New Zealand NQF levels are not directly equivalent to the South African NQF levels. Thus a qualification at, for example, level 2, may encompass elements of South African levels 1, 2 and 3.
- ii. New Zealand unit standards are written at task level. This essentially means that the qualifications are made up of a large number of unit standards with small credit allocations.

2. Australian National Qualifications Framework

a) Finishing

The Technical and Further Education Authority (TAFE), New South Wales was also used as a resource for international benchmarking. TAFE provides nationally accredited training. The following information highlights the nationally accredited training programme offered by TAFE which is aligned to the Finishing Certificate qualification registered on the Australian Qualifications Framework at Level 2.

LMF20202 Certificate II in Furniture Making

Rationale:

Twelve units of competency are required to complete this qualification.

Qualifications:

Core

These units are mandatory:

- > LMFCR0001A Follow safe working policies and practices
- > LMFCR0002A Communicate in the workplace
- > LMFCR0003A Carry out measurements and calculations

> LMFCR0004A Work effectively with others

Specialist

Select the four mandatory units (bolded):

- > LMFFF2001A Use furniture finishing sector hand and power tools
- > LMFFF2002A Dismantle/reassemble furniture
- > LMFFF2003A Remove surface coatings
- > LMFFF2004A Prepare surfaces for finishing
- > LMFFF2005A Maintain spray equipment and booth
- > LMFFF2006A Apply surface coatings by spray gun
- > LMFFF2007A Apply stains, fillers and bleach.
- > LMFFF2008A Apply surface coatings by hand.

Imported

This unit is mandatory:

- > TDTD397C Handle dangerous goods/hazardous substances.

Electives

Select three units not lower than Certificate II level. These can be specialist, generic or imported in accordance with General Structuring Rules

b) Upholstery

The following information highlights the nationally accredited training programme offered by TAFE which is aligned to the Upholstery Certificate qualification registered on the Australian Qualifications Framework at Level 3.

Qualification: Upholstery - Certificate III (AQF)

National Code: 90601NSW

Course No: 7096

Nominal hours: 864

This course, which can be done as an apprenticeship, is for people who are apprentices and trainees working in the furniture upholstery trade.

You will learn how to upholster all types of furniture using a variety of materials. You will also acquire recovering, repair and reupholstery skills, and will learn about procedures and techniques for fitting, marking, cutting and machine sewing.

Entry requirements:

There are no formal educational requirements for this course.

The following differences are noted:

- > The levels of the standards that make up the qualification range from level 1 through to level 3.
- > Recovering, repair and reupholstery skills are not introduced into the South African qualifications until a higher level.
- > Set up and maintenance of CNC machinery is included in the Australian qualification. This is included in the South African qualifications at a higher level.

c) Wood Machining and Cabinet making

The following information highlights the nationally accredited training programme offered by TAFE which is aligned to the Machining and Cabinet Making Certificate qualification registered on the Australian Qualifications Framework at Level 2.

Qualification: Certificate II (AQF)

National Code: LMF20302

Course No: 8008

Nominal hours: 456

This course is for trainees wanting to acquire the skills and knowledge to work in the furniture making sector

of the furnishing industry.

Entry requirements:

There are no formal educational requirements for this course.

This qualification is made up of a very wide range of competency units from which the learners may choose in order to follow the desired trade.

LMF20302 Certificate II in Furniture Making

Rationale:

Twelve units of competency are required to complete this qualification.

Qualifications: Core

These units are mandatory

- > LMFCR0001A Follow safe working policies and practices
- > LMFCR0002A Communicate in the workplace
- > LMFCR0003A Carry out measurements and calculations
- > LMFCR0004A Work effectively with others

Specialist

Select the six mandatory units (bolded)

- > LMFFM2001A Use furniture making sector hand and power tools
- > LMFFM2002A Assemble furnishing components
- > LMFFM2003A Select and apply hardware
- > LMFFM2004A Apply sheet laminates by hand
- > LMFFM2005A Join solid timber
- > LMFFM2006A Hand make timber joints
- > LMFFM2007A Follow plans to assemble production furniture
- > LMFFM2008A Bend and form cane
- > LMFFM2009A Construct cane furniture
- > LMFFM2010A Set up, operate and maintain basic static machines
- > LMFFM2011A Apply manufactured board conversion techniques
- > LMFFM2012A Set up, operate and maintain pressure and clamping machines
- > LMFFF2004A Prepare surfaces for finishing

Electives

Select two units not lower than Certificate II level. These can be specialist, generic or imported in accordance with the General Structuring Rules.

The following differences are noted:

- > The levels of the standards that make up the qualification range from level 1 through to level 3.
- > Set up and maintenance of CNC machinery is included in the Australian qualification. This is included in the South African qualifications at a higher level.
- > The qualification includes dealing with cane furniture, which is a separate area of specialisation in South Africa.

3. United Kingdom NVQ

The National Vocational Qualification 'Making and Installing Furniture' at NVQ level 2 is broadly comparable to the South African qualification; details appear below.

Qualification details

Reference: 100/3129/7

Title: C&G Level 2 NVQ in Finishing and Installing Furniture

Awarding body: City & Guilds

Accreditation start date: 01 July 2003

Accreditation end date: 30 June 2008
Certification end date: 30 June 2010
Level: 2-Intermediate
Type: NVQ - National Vocational Qualification
Subject: Making and Installing Furniture
Category: Occupational

The range of skills covered is very broad, with learners able to select units to make up a qualification in their chosen trade. The UK NVQ level 2 is pitched higher than the South African Qualification, but there are areas of overlap.

ARTICULATION OPTIONS

This qualification has been developed for mobility across similar trades within the furniture industry.

This qualification will allow learners access to the National Certificate in Furniture Making (Wood): NQF level 3 as well as providing a foundation for learning in the area of construction carpentry and joinery - vertical articulation.

The structure of the qualification allows a worker in the furniture industry to gain skills in any or all of the four key disciplines (wood machining, cabinet making, finishing, upholstery) without the need for a separate qualification - horizontal articulation.

Horizontal articulation also exists with National Certificates in other furniture manufacturing trades, for example Coffin Making.

MODERATION OPTIONS

Assessment of learner achievements takes place at providers accredited by FIETA (RSA, 1998b) for the provision of programmes that result in the outcomes specified for the National Certificate in Furniture Making (Wood), NQF level 2. FIETA, or other ETQAs that have a Memorandum of Understanding in place with FIETA - ETQA, is responsible for the moderation of learner achievements of learners who meet the requirements of this qualification.

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

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

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

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

CRITERIA FOR THE REGISTRATION OF ASSESSORS

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

- > A recognised assessor qualification.
- > Compliance with FIETA's requirements for assessor registration.
- > This qualification or equivalent competence.
- > A minimum of three years' experience in the field of Furniture Making.
- > The elective component of this qualification can only be assessed by an assessor with a minimum of three years' experience in that specialism.

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	9882 Read and interpret basic engineering drawings	Level 2	8	Registered
Core	9964 Apply health and safety to a work area	Level 2	3	Reregistered
Core	117416 Comply with good housekeeping practices	Level 2	4	Draft - Prep for P Comment
Elective	117144 Produce straight laminated timber and board components	Level 2	8	Draft - Prep for P Comment
Elective	117145 Produce sawn timber and board product components and products	Level 2	16	Draft - Prep for P Comment
Elective	117147 Perform breakout operations	Level 2	16	Draft - Prep for P Comment
Elective	117150 Cover prepared frame using basic upholstery hand tools	Level 2	32	Draft - Prep for P Comment
Elective	117151 Perform hand polishing operations	Level 2	26	Draft - Prep for P Comment
Elective	117152 Produce machine sanded timber and board product components and products	Level 2	16	Draft - Prep for P Comment
Elective	117153 Prepare and perform the pre-covering upholstery process	Level 2	32	Draft - Prep for P Comment
Elective	117154 Perform wood finishing operations by conventional spraying	Level 2	32	Draft - Prep for P Comment
Elective	117157 Prepare final covering for prepared upholstery frames	Level 2	12	Draft - Prep for P Comment
Elective	117159 Produce planed timber product components and products	Level 2	10	Draft - Prep for P Comment
Elective	117160 Prepare products for hand staining	Level 2	16	Draft - Prep for P Comment
Elective	117165 Produce basic hand crafted furniture	Level 2	22	Draft - Prep for P Comment
Fundamental	9357 Develop and use keyboard skills to enter text	Level 1	4	Registered
Fundamental	7469 Use mathematics to investigate and monitor the financial aspects of personal and community life	Level 2	2	Registered
Fundamental	7480 Demonstrate understanding of rational and irrational numbers and number systems	Level 2	3	Registered
Fundamental	8962 Maintain and adapt oral communication	Level 2	5	Registered
Fundamental	8963 Access and use information from texts	Level 2	5	Registered
Fundamental	8964 Write for a defined context	Level 2	5	Registered
Fundamental	8967 Use language and communication in occupational learning programmes	Level 2	5	Registered
Fundamental	9009 Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems	Level 2	4	Registered
Fundamental	12444 Measure, estimate and calculate physical quantities and explore, describe and represent geometrical relationships in 2-dimensions in different life or workplace contexts	Level 2	3	Registered
Fundamental	14086 Work with a wide range of patterns and basic functions and solve related problems	Level 3	3	Registered



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Contribute to health, safety and good housekeeping in the workplace

SAQA US ID	UNIT STANDARD TITLE		
117148	Contribute to health, safety and good housekeeping in the workplace		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Furniture	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FURN	Regular	Level 2	10

Specific Outcomes:**SPECIFIC OUTCOME 1**

Contribute to health and safety of all personnel and visitors.

SPECIFIC OUTCOME 2

Conform to the OHAS Act and organisational health and safety requirements.

SPECIFIC OUTCOME 3

Carry out good housekeeping routines.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Cover prepared frame using basic upholstery hand tools

SAQA US ID	UNIT STANDARD TITLE		
117150	Cover prepared frame using basic upholstery hand tools		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Furniture		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FURN	Regular	Level 2	32

Specific Outcomes:

SPECIFIC OUTCOME 1

Select and prepare tools for covering.

SPECIFIC OUTCOME 2

Select and prepare components for covering.

SPECIFIC OUTCOME 3

Performing and completing covering operations.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Perform breakout operations

SAQA US ID	UNIT STANDARD TITLE		
117147	Perform breakout operations		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Furniture	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FURN	Regular	Level 2	16

Specific Outcomes:**SPECIFIC OUTCOME 1**

Select materials for breakout.

SPECIFIC OUTCOME 2

Organise and position materials for breakout.

SPECIFIC OUTCOME 3

Load machinery.

SPECIFIC OUTCOME 4

Breakout materials to component specifications.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Perform hand polishing operations

SAQA US ID	UNIT STANDARD TITLE		
117151	Perform hand polishing operations		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Furniture	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FURN	Regular	Level 2	26

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare workstation.

SPECIFIC OUTCOME 2

Prepare workpiece for hand polishing.

SPECIFIC OUTCOME 3

Select and prepare finish.

SPECIFIC OUTCOME 4

Apply final finishing coats.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Perform wood finishing operations by conventional spraying

SAQA US ID	UNIT STANDARD TITLE		
117154	Perform wood finishing operations by conventional spraying		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Furniture		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FURN	Regular	Level 2	32

Specific Outcomes:**SPECIFIC OUTCOME 1**

Select and prepare materials for spraying.

SPECIFIC OUTCOME 2

Apply stains by spraying.

SPECIFIC OUTCOME 3

Apply sealers, primers, clear and pigmented finishing coats.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Prepare and perform the pre-covering upholstery process

SAQA US ID	UNIT STANDARD TITLE		
117153	Prepare and perform the pre-covering upholstery process		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Furniture	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FURN	Regular	Level 2	32

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify and select materials for pre-covering process.

SPECIFIC OUTCOME 2

Select equipment and tools.

SPECIFIC OUTCOME 3

Prepare item to be upholstered.

SPECIFIC OUTCOME 4

Position and secure support and ancillary materials onto frame.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Prepare final covering for prepared upholstery frames

SAQA US ID	UNIT STANDARD TITLE		
117157	Prepare final covering for prepared upholstery frames		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Furniture		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FURN	Regular	Level 2	12

Specific Outcomes:**SPECIFIC OUTCOME 1**

Prepare equipment, tools and workstation.

SPECIFIC OUTCOME 2

Prepare fabric.

SPECIFIC OUTCOME 3

Plan and mark fabric for cutting.

SPECIFIC OUTCOME 4

Cut out upholstery components.

SPECIFIC OUTCOME 5

Mark and sort upholstery components.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

8

Prepare products for hand staining

SAQA US ID		UNIT STANDARD TITLE		
117160		Prepare products for hand staining		
SGB NAME		ABET BAND	PROVIDER NAME	
SGB Furniture		Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION		
Manufacturing, Engineering and Technology		Manufacturing and Assembly		
UNIT STANDARD CODE		UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FURN		Regular	Level 2	16

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare materials for hand staining.

SPECIFIC OUTCOME 2

Apply stains.

SPECIFIC OUTCOME 3

Apply grain fillers.

SPECIFIC OUTCOME 4

Apply sealers and primers.

SPECIFIC OUTCOME 5

Confirm surfaces for polishing.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

9

Produce basic hand crafted furniture

SAQA US ID	UNIT STANDARD TITLE		
117165	Produce basic hand crafted furniture		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Furniture	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FURN	Regular	Level 2	22

Specific Outcomes:**SPECIFIC OUTCOME 1**

Select and prepare equipment and tools.

SPECIFIC OUTCOME 2

Select and prepare materials and surfaces.

SPECIFIC OUTCOME 3

Select and prepare adhesives.

SPECIFIC OUTCOME 4

Cut, shape and mould components to size.

SPECIFIC OUTCOME 5

Cut components for joints.

SPECIFIC OUTCOME 6

Assemble furniture.

SPECIFIC OUTCOME 7

Finish off product according to standard.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

10

Produce machine sanded timber and board product components and products

SAQA US ID	UNIT STANDARD TITLE		
117152	Produce machine sanded timber and board product components and products		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Furniture	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FURN	Regular	Level 2	16

Specific Outcomes:

SPECIFIC OUTCOME 1

Select and prepare materials for sanding timber product components and products.

SPECIFIC OUTCOME 2

Prepare and set machines to sand timber product components and products.

SPECIFIC OUTCOME 3

Performing operations to produce sanded components and products.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

11

Produce planed timber product components and products

SAQA US ID	UNIT STANDARD TITLE		
117159	Produce planed timber product components and products		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Furniture		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FURN	Regular	Level 2	10

Specific Outcomes:**SPECIFIC OUTCOME 1**

Select and prepare materials for machine-planing timber product components and products.

SPECIFIC OUTCOME 2

Prepare and set machines to plane timber product components and products.

SPECIFIC OUTCOME 3

Machine materials to form planed timber product components or products.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

12

Produce sawn timber and board product components and products

SAQA US ID	UNIT STANDARD TITLE		
117145	Produce sawn timber and board product components and products		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Furniture	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FURN	Regular	Level 2	16

Specific Outcomes:**SPECIFIC OUTCOME 1**

Select and prepare materials for sawing.

SPECIFIC OUTCOME 2

Prepare for machining of sawn timber and board product components and products.

SPECIFIC OUTCOME 3

Machine materials to form sawn components or products.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

13

Produce straight laminated timber and board components

SAQA US ID	UNIT STANDARD TITLE		
117144	Produce straight laminated timber and board components		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Furniture		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FURN	Regular	Level 2	8

Specific Outcomes:**SPECIFIC OUTCOME 1**

Select equipment, tools and materials.

SPECIFIC OUTCOME 2

Prepare equipment and tools.

SPECIFIC OUTCOME 3

Prepare materials and surfaces

SPECIFIC OUTCOME 4

Select, prepare and apply adhesives

SPECIFIC OUTCOME 5

Carry out laminating processes



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

14

Comply with good housekeeping practices

SAQA US ID	UNIT STANDARD TITLE		
117416	Comply with good housekeeping practices		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Furniture		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FURN	Regular	Level 2	4

Specific Outcomes:

SPECIFIC OUTCOME 1

Carry out good housekeeping routines.

SPECIFIC OUTCOME 2

Prepare workstation for safe and effective production.

SPECIFIC OUTCOME 3

Comply with relevant housekeeping policies and procedures.

SPECIFIC OUTCOME 4

Maintain effective working conditions.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Furniture Making: Wood

SAQA QUAL ID	QUALIFICATION TITLE	
49105	National Certificate: Furniture Making: Wood	
SGB NAME	SGB Furniture	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
MET-3-National Certificate	National Certificate	Manufacturing and Assembly
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
122	Level 3	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

The purpose of the qualification is to provide learners and education and training providers with the standards required to satisfy the challenges of participating effectively in the furniture manufacturing industry. Typical learners will be workers in the furniture industry.

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

For the new entrant, this qualification describes the learning outcomes required to effectively participate in a structured workplace.

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

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

This qualification has been developed to assist with standardisation across the furniture industry. This will allow persons to achieve recognition as a furniture finisher, and lay a foundation for future career advancement across similar trades and to supervisory and management qualifications within the sector.

The combination of learning outcomes that comprise this qualification will provide the qualifying learner with vocational knowledge and skills appropriate to the context of furniture manufacturing. The learner will have an understanding of the furniture industry and how he or she should operate within the legislative, safety and quality systems which govern the workplace. It will also equip learners with a foundation for further intellectual development, opportunities for gainful employment and reward for contributions to society.

The qualifying learner will be able to:

- > Identify and solve problems in furniture production processes within their area of responsibility.
- > Communicate and work effectively with colleagues, subordinates and managers, so that furniture production processes are carried out safely and to the required standard.
- > Demonstrate scientific and technological competence in the carrying out of furniture production processes.
- > Organise and manage him/herself and his/her activities and those in area of responsibility effectively and responsibly to ensure work is carried out according to quality and performance requirements, without compromising safety for self and colleagues.
- > Understand the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation, that when performing furniture making operations that they do not pose a safety risk and that failure to maintain rate and quality of production will negatively impact upon all parts of the furniture

production cycle.

Typical job roles and purpose:

- > Skilled wood machinist: Carry out complex wood machining in the furniture production environment
- > Skilled finisher: Carry out a full range of finishing operations in a furniture making environment
- > Skilled cabinet maker: Carry out a full range of cabinet making operations required to produce crafted furniture
- > Skilled upholsterer: Carry out a full range of upholstery operations in a furniture making environment

Key Work Areas:

- > Make and maintain jigs and templates
- > Operate a full range of machines
- > Applying special effects and paint finishes to furniture products
- > Applying finishes using air spraying
- > Carrying out repairs to finishing damage on products
- > Construct carcasses, doors and drawers, and fit doors and drawers
- > Prepare and lay veneers and inlays
- > Produce complex curved or shaped laminated products
- > Completing upholstery processes
- > Machine-sewing upholstery covers
- > Carrying out diamond buttoning
- > Cushion making

The relation between this Qualification and the principles of the NQF is indicated in the following:

- > Recognition of Prior learning: Allows for Recognition of Prior Learning, especially as a means of career advancement
- > Credibility: Learning Outcomes are a result of consensus by the industry
- > Relevance: Consulting workshops indicated a demand for unit standard based qualifications in Furniture Manufacturing
- > Access: Removes traditional barriers to qualifications below "artisan" level
- > Articulation/Progression: Forms part of a learning pathway for wood machinists, spanning NQF levels 1 - 4.

Rationale of the qualification:

As a result of past legacies many practitioners within the furniture manufacturing sector were denied career advancement and possible recognition as qualified tradesmen. This was as a direct result of poor educational opportunities in some schools, leading to a lack of entry to formal training institutions. The introduction of a National Certificate in Furniture Making (level 3) based on unit standards will allow learners to reach their full potential of advancement without formal education becoming an impassable barrier and in addition, allow for the recognition of prior learning.

In terms of current legislation, it is a requirement of industry to transform designated trades into unit standards-based qualifications. The FIETA sector skills plan indicates a definite need for fully skilled tradesmen in all areas of the furniture making industry.

The National Certificate in Furniture Making reflects the skills, knowledge and understanding required to participate effectively in the furniture industry, whether in micro, small, medium or large operations.

The competencies contained in this Qualification are essential for social and economic transformation, empowerment and upliftment within the furniture manufacturing environment, whilst simultaneously improving the skills base of the country.

This qualification lays the basis of learning towards the National Certificate in Furniture Making at level 4.

The learning pathways in wood machining consist of the following qualifications:

NQF level 1: National Certificate (GETC): Manufacturing, Engineering and Related Activities

NQF level 2: National Certificate in Furniture Making (Wood)

NQF level 3: National Certificate in Furniture Making (Wood)

NQF level 4: National Certificate in Furniture Making (Specialism)

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that a learner entering a programme leading to this qualification has successfully completed the National Certificate in Furniture Wood Machining and Cabinet Making at NQF level 2 or has demonstrated equivalent competence.

Recognition of Prior Learning:

The qualification may be obtained in whole or in part through the process of Recognition of Prior Learning. Learners who meet the requirements of any unit standard in this qualification may apply for recognition of prior learning to the Forestry Industries Education and Training Authority (FIETA), and will be assessed against the assessment criteria and specific outcomes for the relevant unit standard/s.

QUALIFICATION RULES

The qualification is composed of Fundamental, Core and Elective learning components:

- > Fundamental: 38 credits
- > Core: 12 credits
- > Elective: 72 credits (minimum)
- Credit total: 122 credits minimum

In order to be awarded the qualification, the learner has to prove competence in all of the Fundamental and Core Unit Standards, as well as the Elective Standards related to their area of specialisation. In addition a learner may choose to undertake the optional elective standard.

Additional Elective Unit Standards could be added to the qualification over time.

Elective unit standards:

The candidate must achieve all of either:

- > Produce profiled timber and board product components and products
- > Produce jointed timber and board product components and products
- > Produce bored timber and board product components and products
- > Produce turned timber product components and products
- > Produce edge banded components and products
- > Make and maintain jigs and templates
- Or
- > Apply specialist decorative effect and finish to furniture by spraying
- > Perform wood finishing operations using airless and air mix spraying equipment
- > Identify and carry out repairs to finishing damage on products
- Or
- > Produce modern carcasses, doors and drawers
- > Complete crafted furniture
- > Prepare veneers
- > Lay veneers and hand fit inlays
- > Produce curved laminated timber and board components
- Or
- > Prepare buttons and deep button furniture items
- > Carry out multi-lay fabric cutting
- > Machine sew covers for upholstery items
- > Cover prepared frame

Candidates selecting the cabinet making electives above may also choose:

- > Produce edge banded components and products

EXIT LEVEL OUTCOMES

On completion of this qualification learners are able to:

1. Identify and solve problems in furniture production processes within their area of responsibility.
2. Communicate and work effectively with colleagues, subordinates and managers, so that furniture

production processes are carried out safely and to the required standard.

3. Demonstrate scientific and technological competence in the carrying out of furniture production processes.

4. Organise and manage him/herself and his/her activities and those in area of responsibility effectively and responsibly to ensure work is carried out according to quality and performance requirements, without compromising safety for self and colleagues.

5. Understand the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation, that when performing furniture making operations that they do not pose a safety risk and that failure to maintain rate and quality of production will negatively impact upon all parts of the furniture production cycle.

ASSOCIATED ASSESSMENT CRITERIA

1. All processes are monitored and checked for optimum performance, and any problems are dealt with or referred to the appropriate authority.

2. All processes are performed according to Health & Safety legislation and organisational requirements, and unsafe work practices are identified and corrected.

3. All machinery and equipment is used safely and appropriately, in line with all organisational standards for quality, production and safety.

4. Work area, tools, equipment and materials are prepared according to requirements of drawings and specifications, the work area is kept clean, tidy and safe, and all organisational housekeeping procedures are correctly observed.

5. All processes are carried out as per organisational and international standards and requirements and within the specified time.

Integrated Assessment:

Formative assessments conducted during the learning process will consist primarily of demonstrations, with some written tests and assignments. The purpose of formative assessment is to diagnose learner strengths and weaknesses and to determine readiness for summative assessment.

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

Before qualifying, learners will be expected to demonstrate competence in a practical situation that integrates the assessment of all specific outcomes, for all unit standards.

Integrated assessment provides learners with an opportunity to display an ability to integrate practical performance, actions, concepts and theory across unit standards to achieve competence in relation to the purpose of this qualification.

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

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

INTERNATIONAL COMPARABILITY

1. New Zealand Qualification Board

This qualification is comparable to the New Zealand National Certificate in Furniture Making (Level 4). Details appear below:

This qualification recognises on-job competence as a fully skilled tradesperson. It is designed to be an entry-level qualification for people new to the industry, and also for those employed in the industry who have not had a formal structured qualification available to them. However, people may progress to this qualification from the National Certificate in Furniture Making (Level 3) [Ref: 0965], with which it shares core credit requirements.

The compulsory unit standards in this qualification recognise achievement of essential basic skills for the furniture making industry. The electives are designed to recognise the complementary knowledge and skills required for employment options within the furniture making industry. The first elective section covers specific furniture making skills and the second elective includes the sub-field of Furniture, thus covering essential industry skills in the areas of wood machining and furniture assembly (previously known as cabinet making) and processes using solid wood and wood panels. The third elective allows recognition for the achievement of core generic skills such as literacy, numeracy, computing, and first aid; and includes foundation and advanced competencies in first line management, business administration, and adult education. In some employment contexts, credits gained for the third elective will reflect further skills specific to furniture making.

Gaining this certificate will enable trainees to undertake further training in design, production, and management in the furniture making industry.

The following differences are noted:

- i. The New Zealand NQF levels are not directly equivalent to the South African NQF levels. Thus a qualification at, for example, level 2, may encompass elements of South African levels 1, 2 and 3.
- ii. New Zealand unit standards are written at task level. This essentially means that the qualifications are made up of a large number of unit standards with small credit allocations.
- iii. There is no specific 'Wood Machining' qualification. Candidates are able to choose from a selection of unit standards to make up the trade of their choice.

Finishing:

This qualification is comparable to the New Zealand National Certificate in Furniture Finishing (Level 4). Details appear below:

The National Certificate in Furniture Finishing (Level 4) includes and builds upon the knowledge and skills recognised in the National Certificate in Furniture Finishing (Level 2) [Ref: 0790] qualification. Holders of this qualification are fully qualified furniture finishers. This National Certificate is a pathway for those who hold the National Certificate in Furniture Finishing (Level 2) and those employed in the industry who have not had a formal structured qualification available to them.

This qualification recognises the knowledge and skills required for the use of stains, coatings and preparation of furniture for finishing as well as the finishing of furniture. The furniture finishing sector of the industry covers wood finishes as well as paint finishes and alternative materials.

The following differences are noted:

- i. The New Zealand NQF levels are not directly equivalent to the South African NQF levels. Thus a qualification at, for example, level 2, may encompass elements of South African levels 1, 2 and 3.
- ii. New Zealand unit standards are written at task level. This essentially means that the qualifications are made up of a large number of unit standards with small credit allocations.

Upholstery:

This qualification is comparable to the New Zealand National Certificate in Furniture (Restoration and Recovery Upholstery) (Level 3). The following differences are noted:

- iii. The New Zealand NQF levels are not directly equivalent to the South African NQF levels. Thus a qualification at, for example, level 2, may encompass elements of South African levels 1, 2 and 3.
- iv. New Zealand unit standards are written at task level. This essentially means that the qualifications are made up of a large number of unit standards with small credit allocations.

v. Although the qualification is specific to restoration and recovery, the skills covered are applicable across the furniture upholstery field.

2. Australian National Qualifications Framework

The Technical and Further Education Authority (TAFE), New South Wales was also used as a resource for international benchmarking. TAFE provides nationally accredited training. The following information highlights the nationally accredited training programme offered by TAFE which is aligned to the Wood Machining Certificate qualification registered on the Australian Qualifications Framework at Level 3.

LMF30502 Certificate III in Furniture Making (Wood Machining)

Rationale:

Twenty six units of competency are required to complete this qualification.

Qualifications: Core

These units are mandatory:

- LMFCR0001A Follow safe working policies and practices
- LMFCR0002A Communicate in the workplace
- LMFCR0003A Carry out measurements and calculations
- LMFCR0004A Work effectively with others

Specialist

Select the fourteen mandatory units:

- LMFFM2001A Use furniture making sector hand and power tools (mandatory)
- LMFFM2002A Assemble furnishing components (mandatory)
- LMFFM2003A Select and apply hardware (mandatory)
- LMFFM2004A Apply sheet laminates by hand
- LMFFM2005A Join solid timber (mandatory)
- LMFFM2006A Hand make timber joints (mandatory)
- LMFFM2007A Follow plans to assemble production furniture
- LMFFM2008A Bend and form cane
- LMFFM2009A Construct cane furniture
- LMFFM2010A Set up, operate and maintain basic static machines (mandatory)
- LMFFM2011A Apply manufactured board conversion techniques
- LMFFM2012A Set up, operate and maintain pressure and clamping machines
- LMFFM3001A Construct chair and couch frames
- LMFFM3002A Construct furniture using leg and rail method
- LMFFM3003A Produce angled and curved furniture using manufactured board
- LMFFM3004A Produce angled and curved furniture using solid timber
- LMFFM3005A Fabricate custom furniture
- LMFFM3006A Install furnishing products

Cabinet making:

The following information highlights the nationally accredited training programme offered by TAFE which is aligned to the Cabinet Making Certificate qualification registered on the Australian Qualifications Framework at Level 3.

LMF30402 Certificate III in Furniture Making (Cabinet Making)

Rationale:

Twenty seven units of competency are required to complete this qualification.

Qualifications: Core

These units are mandatory:

- LMFCR0001A Follow safe working policies and practices
- LMFCR0002A Communicate in the workplace

LMFCR0003A Carry out measurements and calculations
LMFCR0004A Work effectively with others

Specialist

Select the thirteen mandatory units:

LMFFM2001A Use furniture making sector hand and power tools (mandatory)
LMFFM2002A Assemble furnishing components (mandatory)
LMFFM2003A Select and apply hardware (mandatory)
LMFFM2004A Apply sheet laminates by hand
LMFFM2005A Join solid timber (mandatory)
LMFFM2006A Hand make timber joints (mandatory)
LMFFM2007A Follow plans to assemble production furniture
LMFFM2008A Bend and form cane
LMFFM2009A Construct cane furniture
LMFFM2010A Set up, operate and maintain basic static machines (mandatory)
LMFFM2011A Apply manufactured board conversion techniques (mandatory)
LMFFM2012A Set up, operate and maintain pressure and clamping machines
LMFFM2012A Set up, operate and maintain pressure and clamping machines
LMFFM3001A Construct chair and couch frames
LMFFM3002A Construct furniture using leg and rail method (mandatory)

Finishing:

The following information highlights the nationally accredited training programme offered by TAFE which is aligned to the Finishing Certificate qualification registered on the Australian Qualifications Framework at Level 3.

LMF30102 Certificate III in Furniture Finishing

Rationale:

Twenty two units of competency are required to complete this qualification.

Qualifications:

Core

These units are mandatory:

LMFCR0001A Follow safe working policies and practices
LMFCR0002A Communicate in the workplace
LMFCR0003A Carry out measurements and calculations
LMFCR0004A Work effectively with others

Specialist

Select the 11 mandatory units:

Select one of the remaining specialist units in accordance with the General Structuring Rules

LMFFF2001A Use furniture finishing sector hand and power tools (mandatory)
LMFFF2002A Dismantle/reassemble furniture (mandatory)
LMFFF2003A Remove surface coatings (mandatory)
LMFFF2004A Prepare surfaces for finishing (mandatory)
LMFFF2005A Maintain spray equipment and booth (mandatory)
LMFFF2006A Apply surface coatings by spray gun (mandatory)
LMFFF2007A Apply stains, fillers and bleach (mandatory)
LMFFF2008A Apply surface coatings by hand
LMFFF3001A Match and make up colours (mandatory)
LMFFF3002A Set up, operate and maintain mechanical coatings systems
LMFFF3003A Apply plural component coatings (mandatory)
LMFFF3004A Apply soft rubber techniques (mandatory)
LMFFF3005A Enhance finishes
LMFFF3006A Repair and touch up surfaces (mandatory)

Upholstery:

The following information highlights the nationally accredited training programme offered by TAFE which is

aligned to the Upholstery Certificate qualification registered on the Australian Qualifications Framework at Level 3.

Qualification: Certificate 111(AQF)

National Code: LMF31002

Course No: 7096

Rationale:

Twenty four units of competency are required to complete this qualification.

Qualifications:

Core

These units are mandatory:

LMFCR0001A Follow safe working policies and practices

LMFCR0002A Communicate in the workplace

LMFCR0003A Carry out measurements and calculations

LMFCR0004A Work effectively with others

Specialist

Select the 12 mandatory units:

LMFUP2001A Use upholstery sector hand and power tools (mandatory)

LMFUP2002A Fit upholstery components (mandatory)

LMFUP2003A Apply contemporary foundations to upholstered furniture (mandatory)

LMFUP2004A Machine sew upholstery final cover materials (basic) (mandatory)

LMFUP2005A Develop cutting plan and cut single upholstery fabric (mandatory)

LMFUP2006A Dismantle/reassemble furniture for upholstering (mandatory)

LMFUP3001A Apply traditional foundations to upholstered furniture (mandatory)

LMFUP3002A Fit and apply final cover materials to furniture using basic techniques (mandatory)

LMFUP3003A Fit and apply final cover materials to furniture using decorative techniques

LMFUP3004A Lay out patterns and cut leather

LMFUP3005A Machine sew upholstery final cover materials (complex)

LMFUP3006A Fit and apply leather to furniture (mandatory)

LMFUP3007A Manufacture and fit loose covers

LMFUP3008A Apply finishing techniques to upholstered furniture (mandatory)

LMFUP3009A Develop cutting plan and cut multiple layer upholstery fabric

LMFUP3010A Cut, sew and fit skirts to upholstered furniture (mandatory)

LMFUP3011A Cut, sew and fit or fill cushions (mandatory)

LMFUP3012A Apply marine sewing and installation techniques

LMFUP3013A Cut and sew canvas and acrylics

LMFUP3014A Set up, operate and maintain CNC cutting machines

Generic

These units are mandatory:

LMFGN3001A Read and interpret work documents

LMFGN3002A Estimate and cost job

Although the range of operating areas, such as marine upholstery, is broader than the South African qualification, the areas of similarity with this qualification are marked.

3. United Kingdom NVQ

The National Vocational Qualification 'Making and Installing Furniture' at NVQ level 2, and the Vocationally-Related Qualification 'Progression award in Furniture', also at level 2, are broadly comparable to the South African qualification; details appear below.

Qualification details

Reference: 100/3129/7

Title: C&G Level 2 NVQ in Making and Installing Furniture

Awarding body: City & Guilds

Accreditation start date: 01 July 2003

Accreditation end date: 30 June 2008
 Certification end date: 30 June 2010
 Level: 2-Intermediate
 Type: NVQ - National Vocational Qualification
 Subject: Making and Installing Furniture
 Category: Occupational

Reference: 100/3236/8
 Title: C&G Level 2 Progression Award in Furniture
 Awarding body: City & Guilds
 Accreditation start date: 01 Aug 2003
 Accreditation end date: 31 July 2004
 Certification end date: 31 July 2005
 Level: 2-Intermediate
 Type: VRQ - Vocationally-Related Qualification
 Subject: Furniture
 Category: Vocationally-related

The range of skills covered is very broad, with learners able to select units to make up a qualification in their chosen trade.

ARTICULATION OPTIONS

This qualification has been developed for mobility across similar trades within the furniture industry.

This qualification will allow learners access to the National Certificate in Furniture Making (Specialism) at NQF level 4, as well as providing a foundation for learning in the construction industry in the area of carpentry and joinery - vertical and horizontal articulation.

The structure of the qualification allows a worker in the furniture industry to gain skills in any or all of the four key disciplines (wood machining, cabinet making, finishing, upholstery) without the need for a separate qualification - horizontal articulation.

Horizontal articulation also exists with National Certificates in other furniture manufacturing trades, for example Coffin Making.

MODERATION OPTIONS

Assessment of learner achievements takes place at providers accredited by FIETA (RSA, 1998b) for the provision of programmes that result in the outcomes specified for the National Certificate in Furniture Making, NQF level 3. FIETA, or other ETQAs that have a Memorandum of Understanding in place with FIETA - ETQA, is responsible for the moderation of learner achievements of learners who meet the requirements of this qualification.

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

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

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

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

CRITERIA FOR THE REGISTRATION OF ASSESSORS

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

- > A recognised assessor qualification;
- > Compliance with FIETA's requirements for assessor registration.
- > This qualification or equivalent competence.
- > A minimum of three years' experience in the field of Furniture Making.
- > The elective component of this qualification can only be assessed by an assessor with a minimum of three years' experience in that specialism.

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	12215 Read, interpret and produce basic engineering drawings	Level 2	6	Registered
Core	13223 Apply safety, health and environmental protection procedures	Level 3	6	Registered
Elective	117347 Apply specialist decorative effects and finish to furniture by spraying	Level 3	38	Draft - Prep for P Comment
Elective	117349 Carry out multi-layer fabric cutting	Level 3	16	Draft - Prep for P Comment
Elective	117351 Complete crafted furniture	Level 3	22	Draft - Prep for P Comment
Elective	117352 Cover prepared frame	Level 3	16	Draft - Prep for P Comment
Elective	117353 Identify and carry out repairs to finishing damage on products	Level 3	12	Draft - Prep for P Comment
Elective	117354 Lay veneers and hand fit inlays	Level 3	16	Draft - Prep for P Comment
Elective	117356 Machine sew covers for upholstered items	Level 3	30	Draft - Prep for P Comment
Elective	117358 Make and maintain jigs and templates	Level 3	6	Draft - Prep for P Comment
Elective	117366 Perform wood finishing operations using airless and air mix spraying equipment	Level 3	22	Draft - Prep for P Comment
Elective	117372 Prepare buttons and deep button furniture items	Level 3	10	Draft - Prep for P Comment
Elective	117376 Prepare veneers	Level 3	6	Draft - Prep for P Comment
Elective	117384 Produce bored timber and board product components and products	Level 3	16	Draft - Prep for P Comment
Elective	117385 Produce curved laminated timber and board components	Level 3	8	Draft - Prep for P Comment
Elective	117386 Produce jointed timber and composite board product components and products	Level 3	16	Draft - Prep for P Comment
Elective	117387 Produce edge banded components and products	Level 3	8	Draft - Prep for P Comment
Elective	117388 Produce profiled timber and board product components and products	Level 3	16	Draft - Prep for P Comment
Elective	117389 Produce turned timber components and products	Level 3	10	Draft - Prep for P Comment
Elective	117396 Produce modern carcasses, doors and drawers	Level 3	22	Draft - Prep for P Comment
Fundamental	7547 Operate a personal computer system	Level 2	6	Reregistered
Fundamental	7548 Use personal computer operating system	Level 2	3	Reregistered
Fundamental	7571 Demonstrate the ability to use electronic mail software to send and receive messages	Level 2	3	Reregistered
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Registered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Registered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Registered
Fundamental	8973 Use language and communication in occupational learning programmes	Level 3	5	Registered

Fundamental	9010 Demonstrate an understanding of the use of different number bases and measurement units and an awareness of error in the context of relevant calculations	Level 3	2	Registered
Fundamental	9013 Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 3	4	Registered



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Apply specialist decorative effects and finish to furniture by spraying

SAQA US ID	UNIT STANDARD TITLE		
117347	Apply specialist decorative effects and finish to furniture by spraying		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Furniture	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FURN	Regular	Level 3	38

Specific Outcomes:

SPECIFIC OUTCOME 1

Select and prepare materials for special effect and finish.

SPECIFIC OUTCOME 2

Select and prepare equipment for spraying.

SPECIFIC OUTCOME 3

Apply sealers, primers, and effect and finish.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Carry out multi-layer fabric cutting

SAQA US ID	UNIT STANDARD TITLE		
117349	Carry out multi-layer fabric cutting		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Furniture	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FURN	Regular	Level 3	16

Specific Outcomes:**SPECIFIC OUTCOME 1**

Prepare equipment, tools and workstation.

SPECIFIC OUTCOME 2

Prepare fabric, templates and lays for marking out components.

SPECIFIC OUTCOME 3

Plan and mark fabric for cutting.

SPECIFIC OUTCOME 4

Cut out upholstery components from multi-layer ups.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Complete crafted furniture

SAQA US ID	UNIT STANDARD TITLE		
117351	Complete crafted furniture		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Furniture	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FURN	Regular	Level 3	22

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare equipment, tools, fittings and workstation.

SPECIFIC OUTCOME 2

Select and prepare adhesives.

SPECIFIC OUTCOME 3

Attach fittings.

SPECIFIC OUTCOME 4

Fit doors and drawers.

SPECIFIC OUTCOME 5

Attach wood carvings and mouldings.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Cover prepared frame

SAQA US ID		UNIT STANDARD TITLE	
117352		Cover prepared frame	
SGB NAME		ABET BAND	PROVIDER NAME
SGB Furniture		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FURN	Regular	Level 3	16

Specific Outcomes:**SPECIFIC OUTCOME 1**

Select tools and components for covering.

SPECIFIC OUTCOME 2

Prepare tools and components for covering.

SPECIFIC OUTCOME 3

Perform and complete covering operation.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Identify and carry out repairs to finishing damage on products

SAQA US ID	UNIT STANDARD TITLE		
117353	Identify and carry out repairs to finishing damage on products		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Furniture		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FURN	Regular	Level 3	12

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify nature of damage.

SPECIFIC OUTCOME 2

Determine repair requirement.

SPECIFIC OUTCOME 3

Carry out repairs and touch ups.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Lay veneers and hand fit inlays

SAQA US ID		UNIT STANDARD TITLE	
117354		Lay veneers and hand fit inlays	
SGB NAME		ABET BAND	PROVIDER NAME
SGB Furniture		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FURN	Regular	Level 3	16

Specific Outcomes:**SPECIFIC OUTCOME 1**

Select and prepare materials.

SPECIFIC OUTCOME 2

Select and prepare equipment and tools.

SPECIFIC OUTCOME 3

Select and prepare adhesives.

SPECIFIC OUTCOME 4

Lay veneers.

SPECIFIC OUTCOME 5

Fit inlays.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Machine sew covers for upholstered items

SAQA US ID		UNIT STANDARD TITLE	
117356		Machine sew covers for upholstered items	
SGB NAME		ABET BAND	PROVIDER NAME
SGB Furniture		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FURN	Regular	Level 3	30

Specific Outcomes:

SPECIFIC OUTCOME 1

Select materials and equipment.

SPECIFIC OUTCOME 2

Prepare equipment and components.

SPECIFIC OUTCOME 3

Sew seams and assemble covers.

SPECIFIC OUTCOME 4

Attach ancillary items.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

8

Make and maintain jigs and templates

SAQA US ID		UNIT STANDARD TITLE	
117358		Make and maintain jigs and templates	
SGB NAME		ABET BAND	PROVIDER NAME
SGB Furniture		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FURN	Regular	Level 3	6

Specific Outcomes:**SPECIFIC OUTCOME 1**

Make jigs and templates.

SPECIFIC OUTCOME 2

Repair jigs and templates.

SPECIFIC OUTCOME 3

Modify jigs and templates.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

9

Perform wood finishing operations using airless and air mix spraying equipment

SAQA US ID	UNIT STANDARD TITLE		
117366	Perform wood finishing operations using airless and air mix spraying equipment		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Furniture		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FURN	Regular	Level 3	22

Specific Outcomes:

SPECIFIC OUTCOME 1

Select and prepare materials for spraying.

SPECIFIC OUTCOME 2

Select and prepare equipment for spraying.

SPECIFIC OUTCOME 3

Apply stains by spraying.

SPECIFIC OUTCOME 4

Apply sealers, primers, clear and pigmented finishing coats.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

10

Prepare buttons and deep button furniture items

SAQA US ID	UNIT STANDARD TITLE		
117372	Prepare buttons and deep button furniture items		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Furniture		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FURN	Regular	Level 3	10

Specific Outcomes:**SPECIFIC OUTCOME 1**

Select equipment, tools and materials.

SPECIFIC OUTCOME 2

Assemble buttons.

SPECIFIC OUTCOME 3

Carry out deep buttoning.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

11

Prepare veneers

SAQA US ID		UNIT STANDARD TITLE	
117376		Prepare veneers	
SGB NAME		ABET BAND	PROVIDER NAME
SGB Furniture		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FURN	Regular	Level 3	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Plan veneers.

SPECIFIC OUTCOME 2

Cut veneers.

SPECIFIC OUTCOME 3

Joint and join veneers.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

12

Produce bored timber and board product components and products

SAQA US ID	UNIT STANDARD TITLE		
117384	Produce bored timber and board product components and products		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Furniture	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FURN	Regular	Level 3	16

Specific Outcomes:

SPECIFIC OUTCOME 1

Select and prepare materials for boring product components and products.

SPECIFIC OUTCOME 2

Prepare and set machines to produce bored product components and products.

SPECIFIC OUTCOME 3

Machine materials to form bored components or products.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

13

Produce curved laminated timber and board components

SAQA US ID	UNIT STANDARD TITLE		
117385	Produce curved laminated timber and board components		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Furniture	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FURN	Regular	Level 3	8

Specific Outcomes:

SPECIFIC OUTCOME 1

Select equipment, tools and materials.

SPECIFIC OUTCOME 2

Prepare equipment and tools.

SPECIFIC OUTCOME 3

Produce formers.

SPECIFIC OUTCOME 4

Prepare materials and surfaces.

SPECIFIC OUTCOME 5

Select, prepare and apply adhesives.

SPECIFIC OUTCOME 6

Carry out laminating processes.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

14

Produce edge banded components and products

SAQA US ID	UNIT STANDARD TITLE		
117387	Produce edge banded components and products		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Furniture	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FURN	Regular	Level 3	8

Specific Outcomes:**SPECIFIC OUTCOME 1**

Prepare for edge banding operations.

SPECIFIC OUTCOME 2

Prepare adhesives for edge banding.

SPECIFIC OUTCOME 3

Edge band components and products.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

15

Produce jointed timber and composite board product components and products

SAQA US ID	UNIT STANDARD TITLE		
117386	Produce jointed timber and composite board product components and products		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Furniture		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FURN.	Regular	Level 3	16

Specific Outcomes:

SPECIFIC OUTCOME 1

Select and prepare materials for production of jointed timber and board product components and products.

SPECIFIC OUTCOME 2

Prepare and set machines to produce jointed timber and board product components and products.

SPECIFIC OUTCOME 3

Machine materials to form jointed components or products.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

16

Produce modern carcasses, doors and drawers

SAQA US ID	UNIT STANDARD TITLE		
117396	Produce modern carcasses, doors and drawers		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Furniture	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FURN	Regular	Level 3	22

Specific Outcomes:**SPECIFIC OUTCOME 1**

Prepare equipment, tools and workstation.

SPECIFIC OUTCOME 2

Select and prepare materials.

SPECIFIC OUTCOME 3

Cut, shape and mould components.

SPECIFIC OUTCOME 4

Cut and prepare joints.

SPECIFIC OUTCOME 5

Select and prepare adhesives.

SPECIFIC OUTCOME 6

Assemble components.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

17

Produce profiled timber and board product components and products

SAQA US ID	UNIT STANDARD TITLE		
117388	Produce profiled timber and board product components and products		
SGB NAME		ABET BAND	PROVIDER NAME
SGB Furniture		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FURN	Regular	Level 3	16

Specific Outcomes:

SPECIFIC OUTCOME 1

Select and prepare materials for machining of profiled timber and board product components and products.

SPECIFIC OUTCOME 2

Prepare and set machines to produce profiled timber and board product components and products.

SPECIFIC OUTCOME 3

Machine materials to form profiled timber and composite board components or products.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

18

Produce turned timber components and products

SAQA US ID	UNIT STANDARD TITLE		
117389	Produce turned timber components and products		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Furniture	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FURN	Regular	Level 3	10

Specific Outcomes:**SPECIFIC OUTCOME 1**

Select and prepare materials for turning.

SPECIFIC OUTCOME 2

Prepare and set machines to turn timber product components and products.

SPECIFIC OUTCOME 3

Modify materials to form turned components and products.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

FETC: Furniture Making: Specialism

SAQA QUAL ID	QUALIFICATION TITLE	
49092	FETC: Furniture Making: Specialism	
SGB NAME	SGB Furniture	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
MET-4-National Certificate	National Certificate	Manufacturing and Assembly
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
166	Level 4	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DATE	REGISTRATION END DATE

PURPOSE OF THE QUALIFICATION

The purpose of the qualification is to provide learners and education and training providers with the standards required to satisfy the challenges of participating effectively in the furniture manufacturing industry. Typical learners will be workers in the furniture industry.

The qualification will be useful to both new entrants into the industry, and existing workers in the sector.

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

For the new entrant, this qualification describes the learning outcomes required to effectively participate in a structured workplace.

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

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

This qualification has been developed to assist with standardisation across the furniture industry. This will allow persons to achieve recognition for both their technical and supervisory skills, and lay a foundation for future career advancement across similar trades and to supervisory and management qualifications within the sector.

The combination of learning outcomes that comprise this qualification will provide the qualifying learner with vocational knowledge and skills appropriate to the context of furniture manufacturing. It will also provide the learning platform for development in the area of supervision and management, and progress into higher education and training.

The learner will have an understanding of the furniture industry and how he or she should operate within the legislative, safety and quality systems which govern the workplace. It will also equip learners with a foundation for further intellectual development, opportunities for gainful employment and reward for contributions to society.

The qualifying learner will be able to:

- > Identify and solve problems in the scheduling, monitoring and maintenance of furniture production.
- > Work effectively with others to build and motivate a productive and effective team.
- > Organise and manage him/herself and his/her activities responsibly and effectively to ensure work is

carried out according to quality and performance requirements, without compromising safety for self and colleagues.

- > Communicate effectively using visual, language skills when dealing with colleagues, subordinates and senior managers.
- > Collect, organise, analyse and evaluate information when maintaining production to ensure the most effective use of resources, human and material
- > Use science and technology effectively and critically, showing responsibility towards the environment and health of others when carrying out work functions.
- > Understand the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation, that when producing design and production specifications the impact of decisions on all parts of the production cycle is taken into account.

Typical job roles and purpose

Job Role:

- > Sample maker/supervisor

Purpose:

- > Specialised production.
- > Supervision of production

Key Work Areas

- > Design and production of prototypes
- > Production scheduling and monitoring
- > Programming and operation of CNC machinery
- > Repairs

The relation between this Qualification and the principles of the NQF is indicated in the following table:

NQF Principle-National Certificate in Furniture Making

- > Recognition of Prior learning-Allows for Recognition of Prior Learning, especially as a means of career advancement
- > Credibility-Learning Outcomes are a result of consensus by the industry
- > Relevance-Consulting workshops indicated a demand for unit standard based qualifications in Furniture Manufacturing
- > Access-Removes traditional barriers to qualifications traditionally seen as supervisory
- > Articulation/Progression-Forms part of a learning pathway for Furniture Makers, spanning NQF levels 1 - 4, and provides a platform for advancement into higher education.

Rationale of the qualification

In the past the career path for practitioners within the furniture manufacturing industry consisted solely of the 'tradesman' or 'artisan' qualification, equivalent to level 3 on the NQF. No opportunities for advancement existed for those skilled people who wished to further their training but did not have either the desire or the academic attributes to move into higher education. The introduction of a National Certificate in Furniture Making at level 4 will allow learners to reach their full potential of advancement without their valuable skills being lost to the production environment. It will also provide a 'bridge' between the traditional artisan qualification and higher education and training for those learners who wish to pursue that route.

The FIETA sector skills plan indicates a definite need for supervisory personnel who are also fully skilled tradesmen in all areas of the furniture making industry.

The National Certificate in Furniture Making reflects the skills, knowledge and understanding required to participate effectively in the furniture industry, whether in micro, small, medium or large operations.

The competencies contained in this Qualification are essential for social and economic transformation, empowerment and upliftment within the furniture manufacturing environment, whilst simultaneously improving the skills base of the country.

The learning pathway for Furniture Makers in the furniture industry consists of the following qualifications:

- > NQF level 1 National Certificate (GETC): Manufacturing, Engineering and Related Activities

- > NQF level 2 National Certificate in Furniture Making (Wood)
- > NQF level 3 National Certificate in Furniture Making (Wood)
- > NQF level 4 National Certificate in Furniture Making (Specialism)

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that a learner entering a programme leading to this qualification has successfully completed the National Certificate in Furniture Making at NQF level 3, or has demonstrated equivalent competence.

Recognition of Prior Learning:

The qualification may be obtained in whole or in part through the process of Recognition of Prior Learning. Learners who meet the requirements of any unit standard in this qualification may apply for recognition of prior learning to the Forestry Industries Education and Training Authority (FIETA), and will be assessed against the assessment criteria and specific outcomes for the relevant unit standard/s.

QUALIFICATION RULES

The qualification is composed of Fundamental, Core and Elective learning components:

Fundamental:-61

Core-98

Elective-6 minimum

Credit total: Minimum of 166 credits

In order to be awarded the qualification, the learner has to prove competence in all of the Fundamental and Core standards. In order to comply with FET Policy, the language component of the fundamental standards must be achieved in two languages - 20 credits in one language at level 3 and 20 credits in a different language at level 4. Candidates must achieve the Elective Unit Standards related to their chosen specialism, and may choose to undertake either or both or neither of the optional Elective Unit Standards.

Additional Elective Unit Standards could be added to the qualification over time.

EXIT LEVEL OUTCOMES

1. Identify and solve problems in the scheduling, monitoring and maintenance of furniture production
2. Work effectively with others to build and motivate a productive and effective team
3. Organise and manage him/herself and his/her activities responsibly and effectively to ensure work is carried out according to quality and performance requirements, without compromising safety for self and colleagues
4. Communicate effectively using visual, language skills when dealing with colleagues, subordinates and senior managers
5. Collect, organise, analyse and evaluate information when maintaining production to ensure the most effective use of resources, human and material
6. Use science and technology effectively and critically, showing responsibility towards the environment and health of others when carrying out work functions
7. Understand the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation, that when producing design and production specifications the impact of decisions on all parts of the production cycle is taken into account

ASSOCIATED ASSESSMENT CRITERIA

1.
Problems are identified and diagnosed promptly, impact on operations is evaluated and implementation of chosen solution restores operating conditions safely and effectively
2.
Production, housekeeping and maintenance requirements and routines are communicated to relevant personnel and carried out according to organisational and legal requirements
3.
Health and Safety and preventive measures in area of responsibility are promoted and monitored, and staff members are coached to ensure understanding of issues

4.
All communications with colleagues and managers are conducted in a manner which promotes understanding, goodwill and trust
5.
Work schedules and production specifications are drawn up according to organisational requirements, to provide optimum production within given constraints.
6.
Machinery is prepared, set up, tested and operated correctly, in accordance with all relevant health and safety and organisational requirements.
7.
Designs and specifications are developed with due consideration for needs of target user, available resources and limitations, and cost effectiveness

Integrated Assessment:

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

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

Before qualifying, learners will be expected to demonstrate competence in a practical situation that integrates the assessment of all specific outcomes, for all unit standards.

Integrated assessment provides learners with an opportunity to display an ability to integrate practical performance, actions, concepts and theory across unit standards to achieve competence in relation to the purpose of this qualification.

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

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

INTERNATIONAL COMPARABILITY

1. New Zealand Qualification Board

There is no single qualification that is comparable to this qualification. There are aspects of the National Certificate in Upholstery, level 4, the National Certificate in Finishing, level 4, the National Certificate in Furniture Making, level 4, and the National Diploma in Furniture (Supervision) at level 5, that are comparable to this qualification. However, the flexible design of the New Zealand qualifications allows a candidate to include a large number of supervisory or production management units in the qualification, while retaining the skills of their chosen trade. This is very similar to the approach adopted by the South African qualification.

2. Australian National Qualifications Framework

The Technical and Further Education Authority (TAFE), New South Wales was also used as a resource for international benchmarking. TAFE provides nationally accredited training. As with the New Zealand qualifications, there is no directly comparable qualification. However, the wide range of unit standards available to choose from for the level 3 Certificate in any of the furniture manufacturing disciplines allows the learner to develop both their technical skills and their supervisory abilities at this level.

3. United Kingdom NVQ

There is no comparable qualification on the UK NVQ. While aspects of both the Level 2 Progression Award in Furniture and the level 2 NVQ 'Making and Installing Furniture' contain aspects of the technical side of the South African qualification, the supervisory units must be sourced from elsewhere.

ARTICULATION OPTIONS

This qualification has been developed for mobility both across similar trades within the furniture industry, and to provide access to higher education and training and possible supervisory and management positions.

The design of the qualification allows horizontal articulation between the furniture manufacturing trades of Wood Machining, Cabinet Making, Furniture Finishing and Furniture Upholstery.

MODERATION OPTIONS

Assessment of learner achievements takes place at providers accredited by FIETA (RSA, 1998b) for the provision of programmes that result in the outcomes specified for the National Certificate in Furniture Making, NQF level 4. FIETA, or other ETQAs that have a Memorandum of Understanding in place with relevant - ETQA, is responsible for the moderation of learner achievements of learners who meet the requirements of this qualification.

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

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

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

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

CRITERIA FOR THE REGISTRATION OF ASSESSORS

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

- > A recognised assessor qualification;
- > Compliance with FIETA's requirements for assessor registration.
- > This qualification or equivalent competence.
- > A minimum of three years' experience in the field of Furniture Making.

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	13224 Monitor the application of safety, health and environmental protection procedures	Level 4	4	Registered
Core	14473 Develop and produce computer aided drawings	Level 4	4	Registered
Core	114215 Mentor a colleague to enhance the individual's knowledge, skills, values and attitudes in a selected career path	Level 4	3	Registered
Core	117166 Use CNC machinery in the furniture production process	Level 4	10	Draft - Prep for P Comment
Core	117169 Produce basic furniture prototypes	Level 4	16	Draft - Prep for P Comment
Core	117174 Contribute to the provision of a productive working environment	Level 4	12	Draft - Prep for P Comment

Core	117180 Contribute to the furniture production process	Level 4	16	Draft - Prep for P Comment
Core	117191 Produce furniture design specifications	Level 4	20	Draft - Prep for P Comment
Elective	117167 Produce furniture design finishing specifications	Level 4	20	Draft - Prep for P Comment
Elective	117170 Carry out upholstery repairs to damaged furniture	Level 4	6	Draft - Prep for P Comment
Elective	117175 Carry out assembly repairs to damaged furniture	Level 4	6	Draft - Prep for P Comment
Elective	117176 Prepare equipment and machines for production	Level 4	6	Draft - Prep for P Comment
Elective	117190 Provide cutting lay requirements for upholstery fabrics	Level 4	6	Draft - Prep for P Comment
Elective	7978 Plan and conduct assessment of learning outcomes	Level 5	15	Reregistered
Fundamental	7568 Demonstrate knowledge of and produce word processing documents using basic functions	Level 2	3	Reregistered
Fundamental	7456 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 3	2	Registered
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Registered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Registered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Registered
Fundamental	8973 Use language and communication in occupational learning programmes	Level 3	5	Registered
Fundamental	9012 Investigate life and work related problems using data and probabilities	Level 3	5	Registered
Fundamental	114978 Use a word processing package to produce business documents	Level 3	3	Registered
Fundamental	114984 Manage electronic mail in a business environment	Level 3	2	Registered
Fundamental	8974 Engage in sustained oral communication and evaluate spoken texts	Level 4	5	Registered
Fundamental	8975 Read analyse and respond to a variety of texts	Level 4	5	Registered
Fundamental	8976 Write for a wide range of contexts	Level 4	5	Registered
Fundamental	8979 Use language and communication in occupational learning programmes	Level 4	5	Registered



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Contribute to the furniture production process

SAQA US ID		UNIT STANDARD TITLE	
117180		Contribute to the furniture production process	
SGB NAME		ABET BAND	PROVIDER NAME
SGB Furniture		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FURN	Regular	Level 4	16

Specific Outcomes:

SPECIFIC OUTCOME 1

Contribute to production scheduling.

SPECIFIC OUTCOME 2

Monitor and maintain production.

SPECIFIC OUTCOME 3

Identify and diagnose problems.

SPECIFIC OUTCOME 4

Select and implement solutions to problems.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Contribute to the provision of a productive working environment

SAQA US ID		UNIT STANDARD TITLE	
117174		Contribute to the provision of a productive working environment	
SGB NAME		ABET BAND	PROVIDER NAME
SGB Furniture		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FURN	Regular	Level 4	12

Specific Outcomes:

SPECIFIC OUTCOME 1

Develop and maintain productive relationships.

SPECIFIC OUTCOME 2

Contribute to the development of self and others.

SPECIFIC OUTCOME 3

Obtain and provide information.

SPECIFIC OUTCOME 4

Maintain good housekeeping routines.

SPECIFIC OUTCOME 5

Maintain equipment and tool functioning.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Produce basic furniture prototypes

SAQA US ID	UNIT STANDARD TITLE		
117169	Produce basic furniture prototypes		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Furniture	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FURN	Regular	Level 4	16

Specific Outcomes:

SPECIFIC OUTCOME 1

Provide design and prototype ideas.

SPECIFIC OUTCOME 2

Develop and adapt design

SPECIFIC OUTCOME 3

Carry out and evaluate prototype adaptations.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Produce furniture design specifications

SAQA US ID	UNIT STANDARD TITLE		
117191	Produce furniture design specifications		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Furniture	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FURN	Regular	Level 4	20

Specific Outcomes:**SPECIFIC OUTCOME 1**

Identify design requirements.

SPECIFIC OUTCOME 2

Identify specifications and production requirements.

SPECIFIC OUTCOME 3

Prepare and produce furniture specifications.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Use CNC machinery in the furniture production process

SAQA US ID	UNIT STANDARD TITLE		
117166	Use CNC machinery in the furniture production process		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Furniture	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FURN	Regular	Level 4	10

Specific Outcomes:

SPECIFIC OUTCOME 1

Prepare machinery and materials.

SPECIFIC OUTCOME 2

Set up machinery.

SPECIFIC OUTCOME 3

Operate machinery.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Carry out assembly repairs to damaged furniture

SAQA US ID		UNIT STANDARD TITLE	
117175		Carry out assembly repairs to damaged furniture	
SGB NAME		ABET BAND	PROVIDER NAME
SGB Furniture		Undefined	
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FURN	Regular	Level 4	6

Specific Outcomes:**SPECIFIC OUTCOME 1**

Identify nature of damage.

SPECIFIC OUTCOME 2

Determine repair requirements.

SPECIFIC OUTCOME 3

Carry out assembly repairs.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Carry out upholstery repairs to damaged furniture

SAQA US ID	UNIT STANDARD TITLE		
117170	Carry out upholstery repairs to damaged furniture		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Furniture	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FURN	Regular	Level 4	6

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify nature of damage.

SPECIFIC OUTCOME 2

Determine repair requirements.

SPECIFIC OUTCOME 3

Carry out repairs.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

8

Prepare equipment and machines for production

SAQA US ID	UNIT STANDARD TITLE		
117176	Prepare equipment and machines for production		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Furniture	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FURN	Regular	Level 4	6

Specific Outcomes:**SPECIFIC OUTCOME 1**

Identify and prepare machine requirements.

SPECIFIC OUTCOME 2

Set machines and equipment.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

9

Produce furniture design finishing specifications

SAQA US ID	UNIT STANDARD TITLE		
117167	Produce furniture design finishing specifications		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Furniture	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FURN	Regular	Level 4	20

Specific Outcomes:

SPECIFIC OUTCOME 1

Identify finish requirements.

SPECIFIC OUTCOME 2

Identify finishing specifications and production requirements.

SPECIFIC OUTCOME 3

Prepare and produce finishing specifications.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

10

Provide cutting lay requirements for upholstery fabrics

SAQA US ID	UNIT STANDARD TITLE		
117190	Provide cutting lay requirements for upholstery fabrics		
SGB NAME	ABET BAND	PROVIDER NAME	
SGB Furniture	Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION	
Manufacturing, Engineering and Technology		Manufacturing and Assembly	
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-MNA-0-SGB FURN	Regular	Level 4	6

Specific Outcomes:**SPECIFIC OUTCOME 1**

Produce cutting patterns and templates.

SPECIFIC OUTCOME 2

Maintain cutting patterns and templates.

SPECIFIC OUTCOME 3

Plan and develop cutting lay.

No. 1248

2 November 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 28 November 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@saga.co.za



JOE SAMUELS

DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**National Degree: Visual Communications at NQF Level 6**

Field:	Business, Commerce and Management Studies
Sub-field:	Marketing
Level:	6
Credit:	370 Minimum
Issue date:	
Review date:	

1. Rationale of the qualification

This Qualification has been developed as a coherent set of "generic" competences in the field of visual communications so that it applies to a wide range of jobs in the areas of Art Direction, Graphic Design and Multimedia, in a variety of organisations. Transferable core competences for broadly defined areas of visual communications have been identified and included in the visual communications role in different types of organisations.

The National First Degree in Visual Communications: NQF Level 6 is designed to meet the needs of those learners who enter the field of Art Direction, Graphic Design and Multimedia. The entire marketing field per se is a key business function necessary for the success of any organisation, both strategically and operationally. The Visual Communications Degree at: NQF Level 6 will provide a broad knowledge and skills needed in the industry and to progress along a career path for learners who:

- Have attained an FETC and who wish to proceed on a path of life-long learning, specialising in visual communications.
- Have performed some function visual communications in their organisation for some time without a formal Qualification in this area.
- Were previously disadvantaged and who were unable to engage in learning in the Higher Education band.
- Wish to extend their range of skills and knowledge of the Marketing Communications profession so that they can become knowledgeable workers in the sector.
- Have recently taken up a position as a support staff member in a visual communications section of an organisation
- Could be contracted in a Learnership in the marketing and advertising sectors.

The National First Degree in Visual Communications: Level 6 is a Qualification that rewards the learner for the knowledge, skills, attitudes, values and creativeness that have been mastered through awarding them with a Nationally recognised Qualification that formally recognises those competencies. It aims to develop individuals who are informed and skilled in the Visual Communications areas of Art Direction, Graphic Design or Multimedia.

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

• Advertising	• Packaging
• Television Advertising Production	• Publications
• Film Making	• Corporate Identity
• Event Marketing	• Exhibitions
• Sponsorships	• Sales Promotions

The National Degree in Visual Communications: Level 6 will produce knowledgeable, skilled people in the areas of art direction, graphic design and multimedia, who are able to contribute to improved productivity and efficiency within the marketing industry. The qualification is structured in such a way that exposes individuals to a set of core competence to give a broad understanding of marketing and the electives, which will allow for a reflexive competence in visual communications. It will also allow for maximum flexibility and mobility for the holder to adjust to the changing needs within this dynamic industry.

2. Purpose of the qualification

The purpose of this Qualification is to build the necessary knowledge, understanding, abilities, skills and attitudes necessary required for learning towards becoming a competent person in art direction, graphic design and multimedia. It also serves as the entry qualification into this creative field of marketing. In the context of the advertising, marketing and communication industries, this qualification will enable creative, feasible, innovative and exciting individual and teamwork possibilities. This qualification will be registered at: NQF Level 6 and was designed to ensure portability across all other Marketing Qualifications registered with SAQA..

Whilst it is clearly evident that the learner should be competent in using modern information technology, most of the Unit Standards contained in this Qualification avoid reference to specific methods of processing data. The knowledge, skills, values and attitudes required by the learner are defined in terms of outcomes rather than processes or procedures.

This qualification supports the objectives of the National Qualifications Framework (NQF) in that it provides learners with clear learning pathways, which provide access to, and mobility and progression within the marketing industry as a whole, and as such these improvements increase their employment opportunities. The increased knowledge and skill base therefore has a wider implication, namely the enhancement of the functional and intellectual capability of the nation at large.

3. Rules of combination

The National Degree is made up of a combination of learning outcomes from Fundamental, Core and Elective components, totalling 370 credits (minimum).

In this qualification the credits are split as follows:

Fundamental	29 credits	8%
Core	220 credits	60%
Elective	120 credits (minimum)	32%
Total	370 credits (minimum)	100%

FUNDAMENTAL	CORE	ELECTIVE	TOTAL CREDITS
9 Credits at Level 5 20 Credits at Level 6	41 Credits at Level 4 148 Credits at Level 5 31 Credits at Level 6	35 Credits at Level 5 85 Credits at Level 6 <i>or</i> 20 Credits at Level 5 102 Credits at Level 6 <i>or</i> 14 Credits at Level 5 107 Credits at Level 6	369 Credits <i>or</i> 371 Credits <i>or</i> 370 Credits
29 credits	220 credits	120 credits (minimum)	Total: 370 credits (minimum)

Motivation for number of credits assigned to core and elective

Core

220 credits have been allocated to the Core Unit Standards. This is to ensure that the qualification has a strong visual communications focus.

The Core Unit Standards offer a broad contextual understanding and will enable the learners to gain an all rounded picture of visual communications within the marketing context.

Elective

A minimum of 120 credits have been allocated to the Elective Unit Standards. This is to ensure that the qualification has a strong focus on the 'elected' area.

4. Access to the Qualification

There are no restrictions placed on this qualification. However any learner who can provide evidence of the learning assumed to be in place, has access to this qualification. Because of the strong stakeholder participation in the development of this qualification, where all stakeholders' interests are represented, access is enhanced.

5. Learning assumed to be in place

It is assumed that learners wishing to enter a programme leading to this qualification will have demonstrated competence in the unit standards contained in the qualification – National Certificate in Visual Communications at NQF Level 5 or equivalent.

6. Exit Level Outcomes and Associated Assessment Criteria

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

1. Explain and apply professional values and ethics

Associated Assessment Criteria

- Values and ethics for company are determined
- Values and ethics are applied throughout business activities

2. Communicate workplace data to stakeholders

Associated Assessment Criteria

- Workplace data is communicated in required timeframe and format
- Workplace data is communicated to all stakeholders

3. Demonstrate an ability to work as a member of a creative team

Associated Assessment Criteria

- Communication is clear and barriers to understanding are dealt with and feedback is given on all communications received
- Team progress is reported on to authorised individuals
- Contribute to team decisions and apply behavioural and ethical practices and roles and responsibilities of team members are outlined and described
- Conflict situations are identified and handled using collaborative facilitation methods

4. Identify and explain target markets and product positioning within markets

Associated Assessment Criteria

- Target markets are identified and explained for own industry
- Product positioning strategies are identified and explained
- Products are positioned within required market based on target market analysis findings

5. Demonstrate the function of an advertising agency / design company

Associated Assessment Criteria

- Roles and responsibilities of an advertising agency/design company are listed and explained
- Workflow, structure and policies governing a advertising agency/design company are listed and explained
- Relationships between suppliers and customers are explained and confidentiality criteria listed and explained

6. Apply conceptual and lateral thinking in the copy developmental and graphic design processes

Associated Assessment Criteria

- Conceptual and lateral thinking techniques are identified, analysed and applied
- Apply research practices to aid in lateral thinking
- The difference between metaphor, concept and message are explained
- Creative solutions for graphic design in editorial graphics and documents are described and explained

7. Explain the production and application of marketing communications

Associated Assessment Criteria

- Printing processes and production categories and processes are listed and explained
- Marketing processes, principles and communication techniques are listed and explained
- Marketing communication campaign team is managed and objectives evaluated

8. Apply marketing and advertising creative processes

Associated Assessment Criteria

- Marketing communications concepts is developed using: interpretation skills, evaluation or platform, art direction, design and pre testing techniques
- Concept is implemented following a plan, production schedule, quality assurance of key elements during production and inspection and approval of final product
- Graphic design, typography and art direction principles are described and applied
- Rendering and illustration techniques are described and applied

9. Develop campaign, media and creative strategies

Associated Assessment Criteria

- Marketing objectives and strategies are researched, developed and final media briefs prepared and implemented according to budget
- Marketing communications campaign is monitored against outcomes and variances or out of line areas addressed
- Desktop publishing principles, tools and processes are applied

10. Develop creative solutions in art direction for a variety of mediums

Associated Assessment Criteria

- Art direction in television, world wide web, print, promotional; and point of sale material is described and techniques applied
- Art direction in special applications, campaigns and advocacy advertising is described and techniques applied
- Art direction in corporate and outdoor advertising is described and applied

11. Develop creative solutions in graphic design for a variety of mediums

Associated Assessment Criteria

- Graphic design in television, web design, information graphics and print advertising is described and techniques applied
- Graphic design in corporate identity, campaigns, packaging and events advertising is described and applied
- Graphic design in special applications is described and applied

12. Demonstrate an understanding of computer systems and packages and apply skills and techniques to create systems based marketing

Associated Assessment Criteria

- Develop a web site and interactive media strategy using creative techniques
- Sound, motion graphics and video techniques are applied to enhance the multimedia marketing strategy
- CD Rom based media is described and techniques applied for a strategy
- Computer games and animations are designed and build according to system skills and techniques
- Stills and films are edited using systems skills and techniques

**Tables showing the spread of Critical Cross-Field Outcomes across the Unit Standards
and for both Core and Elective**

Unit Standard Title	Critical Cross-field Outcomes Supported in the Unit Standards							
National Degree: Visual Communications At NQF Level 6	Solve problems / Make decisions	Team work	Organisation	Information	Communicate	Technology	Related Systems	Personal Development
Core Level 4								
Work as a member of a creative team	√	√		√	√	√		√
Demonstrate an understanding of target markets	√			√	√		√	√
Demonstrate an understanding of product positioning	√		√	√		√		
Deal with brand, product and service promotions	√	√		√	√			√
Attend briefings and produce work on deadline	√		√		√	√		
Demonstrate an understanding of and define integrated marketing communications and its roles	√				√		√	√
Demonstrate an understanding of creative principles of marketing	√	√	√				√	√
Operate an interdepartmental traffic system	√	√	√	√	√			√
Core Level 5								
Demonstrate an understanding of the history of art, design and advertising	√	√		√	√	√		√
Demonstrate an understanding of ad agency / design company	√	√		√	√	√		√
Demonstrate an understanding of ethical, social, cultural and legal issues in marketing communication	√	√		√			√	√
Demonstrate an understanding of and define integrated marketing communication and its role	√				√		√	√
Source and apply creative ideas in visual communications	√	√		√	√	√		√
Demonstrate an understanding of graphic Design principles	√	√		√	√	√		√
Demonstrate an understanding of and apply typography principles and techniques	√	√		√	√	√		√
Demonstrate an understanding of the principles of art direction	√	√		√	√	√		√
Demonstrate an understanding of rendering techniques and apply them	√	√		√	√	√		√
Demonstrate an understanding of illustration techniques and apply them	√	√		√	√	√		√
Develop and present an integrated marketing communication campaign	√	√		√	√	√		√
Demonstrate an understanding of advertising production	√	√		√	√	√		√
Demonstrate an understanding of the composition and dynamics of a creative team	√	√		√	√	√		√
Lead a marketing communication campaign team	√	√		√	√	√		√
Demonstrate an understanding of the principles, tools and process of Desk Top Publishing	√	√		√		√		
Change and improve images	√	√	√	√		√		
Construct layouts to various formats	√	√		√			√	
Prepare for DTP and print reproduction	√			√		√	√	
Demonstrate an understanding of packaging design	√		√		√		√	
Explain and apply the principles of conceptual thinking	√	√	√	√	√			√
Core Level 6								
Develop and implement the marketing and advertising creative process	√	√	√	√	√			√
Manage the advertising research process	√	√	√	√	√			√
Demonstrate an understanding of advanced conceptual processes			√	√	√		√	

Electives Art Direction								
Elective Level 5								
Explain and utilise computer software applicable to art direction	√		√	√		√	√	√
Demonstrate an understanding of the art direction process	√	√		√	√	√		√
Elective Level 6								
Explain and develop creative solutions for art direction in television	√	√		√	√	√		√
Explain and develop creative solutions for art direction in print	√	√		√	√	√		√
Explain and develop creative solution for art direction in promotional and point of sale material	√	√		√	√	√		√
Explain and develop creative solutions for art direction in special applications	√	√		√	√	√		√
Explain and develop creative solutions for art direction in campaigns	√	√		√	√	√		√
Explain and develop creative solutions for art direction in advocacy advertising	√	√		√	√	√		√
Explain and develop creative solution for art direction in corporate advertising	√	√		√	√	√		√
Explain and develop creative solutions for art direction in outdoor advertising	√	√		√	√	√		√
Explain and develop creative solutions for art direction in World Wide Web	√	√		√	√	√		√
Electives Graphic Design								
Elective Level 5								
Explain and apply the principles of conceptual thinking	√	√		√	√	√		√
Explain and develop creative solutions for Graphic Design in documents	√	√		√	√	√	√	√
Elective Level 6								
Demonstrate an understanding of the graphic design process	√	√	√		√	√		
Explain and develop creative solutions for graphic design in television	√	√		√	√	√		√
Explain and develop creative solutions for graphic design in print advertising	√	√		√	√	√		√
Explain and develop creative solution for graphic design in information graphics	√	√		√	√	√		√
Explain and develop creative solutions for graphic design in corporate identity	√	√		√	√	√		√
Explain and develop creative solutions for graphic design in promotional and point of sale material	√	√		√	√	√		√
Explain and develop creative solutions for graphic design in campaigns	√	√		√	√	√		√
Explain and develop creative solution for graphic design in packaging	√	√		√	√	√		√
Explain and develop creative solutions for graphic design in event	√	√		√	√	√		√
Explain and develop creative solution for graphic design in web design	√	√		√	√	√		√
Explain and develop creative solutions for graphic design in special applications	√	√		√	√	√		√

Electives Multimedia									
Elective Level 5									
Demonstrate an understanding of computer software used in web sites	√		√	√		√	√		
Elective Level 6									
Develop a portfolio on CD Rom	√	√	√	√	√	√	√	√	√
Demonstrate an understanding of the internet and elements of a website	√			√		√			√
Develop a web site	√	√		√	√	√	√	√	√
Create and mix sound to enhance the interactive multimedia experience	√				√	√			√
Create a motion graphics and video for multimedia	√	√	√	√	√	√			√
Demonstrate an understanding of CD Rom basic multimedia		√		√					√
Design interactive media	√			√		√			√
Design and build computer games	√				√	√			√
Create animation and edit still and films	√	√		√	√	√	√	√	√

13. International comparability

Benchmarking was done by comparing this qualification to unit standards, outcomes of learning, levels, credits and performance criteria found in the:

New Zealand Qualifications Authority

There are two qualifications namely: a National Certificate in Marketing and a National Diploma in Marketing with 8 domains:

Advertising, Direct Marketing, Generic Marketing, International Marketing, Marketing – Import and Export Services, Marketing Research, Public Relations and Sales Organisation and Management
The credits awarded here are 52 compulsory and 68 electives.

Australian Qualification Authority - no direct comparison could be made due to limited access to their Qualifications.

International Advertising Association (USA)

There is a Diploma in Marketing Communications – IAA Creative / Production Model with a minimum of 300 hours. The subjects included:

Basic Marketing, Principles of Advertising / Promotion, Advertising / Marketing Research, Consumer Behaviour, Creative Fundamentals, Art and / or Design, Graphics / Print Production Graphics / Electronic Media, International marketing / Advertising, Integrated Marketing Communications – Campaign, Advanced International Advertising Creative Topic and Internship – Related to Advertising Creativity

Guildford College – United Kingdom

The following courses are considered:

Art and Design FNQ Foundation course – 1 year fulltime NVQ Level 1

Art and Design FNUQ Foundation course – 1 year 4 days per week – NVQ Level 2

Art and Design: Graphics A5 / A2 course – 2 years – NVQ level 3

Art and Design: National Diploma – 2 years – NVQ Level 3

Graphic design : National Diploma – 2 years – NVQ Level 3

Media Communication and Production course – 1 year – NVQ Level 2

Media Studies A5 / A2 course – 2 years – NQV Level 3

Media Studies National Diploma – 2 years – NQV Level 3

Printing and Graphic Communications (city and curds) 1 year – NQV Level 3

In general this qualification and its component unit standards compared well with their international counterparts. The only major differences are in formatting, scope of coverage or focus. The differences identified in the level structures did however make direct equivalation difficult in some cases.

14. Integrated Assessment

Integrated assessment at the level of qualification provides an opportunity for learners to show that they are able to integrate concepts, ideas and actions across unit standards to achieve competence that is grounded and coherent in relation to the purpose of the qualification. Integrated assessment should show how already demonstrated competence in individual areas can be linked and applied for the achievement of a holistic outcome.

Integrated assessment must judge the quality of the observable performance, and also the quality of thinking that lies behind it. Assessment tools must encourage learners to explain the thinking and decision-making that underpin their demonstrated performance.

The assessment criteria in the unit standards are performance-based (applied competence as opposed to required knowledge only). This means that workplace experience may be recognised when awarding credits towards this qualification. A broad range of task-orientated and theoretical assessment tools may be used, with the distinction between practical knowledge and disciplinary knowledge maintained so that each takes its rightful place. Unit standards in the qualification must be used to assess specific and critical cross-fields outcomes. During integrated assessment the assessor should make use of formative and summative assessment methods and should assess combinations of practical, applied, foundational and reflexive competencies.

15. Recognition of prior learning

The structure of this Unit Standard - based Qualification makes the Recognition of Prior Learning possible, if the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this qualification. This qualification may be achieved in part or whole through the recognition of prior learning.

This Recognition of Prior Learning may allow:

- For accelerated access to further learning
- Gaining of credits towards a unit standard

All recognition of Prior Learning is subject to quality assurance by the relevant accredited Education Training Quality Assurance (ETQA) Body and is conducted by a registered workplace assessor.

16. Articulation possibilities

Horizontal articulation possibilities lies with other NQF level 6 Qualifications and Unit Standards in the Learning areas:

- National First Degree: Marketing Communications – NQF Level 6 – NLRD 20905
- Bachelor of Arts: Generic (Communication Studies) – NQF Level 6 – NLRD 23375

Vertical progression can be achieved by embarking on the study of related NQF Level 7 or higher Qualifications:

- National Diploma: Marketing Communication – NQF Level 7 – NLRD 22873

17. Moderation Options

Accredited providers should establish or refine moderation procedures and systems in line with the requirements of the relevant ETQA.

Results of the assessment should be moderated by one or more external moderators. External moderators should provide reports not only on the fairness and consistency, but also on the validity of the assessment in terms of the specified outcomes.

Note for Assessors

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

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

UNIT STANDARDS IN NATIONAL DEGREE VISUAL COMMUNICATIONS**NQF LEVEL 6****UNIT STANDARDS TITLES****Core – Level 4**

1. Title Work as a member of a creative team
- *. Title Demonstrate an understanding of target markets (ID 10019)
- *. Title Demonstrate an understanding of product positioning (ID 10016)
- *. Title Deal with brand, product and service promotions (ID 10018)
- *. Title Attend briefings and produce work on deadline (ID 10029)
- *. Title Demonstrate an understanding of and define integrated marketing communications and its role (ID 10034)
- *. Title Demonstrate an understanding of creative principles of marketing communications (ID 10035)
- *. Title Operate an inter-departmental traffic system (ID 10036)

Core – Level 5

2. Title Demonstrate an understanding of the history of art, design and advertising
3. Title Demonstrate an understanding of how an ad agency / design company
4. Title Demonstrate an understanding of and define integrated marketing communication and its role
5. Title Source and apply creative ideas in visual communications
6. Title Demonstrate an understanding of graphic design principles
7. Title Demonstrate an understanding of and apply typography principles and techniques
8. Title Demonstrate an understanding of the principles of art direction
9. Title Demonstrate an understanding of rendering techniques and apply them
10. Title Demonstrate an understanding of illustration techniques and apply them
11. Title Develop and present an integrated Marketing Communication campaign
12. Title Demonstrate an understanding of advertising production
13. Title Demonstrate an understanding of the composition and dynamics of a creative team
14. Title Lead a marketing communication campaign team
15. Title Demonstrate an understanding of the principles, tools and process of Desk Top Publishing
16. Title Change and improve images
17. Title Construct layouts to various formats
18. Title Prepare for DTP and print reproduction
19. Title Demonstrate an understanding of packaging design
- *. Title Demonstrate an understanding of ethical, social, cultural and legal issues in marketing communication (ID 10033)
20. Title Explain and apply the principles of conceptual thinking

Core – Level 6

21. Title Develop and implement the marketing and advertising creative process
22. Title Manage the advertising research process
23. Title Demonstrate an understanding of advanced conceptual processes

ART DIRECTION**Elective Level 5**

- 24. Title Explain and utilize computer software applicable to art direction
- 25. Title Demonstrate an understanding of the art direction process

Elective Level 6

- 26. Title Explain and develop creative solutions for art direction in television
- 27. Title Explain and develop creative solutions for art direction in print
- 28. Title Explain and develop creative solution for art direction in promotional and pointy of sales material
- 29. Title Explain and develop creative solutions for art direction in special applications
- 30. Title Explain and develop creative solutions for art direction in campaigns
- 31. Title Explain and develop creative solutions for art direction in advocacy advertising
- 32. Title Explain and develop creative solution for art direction in corporate advertising
- 33. Title Explain and develop creative solutions for art direction in outdoor advertising
- 34. Title Explain and develop creative solutions for art direction in World Wide Web

GRAPHIC DESIGN**Elective Level 5**

- 35. Title Explain and develop creative solutions for Graphic Design in editorial graphics
- 36. Title Explain and develop creative solutions for Graphic Design in documents

Elective Level 6

- 37. Title Demonstrate an understanding of the graphic design process
- 38. Title Explain and develop creative solutions for Graphic Design in television
- 39. Title Explain and develop creative solutions for Graphic Design in print advertising
- 40. Title Explain and develop creative solutions for Graphic Design in information graphics
- 41. Title Explain and develop creative solutions for Graphic Design in corporate identity
- 42. Title Explain and develop creative solutions for Graphic Design in promotional and point of-sale material
- 43. Title Explain and develop creative solutions for graphic design in campaigns
- 44. Title Explain and develop creative solutions for graphic design in packaging
- 45. Title Explain and develop creative solutions for Graphic Design in events
- 46. Title Explain and develop creative solutions for graphic design in web design
- 47. Title Explain and develop creative solutions for graphic design in special applications

MULTIMEDIA**Elective Level 5**

- 48. Title Demonstrate an understanding of computer software used in web sites

Elective Level 6

- 49. Title Develop a portfolio on CD Rom
- 50. Title Demonstrate an understanding of the Internet and elements of a web site
- 51. Title Develop a web site
- 52. Title Create and mix sound to enhance the interactive multimedia experience
- 53. Title Create motion graphics and video for multimedia
- 54. Title Demonstrate an understanding of CD ROM based multimedia
- 55. Title Design interactive media
- 56. Title Design and build computer games
- 57. Title Create animation and edit stills and films

**UNIT STANDARDS AND SPECIFIC OUTCOMES IN
THE NATIONAL DEGREE IN VISUAL COMMUNICATIONS - NQF LEVEL 6**

UNIT STANDARDS

1. Title Work as a member of a creative team

Specific Outcome	1.1	Communicate with all relevant stakeholders to enhance teamwork
Specific Outcome	1.2	Report on team progress to appropriate authority and team
Specific Outcome	1.3	Display tendencies to work with others as a member of a creative team
Specific Outcome	1.4	Handle and resolve areas of conflict

2. Title Demonstrate an understanding of the history of art, design and advertising

Specific Outcome	2.1	Demonstrate an understanding of the history of advertising
Specific Outcome	2.2	Operate convention and communicative devices in the presentation of visual communication
Specific Outcome	2.3	Explain the history, development and functions of the advertising industry

3. Title Demonstrate an understanding of advertising agency / design company

Specific Outcome	3.1	Identify and explain the structure of an ad agency / design company
Specific Outcome	3.2	Demonstrate an understanding of the workflow within an ad agency / design company
Specific Outcome	3.3	Explain the relationship between ad agency / design company and suppliers

4. Title Demonstrate an understanding of and define integrated marketing communication and its role

Specific Outcome	4.1	Define integrated marketing communications
Specific Outcome	4.2	Define and explain the objectives of integrated marketing communications
Specific Outcome	4.3	Describe integrated marketing communication tools

5. Title Source and apply creative ideas in visual communications

Specific Outcome	5.1	Describe and explain the nature and role of the various creative elements available
Specific Outcome	5.2	Describe and explain the creative philosophies of leading advertising agencies
Specific Outcome	5.3	Describe and explain conceptual thinking techniques
Specific Outcome	5.4	Describe and explain the principles of brainstorming techniques

6. Title Demonstrate an understanding of graphic design principles

Specific Outcome	6.1	Define the essence and scope of graphic design
Specific Outcome	6.2	Explain the principles of graphic design

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| 7. | Title | Demonstrate an understanding of and apply typography principles and techniques |
| Specific Outcome | 7.1 | Explain the history of typography |
| Specific Outcome | 7.2 | Explain the terminology and classification of typography |
| Specific Outcome | 7.3 | Explain the principles of typography as a design element |
| Specific Outcome | 7.4 | Apply typography in design |
| 8. | Title | Demonstrate an understanding of the principles of art direction |
| Specific Outcome | 8.1 | Demonstrate an understanding of the principles of art direction |
| Specific Outcome | 8.2 | Produce and present creative work |
| Specific Outcome | 8.3 | Develop scamps, drawings, renderings and storyboards |
| 9. | Title | Demonstrate an understanding of rendering techniques and apply them |
| Specific Outcome | 9.1 | Demonstrate an understanding of rendering principles, methods and techniques |
| Specific Outcome | 9.2 | Demonstrate a competency in rendering |
| Specific Outcome | 9.3 | Understand the relevance and application of rendering to graphic design and advertising |
| 10. | Title | Demonstrate an understanding of illustration techniques and apply them |
| Specific Outcome | 10.1 | Demonstrate an understanding of illustration principles |
| Specific Outcome | 10.2 | Demonstrate an understanding of illustration methods and techniques |
| Specific Outcome | 10.3 | Demonstrate a competency in illustration in various mediums |
| Specific Outcome | 10.4 | Understand the relevance and application of illustration in graphic design and advertising |
| 11. | Title | Develop and present an Integrated Marketing Communication campaign |
| Specific Outcome | 11.1 | Demonstrate understanding of an IMC strategy |
| Specific Outcome | 11.2 | Develop and present an IMC strategy |
| Specific Outcome | 11.3 | Describe preparation and presentation techniques |
| 12. | Title | Demonstrate an understanding of advertising production |
| Specific Outcome | 12.1 | Demonstrate an understanding of the organisation and the functionality of the production department |
| Specific Outcome | 12.2 | Demonstrate an understanding of printing issues and processes |
| Specific Outcome | 12.3 | Demonstrate an understanding of setting up for print reproduction |
| Specific Outcome | 12.4 | Demonstrate an understanding of production for radio and television |
| Specific Outcome | 12.5 | Demonstrate an understanding of production for outdoor |

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| 13. | Title | Demonstrate an understanding of the composition and dynamics of a creative team |
| Specific Outcome | 13.1 | Communicate with all relevant stakeholders to enhance teamwork |
| Specific Outcome | 13.2 | Display tendencies to work with others as a member of a creative team |
| Specific Outcome | 13.3 | Handle and resolve areas of conflict |
| 14. | Title | Lead a marketing communication campaign team |
| Specific Outcome | 14.1 | Set objectives for marketing communications campaign team |
| Specific Outcome | 14.2 | Coach marketing communications campaign team to be able to achieve Objectives |
| Specific Outcome | 14.3 | Monitor performance of marketing communications campaign team against targets |
| Specific Outcome | 14.4 | provide feedback on performance |
| Specific Outcome | 14.5 | Take corrective action as needed |
| 15. | Title | Demonstrate an understanding of the principles, tools and process of Desk Top Publishing |
| Specific Outcome | 15.1 | Demonstrate an understanding of Desk Top Publishing |
| Specific Outcome | 15.2 | Apply Desk Top Publishing processes |
| Specific Outcome | 15.3 | Evaluate the completed work against objectives |
| Specific Outcome | 15.4 | Present the results |
| 16. | Title | Change and improve images |
| Specific Outcome | 16.1 | Demonstrate an understanding of software packages used to alter images |
| Specific Outcome | 16.2 | Implement changes to images |
| 17. | Title | Construct layouts to various formats |
| Specific Outcome | 17.1 | Demonstrate an understanding of layout and design principles |
| Specific Outcome | 17.2 | Use appropriate software to lay out and design images |
| Specific Outcome | 17.3 | Present end result |
| 18. | Title | Prepare for DTP and print reproduction |
| Specific Outcome | 18.1 | Demonstrate an understanding of print reproduction |
| Specific Outcome | 18.2 | Use appropriate peripherals to produce page / document |
| 19. | Title | Demonstrate an understanding of packaging design |
| Specific Outcome | 19.1 | Design packaging for various applications |
| Specific Outcome | 19.2 | Co-ordinate the production of materials |
| Specific Outcome | 19.3 | Identify, evaluate and select production options |
| Specific Outcome | 19.4 | Describe printing processes to enhance production |

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| 20. | Title | Explain and apply the principles of conceptual thinking |
| Specific Outcome | 20.1 | Demonstrate an understanding of conceptual thinking |
| Specific Outcome | 20.2 | Apply and practice conceptual and lateral thinking skills |
| Specific Outcome | 20.3 | Identify and apply research techniques to help lateral thinking |
| Specific Outcome | 20.4 | Implement conceptual thinking processes |
| 21. | Title | Develop and implement the marketing and advertising creative process |
| Specific Outcome | 21.1 | Describe marketing and advertising creative processes |
| Specific Outcome | 21.2 | Develop the marketing communications concept |
| Specific Outcome | 21.3 | Implement creative process |
| 22. | Title | Manage the advertising research process |
| Specific Outcome | 22.1 | Assess the need for advertising research |
| Specific Outcome | 22.2 | Establish and settle research objectives |
| Specific Outcome | 22.3 | Evaluate research providers and services |
| Specific Outcome | 22.4 | Select and brief providers and determine research methods |
| Specific Outcome | 22.5 | Analyse, interpret, present and apply research findings and results |
| 23. | Title | Demonstrate an understanding of advanced conceptual processes |
| Specific Outcome | 23.1 | Identify and explain the relation between metaphor, concept and message |
| Specific Outcome | 23.2 | Apply and practice conceptual and lateral thinking skills |
| Specific Outcome | 23.3 | Implement conceptual thinking processes |
| Specific Outcome | 23.4 | Describe and explain concepts |
| 24. | Title | Explain and utilise computer software applicable to art direction |
| Specific Outcome | 24.1 | Describe computer software used in art direction |
| Specific Outcome | 24.2 | Use computer software applicable to art direction |
| Specific Outcome | 24.3 | Demonstrate an understanding of computer data storage |
| Specific Outcome | 24.4 | Manage computer files |
| 25. | Title | Demonstrate an understanding of the art direction process |
| Specific Outcome | 25.1 | Demonstrate an understanding of art direction principles and methods |
| Specific Outcome | 25.2 | Integrate and develop scientific research methodology principles |

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| 26. | Title | Explain and develop creative solutions for art direction in television |
| Specific Outcome | 26.1 | Develop the creative solutions for television |
| Specific Outcome | 26.2 | Implement creative process in art direction |
| Specific Outcome | 26.3 | Describe the process for film and video production |
| Specific Outcome | 26.4 | Identify, evaluate and select production options |
| Specific Outcome | 26.5 | Organise and conduct a shoot |
| 27. | Title | Explain and develop creative solutions for art direction in print |
| Specific Outcome | 27.1 | Develop the creative solutions for print advertising |
| Specific Outcome | 27.2 | Implement creative process in art direction |
| Specific Outcome | 27.3 | Describe printing processes to enhance production |
| Specific Outcome | 27.4 | Co-ordinate the production of marketing communications materials |
| Specific Outcome | 27.5 | Identify, evaluate and select production options |
| 28. | Title | Explain and develop creative solutions for art direction in promotional and point-of-sale material |
| Specific Outcome | 28.1 | Develop the creative solutions for promotional and point-of-sale material |
| Specific Outcome | 28.2 | Implement creative process in art direction |
| Specific Outcome | 28.3 | Describe printing processes to enhance production |
| Specific Outcome | 28.4 | Co-ordinate the production of marketing communications materials |
| Specific Outcome | 28.5 | identify, evaluate and select production options |
| 29. | Title | Explain and develop creative solutions for Art Direction in special applications |
| Specific Outcome | 29.1 | Develop the creative solutions for special applications |
| Specific Outcome | 29.2 | Implement creative processes in art direction |
| Specific Outcome | 29.3 | Identify, evaluate and select production options |
| 30. | Title | Explain and develop creative solutions for art direction in campaigns |
| Specific Outcome | 30.1 | Develop the creative solutions for campaigns |
| Specific Outcome | 30.2 | Implement creative process in art direction |
| Specific Outcome | 30.3 | Describe printing processes to enhance production |
| Specific Outcome | 30.4 | Describe electronic processes to enhance production |
| Specific Outcome | 30.5 | Co-ordinate the production of campaign material |
| Specific Outcome | 30.6 | Identify, evaluate and select production options for campaign materials |
| 31. | Title | Explain and develop creative solutions for art direction in advocacy advertising |
| Specific Outcome | 31.1 | Develop the creative solutions for advocacy advertising |
| Specific Outcome | 31.2 | Implement creative process in art direction |
| Specific Outcome | 31.3 | Co-ordinate the production of marketing communications materials |
| Specific Outcome | 31.4 | Identify, evaluate and select production options |

32. Title **Explain and develop creative solutions for art direction in corporate advertising**

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| Specific Outcome | 32.1 | Develop the creative solutions for corporate advertising |
| Specific Outcome | 32.4 | Implement creative process in art direction |
| Specific Outcome | 32.2 | Coordinate the production of marketing communications materials |
| Specific Outcome | 32.3 | Identify, evaluate and select production options |
| Specific Outcome | 32.5 | Link corporate advertisements |

33. Title **Explain and develop creative solutions for art direction in outdoor advertising**

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| Specific Outcome | 33.1 | Develop the creative solutions for outdoor advertising |
| Specific Outcome | 33.2 | Implement creative process in art direction |
| Specific Outcome | 33.3 | Describe printing and other processes to enhance production |
| Specific Outcome | 33.4 | Co-ordinate the production of marketing communications materials |
| Specific Outcome | 33.5 | Identify, evaluate and select production options |

34. Title **Explain and develop creative solutions for art direction in World Wide Web**

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| Specific Outcome | 34.1 | Develop creative solutions for World Wide Web |
| Specific Outcome | 34.2 | Implement creative process in art direction |
| Specific Outcome | 34.3 | Identify, evaluate and select production options |
| Specific Outcome | 34.4 | Describe the requirements of Internet and Web design |

35. Title **Explain and develop creative solutions for Graphic Design in editorial graphics**

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| Specific Outcome | 35.1 | Design editorials with long and short text headings, sub-headings and fonts |
| Specific Outcome | 35.2 | Co-ordinate the production of materials |
| Specific Outcome | 35.3 | Identify, evaluate and select production options |
| Specific Outcome | 35.4 | Describe printing process to enhance production |

36. Title **Explain and develop creative solutions for Graphic Design in documents**

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| Specific Outcome | 36.1 | Design various types of documents |
| Specific Outcome | 36.2 | Co-ordinate the production of materials |
| Specific Outcome | 36.3 | Identify, evaluate and select production options |
| Specific Outcome | 36.4 | Describe printing and other processes to enhance production |

37. Title **Demonstrate an understanding of the graphic design process**

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| Specific Outcome | 37.1 | Identify and explain the graphic design process |
| Specific Outcome | 37.2 | Implement the graphic design process |
| Specific Outcome | 37.3 | Define the essence and scope of graphic design |
| Specific Outcome | 37.4 | Explain the principles of graphic design |
| Specific Outcome | 37.5 | Explain the functions of role players in graphic design |

38. Title **Explain and develop creative solutions for Graphic Design in television**

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| Specific Outcome | 38.1 | Design the graphic elements used in the production of television commercials |
| Specific Outcome | 38.2 | Identify, evaluate and select production options |
| Specific Outcome | 38.3 | Describe the process for production of films and videos |
| Specific Outcome | 38.4 | Organise and conduct a shoot |

39. Title **Explain and develop creative solutions for Graphic Design in print advertising**

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| Specific Outcome | 39.1 | Design newspaper and magazine advertisements and direct mail pieces |
| Specific Outcome | 39.2 | Co-ordinate the production of materials |
| Specific Outcome | 39.3 | Identify, evaluate and select production options |
| Specific Outcome | 39.4 | Describe printing process to enhance production |

40. Title **Explain and develop creative solutions for Graphic Design in information graphics**

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| Specific Outcome | 40.1 | Design flyers / leaflets, brochures and posters |
| Specific Outcome | 40.2 | Co-ordinate the production of materials |
| Specific Outcome | 40.3 | Identify, evaluate and select production options |
| Specific Outcome | 40.4 | Describe printing process to enhance production |

41. Title **Explain and develop creative solutions for Graphic Design in corporate identity**

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| Specific Outcome | 41.1 | Design logos, symbols, corporate stationary and signage |
| Specific Outcome | 41.2 | Co-ordinate the production of materials |
| Specific Outcome | 41.3 | Identify, evaluate and select production options |
| Specific Outcome | 41.4 | Describe printing processes to enhance production |

42. Title **Explain and develop creative solutions for Graphic Design in promotional and point-of-sale material**

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| Specific Outcome | 42.1 | Design promotional and point-of-sale materials |
| Specific Outcome | 42.2 | Co-ordinate the production of materials |
| Specific Outcome | 42.3 | Identify, evaluate and select production options |
| Specific Outcome | 42.4 | Describe printing processes to enhance production |

43. Title **Explain and develop creative solutions for Graphic Design in campaigns**

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| Specific Outcome | 43.1 | Design campaign elements |
| Specific Outcome | 43.2 | Co-ordinate the production of materials |
| Specific Outcome | 43.3 | Identify, evaluate production options |
| Specific Outcome | 43.4 | Select production options to meet brief objectives |

44. Title **Explain and develop creative solutions for graphic design in packaging**
- Specific Outcome 44.1 Design packaging for various applications
- Specific Outcome 44.2 Co-ordinate the production of materials
- Specific Outcome 44.3 Identify, evaluate and select production options
- Specific Outcome 44.4 Describe printing processes to enhance production
45. Title **Explain and develop creative solutions for Graphic Design in events**
- Specific Outcome 45.1 Design event materials requiring different themes, formats and approaches
- Specific Outcome 45.2 Co-ordinate the production of materials
- Specific Outcome 45.3 Identify, evaluate and select production options
- Specific Outcome 45.4 Describe printing process to enhance production
46. Title **Explain and develop creative solutions for Graphic Design in Web design**
- Specific Outcome 46.1 Design web graphics
- Specific Outcome 46.2 Co-ordinate the production of materials
- Specific Outcome 46.3 Identify, evaluate and select production options
- Specific Outcome 46.4 Describe printing process to enhance production
47. Title **Explain and develop creative solutions for Graphic Design in special applications**
- Specific Outcome 47.1 Design CD, tape and book covers, restaurant graphics
- Specific Outcome 47.2 Co-ordinate the production of materials
- Specific Outcome 47.3 Identify, evaluate and select production options
- Specific Outcome 47.4 Select production options to meet brief objectives
48. Title **Demonstrate an understanding of computer software used in web sites**
- Specific Outcome 48.1 Describe computer software used for web site design
- Specific Outcome 48.2 Describe and operate a computer operating system, applicable to web site design and development
- Specific Outcome 48.3 Use computer software applicable to web sites and the Internet
49. Title **Develop a portfolio on CD Rom**
- Specific Outcome 49.1 Prepare a portfolio on CD
- Specific Outcome 49.2 Create a portfolio on CD

50. Title Demonstrate an understanding of the Internet and elements of a web site

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| Specific Outcome | 50.1 | Identify and explain the Internet and elements involved in a web site |
| Specific Outcome | 50.2 | Explain the graphics for the web site |
| Specific Outcome | 50.3 | Explain and describe how web sites are built |
| Specific Outcome | 50.4 | Describe and explain the putting of web sites up on the Internet |

51. Title Develop a web site

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| Specific Outcome | 51.1 | Plan the web site |
| Specific Outcome | 51.2 | Use HTML in developing the web site |
| Specific Outcome | 51.3 | Use appropriate multimedia tools to develop the web site |
| Specific Outcome | 51.4 | Present web site to client |
| Specific Outcome | 51.5 | Put up the web site on the Internet |

52. Title Create and mix sound to enhance the interactive multimedia experience

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| Specific Outcome | 52.1 | Demonstrate an understanding of sound and sound mixing |
| Specific Outcome | 52.2 | Explain equipment and venue requirements for recording and mixing sound |
| Specific Outcome | 52.3 | Record, mix and apply sounds to multimedia projects |
| Specific Outcome | 52.4 | Explain recording, mixing and editing techniques |

53. Title Create motion graphics and video for multimedia

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| Specific Outcome | 53.1 | Demonstrate an understanding of motion graphics and video |
| Specific Outcome | 53.2 | Develop and produce motion graphics and video for multimedia |
| Specific Outcome | 53.3 | Test the motion graphics and video |
| Specific Outcome | 53.4 | Present the motion graphics and video |

54. Title Demonstrate an understanding of CD Rom based multimedia

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| Specific Outcome | 54.1 | Demonstrate an understanding of CD Rom based multimedia design and tools |
| Specific Outcome | 54.2 | Demonstrate an understanding on how to design CD Rom based multimedia |

55. Title Design interactive media

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| Specific Outcome | 55.1 | Create and develop interactive media |
| Specific Outcome | 55.2 | use Director for interactive CD ROMs |
| Specific Outcome | 55.3 | Test the interactive medium |
| Specific Outcome | 55.4 | Present the interactive medium |

56. Title Design and build computer games

Specific Outcome	56.1	preparing to build computer games
Specific Outcome	56.2	Design and develop computer games
Specific Outcome	56.3	Test the computer game
Specific Outcome	56.4	Present the computer game

57. Title Create animation and edit stills and films

Specific Outcome	57.1	Demonstrate an understanding of animation processing
Specific Outcome	57.2	Demonstrate and understanding of the editing process
Specific Outcome	57.3	Creating animation
Specific Outcome	57.4	Editing stills and films

National Degree: Visual Communications at NQF level 6										
	NQF Level 4	ID No	Credits	NQF Level 5	ID No	Credits	NQF Level 6	ID No	Credits	Total
Fundamental				Demonstrate an understanding of professional values and ethics	8648	4	Communicating at an advanced level and maintaining interpersonal relations	8046	20	
				Analyse and communicate workplace data	8662	5				
	Total					9			20	29
Core	Work as a member of a creative team		4	Demonstrate an understanding of the history of art, design and advertising		3	Develop and implement the marketing and advertising creative process		18	
	Demonstrate an understanding of target markets	10019	4	Demonstrate an understanding of how an ad agency / design company works		8	Manage the advertising research process		5	
	Demonstrate an understanding of product positioning	10016	4	Demonstrate an understanding of ethical, social, cultural and legal issues in marketing communication	10033	3	Demonstrate an understanding of advanced conceptual processes		8	
	Deal with brand, product and service promotions	10018	4	Demonstrate an understanding of and define integrated marketing communication and its role		6				
	Attend briefings and produce work on deadline	10029	7	Source and apply creative ideas in visual communications		8				
	Demonstrate an understanding of and define integrated marketing communications and its role	10034	6	Demonstrate an understanding of graphic design principles		10				
	Demonstrate an understanding of creative principles of marketing	10035	4	Demonstrate an understanding of and apply typography principles and techniques		10				
	Operate an interdepartmental traffic system	10036	8	Demonstrate an understanding of the principles of art direction		10				
				Demonstrate an understanding of rendering techniques and apply them		10				
				Demonstrate an understanding of illustration techniques and apply them		10				
				Develop and present an integrated marketing communication campaign		10				
				Demonstrate an understanding of advertising production		8				
				Demonstrate an understanding of the composition and dynamics of a creative team		6				
				Lead a marketing communication campaign team		6				
				Demonstrate an understanding of the principles, tools and process of Desk Top Publishing		4				
				Change and improve images		12				
				Construct layouts to various formats		12				
				Prepare for DTP and print reproduction		4				
				Demonstrate an understanding of packaging design		8				
	Total		41			148			31	220

National Degree: Visual Communications at NQF level 6										
	NQF Level 4	ID No	Credits	NQF Level 5	ID No	Credits	NQF Level 6	ID No	Credits	Total
Electives Art Direction				Explain and apply the principles of conceptual thinking		10	Explain and develop creative solutions for art direction in television		12	
				Explain and utilise computer software applicable to art direction		15	Explain and develop creative solutions of art direction in print		12	
				Demonstrate an understanding of the art direction process		10	Explain and develop creative solution for art direction in promotional and point of sale material		11	
							Explain and develop creative solutions for art direction in special applications		12	
							Explain and develop creative solutions for art direction in campaigns		10	
							Explain and develop creative solutions for art direction in advocacy advertising		10	
							Explain and develop creative solution for art direction in corporate advertising		5	
							Explain and develop creative solutions for art direction in outdoor advertising		5	
							Explain and develop creative solutions for art direction in World Wide Web		10	
Total						35			87	122

National Degree: Visual Communications at NQF level 6										
	NQF Level 4	ID No	Credits	NQF Level 5	ID No	Credits	NQF Level 6	ID No	Credits	Total
Electives Grafic Design				Explain and apply the principles of conceptual thinking		10	Demonstrate an understanding of the graphic design process		6	
				Explain and develop creative solutions for Graphic Design in editorial graphics		5	Explain and develop creative solution for graphic design in television		8	
				Explain and develop creative solutions for Graphic Design in documents		5	Explain and develop creative solutions for graphic design in print advertising		14	
							Explain and develop creative solutions of graphic design in information graphics		10	
							Explain and develop creative solutions of graphic design in corporate identity		10	
							Explain and develop creative solutions for graphic design in promotional and point of sale material		8	
							Explain and develop creative solutions for graphic design in campaigns		12	
							Explain and develop creative solutions for graphic design in packaging		14	
							Explain and develop creative solutions of graphic design in events		5	
							Explain and develop creative solution for graphic design in web design		10	
							Explain and develop creative solutions for graphic design in special applications		5	
Total						20			102	122

1. **TITLE:** Work as a member of a creative team

2. **UNIT STANDARD NUMBER:**

3. **LEVEL ON THE NQF:** 4

4. **CREDITS:** 4

5. **FIELD:** Business, Commerce and Management Studies
Sub Field: Marketing

6. **ISSUE DATE:**

7. **REVIEW DATE:**

8. **PURPOSE:**

Learners credited with this unit standard will be able to apply communication skills and techniques when communicating with stakeholders and team members. Learners are also able to give feedback to team members and work with team members towards achieving common goals. They are also able to identify, handle and resolve conflict within their working teams

The qualifying learners are capable of:

- Communicating with all relevant stakeholders to enhance teamwork
- Reporting on team progress to appropriate authority and team
- Displaying a willingness to work with others as a member of a creative team
- Handling and resolving conflict

9. **LEARNING ASSUMED TO BE IN PLACE**

- Learners accessing this qualification will have demonstrated competence in communicating verbally and in writing and computer technology at NQF Level 4 or equivalent

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1: **Communicate with all relevant stakeholders to enhance teamwork**

Assessment Criteria

- 1.1 Communication methods are identified and demonstrated in a clear and understandable manner according to company standards
- 1.2 Views of other team members are acknowledged through application of communication skills and techniques
- 1.3 Feedback is given on all communication received within required timeframe and format

- 1.4 Communication barriers are identified and dealt with as they arise in line with company standards

Specific Outcome 2: **Report on team progress to appropriate authority and team**

Assessment Criteria

- 2.1 Frequency of progress report is established from company policy and procedures
- 2.2 Progress report is constructed using facts and in required format
- 2.3 Progress report is fit for purpose in accordance with organisational requirements
- 2.4 Report is presented verbally or in writing and is clear and concise according to company standards
- 2.5 Progress report is presented within agreed time frames and format

Specific Outcome 3: **Display a willingness to work with others as a member of a creative team**

Assessment Criteria

- 3.1 A range of characteristics for team work are identified and described according to best practice
- 3.2 Behaviours are inline with established behaviours of a team member
- 3.3 Team members are consulted on all creative related issues within agreed timeframes
- 3.4 Decisions are based on team consensus and are within company parameters

Specific Outcome 4: **Handle and resolve conflict**

Assessment Criteria

- 4.1 Areas of possible conflict are identified through questioning and analysis techniques
- 4.2 Achievable options to resolve the conflict are developed and agreed in line with company policies and procedures
- 4.3 Options or combination of options that will resolve the conflict are jointly selected in line with company standards
- 4.4 The needs and expectations of all team members are taken into account by allowing questions and providing feedback
- 4.5 Conflict between team members is resolved using collaborative facilitation methods

11. ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. RANGE STATEMENT:

- Communication methods include but are not limited to; oral, written, visual, sign, telephonic and electronic
- Teamwork tendencies include but are not limited to; leadership tendencies, collaborative tendencies, facilitative tendencies, questioning tendencies and expertise tendencies
- Forms of marketing communication include but are not limited to; advertising, direct marketing and relationship marketing, sponsorship, event marketing, sales promotions, public relations and alternative strategies
- Media will include but is not limited to; all electronic, print, outdoor, digital media, e-media and direct media
- Frequency of progress include but is not limited to; permanent (weekly, fortnightly, monthly, quarterly, annually), occasionally, on request, single reports, customised reports
- Communication barriers include but are not limited to; language, literacy level, personality differences, ambiguity, competency, timing, misunderstanding, jargon, bias and prejudice, lack of feedback, poor listening, emotions, experiences and lack of credibility

13. NOTES:

- **EMBEDDED KNOWLEDGE:**

- An understanding of communication principles and techniques, methods and barriers to communication
- Knowledge of teamwork principles and techniques
- An understanding of methods and techniques for reporting using organisational requirements
- Knowledge of conflict resolution methods and technique

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, evaluate, organise and critically evaluate information when constructing team progress reports
- Communicate effectively when presenting reports so that all stakeholders understand and when communicating with others to enhance teamwork
- Work effectively with others as a member of a creative team to improve output
- Identify and solve problems pertaining to working together as a member of a team

- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally sensitive across a range of social contexts so that all actions and decisions are acceptable to all stakeholders with broad cultural backgrounds
- Use science and technology in the preparation and presentation of communications and / or reports

1. **TITLE:** **Demonstrate an understanding of the history of art, design and advertising.**

2. **UNIT STANDARD NUMBER:**

3. **NQF LEVEL:** 5

4. **TOTAL CREDIT VALUE:** 3

5. **FIELD:** Business, Commerce and Management

Sub-field: Marketing

6. **ISSUE DATE:**

7. **REVIEW DATE:**

8. **PURPOSE:**

Learners credited with this unit standard are able to describe the history of advertising and the evolution of advertising within the industry. Learners are able to explain the changes and describe the outcomes of the changes on the industry

The qualifying learners are competent of:

- Demonstrating an understanding of the history of advertising
- Operating convention and communicative devices in the presentation of visual communication
- Explaining the history, development and functions of the advertising industry

9. **LEARNING ASSUMED TO BE IN PLACE:**

Learners accessing this qualification will have demonstrated competence in communicating verbally and in writing and computer technology at NQF Level 3 or equivalent

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA**

Specific Outcome 1: **Demonstrate an understanding of the history of advertising**

Assessment Criteria:

1.1 Evolution of art and its influence on advertising is explained in terms of text book explanations

1.2 Various periods of art and advertising are explained using correct terminology

1.3 Evolution of design and its influence on advertising is explained using correct terminology

1.4 Creative approaches over time are identified and explained based on historical data and facts

Specific Outcome 2: Operate convention and communicative devices in the presentation of visual communication

Assessment Criteria:

- 2.1 Communication devices are identified and uses explained in line with device specifications
- 2.2 Convention equipment is identified and uses explained in line with equipment specifications
- 2.3 Presentation techniques are demonstrated in required format and in line with company standards and procedures

Specific Outcome 3: Explain the history, development and functions of the advertising industry

Assessment Criteria:

- 3.1 Historical methods of advertising are contrasted with current techniques and the historical development of advertising is reviewed and explained using correct terminology
- 3.2 The structure of the industry and its involvement with various industry bodies is explained and described in required format
- 3.3 The functions of the advertising industry are established and interpreted in line with own company and industry

11. ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. RANGE STATEMENT:

- Communication devices include but are not limited to; computer technology, computer programmes, various industry devices
- History of advertising includes but is not limited to; cultural, economic and other relevant phenomena

13. NOTES**• EMBEDDED KNOWLEDGE:**

- An understanding of advertising principles and techniques, methods and barriers

CRITICAL CROSS FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

- Collect, evaluate, organise and critically evaluate information when understanding historical data
- Communicate effectively when presenting reports to that all stakeholders understand when communicating with others to enhance teamwork
- Work effectively with others as a member of a creative team to improve output
- Identify and solve problems pertaining to working together as a member of a team
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally sensitive across a range of social contexts so that all actions and decisions are acceptable to stakeholders with broad cultural backgrounds
- Use science and technology in the preparation and presentation of communications and / or reports

1. TITLE: Demonstrate an understanding of an advertising agency / design company

2. UNIT STANDARD NUMBER:**3. NQF LEVEL:** 5**4. TOTAL CREDIT VALUE:** 8**5. FIELD:** Business, Commerce and Management

Sub-field: Marketing

6. ISSUE DATE:**7. REVIEW DATE:****8. PURPOSE:**

Learners credited with this unit standard will be able to describe with structure of an advertising agency/design company, learners are able to explain the workflow within these companies as well as explain the relationship between them and their suppliers

The qualifying learners are capable of:

- Identifying and explaining the structure of an advertising agency / design company
- Demonstrating an understanding of the workflow within an advertising agency / design company
- Explaining the relationship between advertising agency / design company and suppliers

9. LEARNING ASSUMED TO BE IN PLACE:

Learners accessing this qualification will have demonstrated competence in communicating verbally and in writing and computer technology at NQF Level 3 or equivalent

10. SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

Specific Outcome 1: Identity and explain the structure of an advertising agency / design company

Assessment Criteria:

- 1.1 Structure of an advertising agency / design company is listed and explained in line with own organisation
- 1.2 Roles and responsibilities are listed and explained for all department and occupational categories
- 1.3 Role of the creative director is explained in line with organisations job description
- 1.4 Role of the creative teams are listed and explained according to job descriptions

Specific Outcome 2: Demonstrate an understanding of the workflow within an advertising agency / design company

Assessment Criteria:

- 2.1 Work flow procedure is listed, detailed and explained based on own organisation workflow
- 2.2 Authority structure, processes and procedures are described in line with company policies and procedures
- 2.3 Security procedures and protocol are described based on own organisations procedures

Specific Outcome 3: Explain the relationship between advertising agency / design company and suppliers

Assessment Criteria:

- 3.1 Suppliers role is explained in line with industry practices
- 3.2 Importance of supplier and advertising agency / design company relations are explained in terms of best practice
- 3.3 Communication techniques between the supplier and the advertising agency / design company are demonstrated and explained in line with organisational practices
- 3.4 Confidentiality procedures are described in line with company policy and procedure

11. ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. RANGE STATEMENT:

- Communication devices include but are not limited to; computer technology, computer programmes, verbal and written communications, telecommunications
- Confidentiality includes but is not limited to; documents, verbal and written communications, security of documentation

13. NOTES**• EMBEDDED KNOWLEDGE:**

- Knowledge of supplier categories and types

CRITICAL CROSS FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

- Collect, evaluate, organise and critically evaluate information when understanding historical data
- Communicate effectively when presenting reports to that all stakeholders understand when communicating with others to enhance teamwork
- Work effectively with others as a member of a creative team to improve output
- Identify and solve problems pertaining to working together as a member of a team
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally sensitive across a range of social contexts so that all actions and decisions are acceptable to stakeholders with broad cultural backgrounds
- Use science and technology in the preparation and presentation of communications and / or reports

-
1. **TITLE:** Demonstrate an understanding of and define integrated marketing communications and its role
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2. **UNIT STANDARD NUMBER:**

3. **LEVEL ON THE NQF:** 5

4. **CREDITS:** 6

5. **FIELD:** Business, Commerce and Management Studies

Sub Field: Marketing

6. **ISSUE DATE:**

7. **REVIEW DATE:**

8. **PURPOSE:**

Learners credited with this unit standard will be able to describe integrated marketing communications processes and history. Learners are able to describe the objectives of integrated marketing communications and the tools used in integrated marketing

The qualifying learner is capable of:

- Defining integrated marketing communications
- Defining and explaining the objectives of integrated marketing communications
- Describing integrated marketing communications tools

9. **LEARNING ASSUMED TO BE IN PLACE**

- Learners accessing this qualification will have demonstrated competence in communicating verbally and in writing and computer technology at NQF Level 4 or equivalent

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1: **Define integrated marketing communications.**

Assessment Criteria

- 1.1 The definition is complete, concise and contains all the relevant information and correct terminology
- 1.2 Integrated marketing communication's evolution is explained in line with text book data
- 1.3 Integrated marketing communication's use is described in line with current company practices
- 1.4 Steps in using integrated marketing communication are listed and explained using correct industry related terminology

Specific Outcome 2: **Define and explain the objectives of integrated marketing communications**

Assessment Criteria

- 2.1 Marketing communications definition is complete, concise and contains all the relevant objectives in line with company practices
- 2.2 The objective's role in the process of communication is explained in line with company objectives
- 2.3 Methods of communicating integrated marketing communications objectives are explained using standard industry specific terminology

Specific Outcome 3: **Describe integrated marketing communications tools**

Assessment Criteria

- 3.1 A list of integrated marketing communication's tools is drawn up and the contents explained in line with tool specification descriptions
- 3.2 How and when the tools are used, is described in line with standard operating company procedures

11. ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. RANGE STATEMENT:

- Forms of marketing communication include but are not limited to; advertising, direct marketing and relationship marketing, sponsorship, event marketing, sales promotion, public relations and alternative strategies
- Media will include but is not limited to; all electronic, print, outdoor, digital media, e media and direct media
- The role of marketing communications includes but is not limited to; promoting image, providing information, creating, increasing and stabilising demand, differentiating product

features and benefits, providing competitive differentiation, lead generation, customer retention and loyalty, motivating staff

13. **NOTES:**

• **EMBEDDED KNOWLEDGE:**

- An understanding of the principles of integrated marketing communication practice, tools and its role
- Knowledge of methods and techniques of communicating in a marketing environment
- An all rounded and generic understanding of the industry, the product and the industry role players

Range: This knowledge will apply to the particular economic sector in which the learner is learning. Moderation of this aspect will therefore need to be carried out by the relevant Educational and Training Quality Assurance Body (ETQA)

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Communicate effectively when presenting the integrated marketing communications definition
- Understand the world as a set of related systems and how each part of the integrated marketing communication system fits into the whole process
- Identify and solve problems pertaining to integrated marketing communications and its role in marketing
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally sensitive across a range of social contexts when describing integrated marketing communications so that they are appropriate and acceptable to a range of people with varying cultural backgrounds

1. **TITLE:** **Source and apply creative ideas in visual communications**

2. **UNIT STANDARD NUMBER:**

3. **NQF LEVEL:** 5

4. **TOTAL CREDIT VALUE:** 8

5. **FIELD:** Business, Commerce and Management
Sub-field: Marketing

6. **ISSUE DATE:**

7. **REVIEW DATE:**

8. **PURPOSE:**

Learners credited with this unit standard will be able to describe the creative elements and explain the nature, role and creative philosophies of advertising activities within advertising agencies. Learners are also able to describe and explain conceptual thinking and brain storming techniques for activities related to advertising and visual communications

The qualifying learner is competent of:

- Describing and explaining the nature and role of the various creative elements available
- Describing and explaining the creative philosophies of leading advertising agencies
- Describing and explaining conceptual thinking techniques
- Describing and explaining the principles of brainstorming techniques

9. **LEARNING ASSUMED TO BE IN PLACE:**

Learners accessing this qualification will have demonstrated competence in communication skills and working effectively within a team

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA**

Specific Outcome 1: **Describe and explain the nature and role of the various creative elements available**

Assessment Criteria

- 1.1 The nature and role of the various creative elements are listed and explained in line with industry best practice
- 1.2 The characteristics of various creative elements are listed and explained using correct terminology
- 1.3 The strengths and limitations of each are listed and explained with examples from own industry

Specific Outcome 2: **Describe and explain the creative philosophies of leading advertising agencies**

Assessment Criteria:

- 2.1 The different philosophies are listed and interpreted in line with industry best practice
- 2.2 The description is clear, concise and in detail and in required format
- 2.3 The philosophies are compared and contrasted to how they can be used separately and/or in combination within own industry
- 2.4 Most viable philosophy is chosen, depending on target market and communication objectives

Specific Outcome 3: **Describe and explain conceptual thinking techniques**

Assessment Criteria:

- 3.1 The different techniques are listed and explained in accordance with best practice
- 3.2 The different techniques are practically demonstrated in required format

Specific Outcome 4: **Describe and explain the principles of brainstorming techniques**

Assessment Criteria:

- 4.1 The different techniques are listed and explained in accordance with best practice
- 4.2 The different techniques are practically demonstrated in required format

11. ACCREDITATION AND MODERATION:

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12. RANGE STATEMENT:

Techniques include but are not limited to; company standards regarding processes, industry norms, experiences of others

13. NOTES

- **EMBEDDED KNOWLEDGE:**

- Knowledge of team work and its principles
- Knowledge of conceptual thinking techniques

CRITICAL CROSS FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

- Collect, evaluate, organise and critically evaluate information when understanding historical data
- Communicate effectively when presenting reports to that all stakeholders understand when communicating with others to enhance teamwork
- Work effectively with others as a member of a creative team to improve output
- Identify and solve problems pertaining to working together as a member of a team
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally sensitive across a range of social contexts so that all actions and decisions are acceptable to stakeholders with broad cultural backgrounds
- Use science and technology in the preparation and presentation of communications and / or reports

1. TITLE: Demonstrate an understanding of graphic design principles

2. UNIT STANDARD NUMBER:**3. NQF LEVEL:** 5**4. TOTAL CREDIT VALUE:** 10**5. FIELD:** Business, Commerce and Management

Sub-field: Marketing

6. ISSUE DATE:**7. REVIEW DATE;****8. PURPOSE:**

Learners credited with this unit standard will be able to

The qualifying learner is competent of:

- Defining the essence and scope of graphic design
- Explaining the principles of graphic design

9. LEARNING ASSUMED TO BE IN PLACE:

Learners accessing this qualification will have demonstrated competence in communication skills, computer technology and presentation skills at NQF Level 4 or equivalent

10. SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA**Specific Outcome 1: Define the essence and scope of graphic design****Assessment Criteria:**

- 1.1 Essence and scope of identity graphics is defined.
- 1.2 Essence and scope of information design is defined.
- 1.3 Essence and scope of packaging is defined.
- 1.4 Essence and scope of print advertising is defined.
- 1.5 Essence and scope of event marketing is defined.
- 1.6 Essence and scope of web design is defined.

Specific Outcome 2: Explain the principles of graphic design**Assessment Criteria:**

- 2.1 The characteristics of the principles are listed and explained.
- 2.2 The strengths and limitations of each are listed and explained.
- 2.3 Practical application of techniques are demonstrated.

11. ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
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- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. RANGE STATEMENT:

- Characteristics include:

Format / Layout:	size and shape, paper size, poster size, paper folds, balance between shapes
Line:	expressive use of line, line to create a mood, variety of lines, perspective
Colour:	physics of light, colour basics, pigment, saturation, hue and value
Contrast:	positive and negative elements, contrasts, shapes texture and colour, typography
Unity:	achieving unity, breaking the mould, different mediums, focal points
Texture:	use of texture in design, communicate a mood, creating appropriate textures
Design:	basics of making a creatively executed design, psychology of design:
Drawing:	technical drawing, still life, product drawing and or rendering (markers)

13. NOTES**EMBEDDED KNOWLEDGE**

- An understanding of colour and its application
- Knowledge of methods and techniques for drawing

CRITICAL CROSS FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

- Collect, evaluate, organise and critically evaluate information when understanding historical data

- Communicate effectively when presenting reports so that all stakeholders understand when communicating with others to enhance teamwork
- Work effectively with others as a member of a creative team to improve output
- Identify and solve problems pertaining to working together as a member of a team
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally sensitive across a range of social contexts so that all actions and decisions are acceptable to all stakeholders with broad cultural backgrounds
- Use science and technology in the preparation and presentation of communications and /or reports

-
1. **TITLE:** **Demonstrate an understanding of and apply typography principles and techniques**
-

2. **UNIT STANDARD NUMBER:**

3. **NQF LEVEL:** 5

4. **TOTAL CREDIT VALUE:** 10

5. **FIELD:** Business, Commerce and Management
Sub-field: Marketing

6. **ISSUE DATE:**

7. **REVIEW DATE:**

8. **PURPOSE:**

Learners credited with this unit standard will be able to describe the changes in typography and explain the classification and principles of typography and apply these skills and techniques

The qualifying learner is competent of:

- Explaining the history of typography
- Explaining the terminology and classification of typography
- Explaining the principles of typography as a design element
- Applying typography in design

9. **LEARNING ASSUMED TO BE IN PLACE:**

Learners accessing this qualification will have demonstrated competence in data collection and analysis skills at NQF Level 3 or equivalent

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA**

Specific Outcome 1: **Explain the history of typography**

Assessment Criteria

- 1.1 Evolution of typography is explained using correct terminology
- 1.2 Evolution of typography and its influence on advertising is explained using correct terminology
- 1.3 Creative approaches over time are identified and listed based on actual historical data

Specific Outcome 2: Explain the terminology and classification of typography**Assessment Criteria:**

- 2.1 Terms used for typography are listed and explained using correct terminology
- 2.2 Classification types are listed and explained in line with industry classification types
- 2.3 Typefaces are identified in line with technology
- 2.4 Type personalities are listed, described and explained in line with current technology

Specific Outcome 3: Explain the principles of typography as a design element**Assessment Criteria:**

- 3.1 Type is incorporated as a design element in required format
- 3.2 Type as a design element is explained using correct terminology

Specific Outcome 4: Applying typography in design**Assessment Criteria:**

- 4.1 Typography is applied in a design and advertising presentation in required format
- 4.2 Type styles and elements used are explained using correct terminology

11. ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
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- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. RANGE STATEMENT:

- Typography in all print advertising

13. NOTES

- **EMBEDDED KNOWLEDGE:**

- An understanding of type and its application
- Knowledge of methods and techniques for print

CRITICAL CROSS FIELD AND DEVELOPMENTAL OUTCOMES:

The ability to:

- Collect, evaluate, organise and critically evaluate information when understanding historical data
- Communicate effectively when presenting reports to that all stakeholders understand when communicating with others to enhance teamwork
- Work effectively with others as a member of a creative team to improve output
- Identify and solve problems pertaining to working together as a member of a team
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally sensitive across a range of social contexts so that all actions and decisions are acceptable to all stakeholders with broad cultural backgrounds
- Use science and technology in the preparation and presentation of communications and / or reports

1. TITLE: Demonstrate an understanding of the principles of art direction

2. UNIT STANDARD NUMBER:**3. NQF LEVEL:** 5**4. TOTAL CREDIT VALUE:** 10**5. FIELD:** Business, Commerce and Management

Sub-field: Marketing

6. ISSUE DATE:**7. REVIEW DATE:****8. PURPOSE:**

Learners credited with this unit standard will be able to describe the principles of art direction and are able to produce the creative work. Learners are also able to develop scamps, drawings, rendering and storyboards in line with objectives

The qualifying learner is competent of:

- Demonstrating an understanding of the principles of art direction
- Producing and presenting creative work
- Developing scamps, drawings, renderings and storyboards

9. LEARNING ASSUMED TO BE IN PLACE:

- Learners accessing this qualification will have demonstrated competence in communication skills, computer technology and presentation skills at NQF Level 4 or equivalent

10. SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA

Specific Outcome 1: **Demonstrate an understanding of the principles of art direction**

Assessment Criteria:

- 1.1 Principles of art direction are explained using correct terminology
- 1.2 Crafting layout techniques are listed and described in required format
- 1.3 Scamps, drawings and renderings are developed and applied principles are identified and explained in required format
- 1.4 Media sizes and types are identified and described in line with company standards

Specific Outcome 2: Produce and present creative work**Assessment Criteria:**

- 2.1 Logos and icons are used according to requirements and system/programme specifications
- 2.2 Creative work is mounted in required format
- 2.3 Creative work is presented in required format and time frame
- 2.4 Print and television production issues are considered and applied in required format

Specific Outcome 3: Develop scamps, drawings, renderings and storyboards**Assessment Criteria:**

- 3.1 Crafting layout techniques are used in accordance with brief
- 3.2 Scamps are developed according to instructions and time frames
- 3.3 Drawings are developed according to instructions and time frames
- 3.4 Renderings are developed according to instructions and time frames
- 3.5 Storyboard is developed according to requirements, format and within agreed time frames

11. ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
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- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. RANGE STATEMENT:

Advertising material will include but is not limited to; print advertising, television advertising, and web pages

13. NOTES**• EMBEDDED KNOWLEDGE**

- An understanding of art direction and its application
- Knowledge of methods and techniques of advertising

CRITICAL CROSS FILED AND DEVELOPMENTAL OUTCOMES:

The ability to:

- Collect, evaluate, organise and critically evaluate information when understanding historical data
- Communicate effectively when presenting reports so that all stakeholders understand when communicating with others to enhance teamwork
- Work effectively with others as a member of a creative team to improve output
- Identify and solve problems pertaining to working together as a member of a team
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally sensitive across a range of social contexts so that all actions and decisions are acceptable to all stakeholders with broad cultural backgrounds
- Use science and technology in the preparation and presentation of communications and /or reports

1. TITLE: Demonstrate an understanding of rendering techniques and apply them

2. UNIT STANDARD NUMBER:**3. LEVEL ON THE NQF:** 5**4. CREDITS:** 15**5. FIELD:** Business, Commerce and Management Studies

Sub Field: Marketing

6. ISSUE DATE:**7. REVIEW DATE:****8. PURPOSE:**

Learners credited with this unit standard are able to describe and apply rendering principles, methods and techniques to meet the objectives and requirements of the brief

The qualifying learners are capable of:

- Demonstrating an understanding of rendering principles, methods and techniques
- Demonstrating a competency in rendering
- Understanding the relevance and application of rendering to graphic design and advertising

9. LEARNING ASSUMED TO BE IN PLACE

- Learners accessing this qualification will have demonstrated competence in communicating verbally and in writing and computer technology at NQF Level 4 or equivalent

10. SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:

Specific Outcome 1: **Demonstrate an understanding of rendering principles, methods and techniques**

Assessment Criteria

- 1.1 Rendering principles are explained in line industry standards
- 1.2 Rendering methods and techniques are explained according to operating procedures and practices
- 1.3 Various styles and mediums are explored in line with company objectives and within budget constraints

Specific Outcome 2: **Demonstrate a competency in rendering**

Assessment Criteria

- 2.1 Pack shot renderings are done in accordance with brief
- 2.2 People are rendered in line with company procedures
- 2.3 Objects with various textures and surfaces with various lighting scenarios are rendered in line with equipment specifications
- 2.4 Food is rendered in accordance with brief
- 2.5 Storyboards are rendered in accordance with brief

Specific Outcome 3: **Understand the relevance and application of rendering to graphic design and advertising**

Assessment Criteria

- 3.1 Rendering uses are identified and explained using correct terminology
- 3.2 Different styles are identified, discussed and applied in line with company procedures and processes

11. ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. RANGE STATEMENT:

- Original renderings include but are not limited to; from life and reference material in marker supported by various mediums

13. NOTES:

• **EMBEDDED KNOWLEDGE:**

- An understanding of applications of rendering in graphic design and advertising

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, evaluate, organise and critically evaluate information when understanding historical data
- Communicate effectively when presenting reports so that all stakeholders understand when communicating with others to enhance teamwork
- Work effectively with others as a member of a creative team to improve output
- Identify and solve problems pertaining to working together as a member of a team
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally sensitive across a range of social contexts so that all actions and decisions are acceptable to all stakeholders with broad cultural backgrounds
- Use science and technology in the preparation and presentation of communications and /or reports

1. **TITLE:** Demonstrate an understanding of illustration techniques and apply them

2. **UNIT STANDARD NUMBER:**

3. **LEVEL ON THE NQF:** 5

4. **CREDITS:** 15

5. **FIELD:** Business, Commerce and Management Studies

Sub Field: Marketing

6. **ISSUE DATE:**

7. **REVIEW DATE:**

8. **PURPOSE:**

Learners credited with this unit standard will be able to describe and apply the principles, methods and techniques for illustrations. Learners are able to apply these techniques of illustration in graphic design as well as advertising to meet objectives

The qualifying learner is capable of:

- Demonstrating an understanding of illustration principles
- Demonstrating an understanding of illustration methods and techniques
- Demonstrating a competency in illustration in various mediums
- Understanding the relevance and application of illustration in graphic design and advertising

9. **LEARNING ASSUMED TO BE IN PLACE**

- Learners accessing this qualification will have demonstrated competence in communication skills, computer technology and presentation skills at NQF Level 4 or equivalent

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA:**

Specific Outcome 1: **Demonstrate an understanding of illustration principles**

Assessment Criteria

1.1 Illustration principles are explained in line with industry practices

Specific Outcome 2: **Demonstrate an understanding of illustration methods and techniques**

Assessment Criteria

- 2.1 Illustration methods and techniques are explained using correct terminology
- 2.2 Various styles and mediums are explored within company parameters

Specific Outcome 2: Demonstrate an ability to competently work in various mediums

Assessment Criteria

- 2.1 Illustrations are done using Watercolour in required format
- 2.2 Illustrations are done using Gouache in required format
- 2.3 Illustrations are done using Paper illustration in required format
- 2.4 Illustrations are done using collage and Montage in required format
- 2.5 Illustrations are done using Pencil crayon, Pastels and Chalk in required format
- 2.6 Illustrations are done using Scraperboard in required format
- 2.7 Illustrations are done using Oil or Acrylic paint in required format
- 2.8 Figure drawing are streamlined for Graphic Design in required format
- 2.9 Illustrations are done using Monoprint in required format

Specific Outcome 3: Understand the relevance of illustration in graphic design and advertising

Assessment Criteria

- 3.1 Illustration uses are identified and explained in line with company standards
- 3.2 Different styles are identified, discussed and applied in required format

11. ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. RANGE STATEMENT:

- Original illustrations include but are not limited to; various print mediums (e.g. advertisements, books, magazines, labels, logos, annual reports, flyers, cd's)

13. NOTES:

- **EMBEDDED KNOWLEDGE:**

- Knowledge of applications of illustration in graphic design and advertising

CRITICAL CROSS-FIELD AND DEVELOPMENTAL OUTCOMES

The ability to:

- Collect, evaluate, organise and critically evaluate information when understanding historical data
- Communicate effectively when presenting reports so that all stakeholders understand when communicating with others to enhance teamwork
- Work effectively with others as a member of a creative team to improve output
- Identify and solve problems pertaining to working together as a member of a team
- In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally sensitive across a range of social contexts so that all actions and decisions are acceptable to all stakeholders with broad cultural backgrounds
- Use science and technology in the preparation and presentation of communications and /or reports

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1. **TITLE:** Develop and present an Integrated Marketing Communication (IMC) campaign.
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2. **UNIT STANDARD NUMBER:**
3. **NQF LEVEL:** 6
4. **TOTAL CREDIT VALUE:** 10
5. **FIELD:** Business, Commerce and Management
Sub-field: Marketing
6. **ISSUE DATE**
7. **REVIEW DATE:**
8. **PURPOSE:**

Learners credited with this unit standard will be able to

The qualifying learner is competent of:

- Demonstrating an understanding of a strategy
- Developing and presenting a strategy
- Describing preparation and presentation techniques

9. **LEARNING ASSUMED TO BE IN PLACE:**

Learners accessing this qualification will have demonstrated competence in communicating verbally, presentation skills

10. **SPECIFIC OUTCOMES AND ASSESSMENT CRITERIA**

Specific Outcome 1: **Demonstrate an understanding of a strategy**

Assessment Criteria:

- 1.1 Process of campaign development is explained in line with standard company practices
- 1.2 Creative development process is listed and explained in line with company development process procedures and practices
- 1.3 Components of a clients brief is explained using correct terminology

Specific Outcome 2: Develop and present a strategy**Assessment Criteria:**

- 2.1 Advertising strategy is developed in accordance with company criteria
- 2.2 Integrated Marketing Communications strategy is developed in accordance with company criteria
- 2.3 Strategy is presented in accordance with company criteria

Specific Outcome 3: Describe preparation and presentation techniques**Assessment Criteria:**

- 3.1 Approaches are explored and explained for each strategy in accordance with past strategic approaches and company standards and procedures
- 3.2 Preparation techniques are listed and explained in accordance with company preparation procedures
- 3.3 Presentation is in line with company presentation standards

11. ACCREDITATION AND MODERATION:

- An individual wishing to be assessed (including through RPL) against this unit standard may apply to an assessment agency, assessor or provider institution accredited by the relevant ETQA
- Anyone assessing a learner against this unit standard must be registered as an assessor with the relevant ETQA
- Any institution offering learning that will enable achievement of this unit standard or assessing this unit standard must be accredited as a provider with the relevant ETQA
- Moderation of assessment will be conducted by the relevant ETQA at its discretion

12. RANGE STATEMENT:

- Marketing strategies include but are not limited to; research, sales, market share, profit, communications strategy, media exposure, processing and target audience

13. NOTES**EMBEDDED KNOWLEDGE**

- Knowledge of the industry
- An understanding of presentation techniques and skills
- Knowledge of the implementation of a strategy

CRITICAL CROSS FILED AND DEVELOPMENTAL OUTCOMES:

The ability to:

- Collect, evaluate, organise and critically evaluate information when understanding historical data
 - Communicate effectively when presenting reports so that all stakeholders understand when communicating with others to enhance teamwork
 - Work effectively with others as a member of a marketing team to improve output
 - Identify and solve problems pertaining to working together as a member of a team
 - In order to contribute to the full personal development of each learner and the social and economic development of society at large, it must be the intention underlying any programme of learning to make an individual aware of the importance of: being culturally sensitive across a range of social contexts so that all actions and decisions are acceptable to all stakeholders with broad cultural backgrounds
 - Use science and technology in the preparation and presentation of communications and /or reports
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