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GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 61   **28 January 2005**

Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

Diplomacy, Protocol and Foreign Affairs

Registered by NSB 08, Law, Military Science and Security, 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.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 27 February 2005*. All correspondence should be marked **Standards Setting – Diplomacy, Protocol and Foreign Affairs** 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

DUGMORE MPHUTHING
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 1

Advise South African and foreign businesses on importing and exporting

SAQA US ID	UNIT STANDARD TITLE			
118025	Advise South African and foreign businesses on importing and exporting			
SGB NAME		**ABET BAND**	**PROVIDER NAME**	
SGB Diplomacy, Protocol and Foreign Affairs Assist		Undefined		
FIELD DESCRIPTION		**SUBFIELD DESCRIPTION**		
Law, Military Science and Security		Sovereignty of the State		
UNIT STANDARD CODE		**UNIT STANDARD TYPE**	**NQF LEVEL**	**CREDITS**
LMS-SST-0-SGB DIP		Regular	Level 6	10

SPECIFIC OUTCOME 1

Explain the international marketing environment to clients.

SPECIFIC OUTCOME 2

Advise clients on the appropriate forms of entry into international market.

SPECIFIC OUTCOME 3

Advise clients on the costing and pricing of products and services.

SPECIFIC OUTCOME 4

Advise clients about the appropriate channels of distribution.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 2

Advise clients on international trade contracts

SAQA US ID	UNIT STANDARD TITLE			
118024	Advise clients on international trade contracts			
SGB NAME		ABET BAND	PROVIDER NAME	
SGB Diplomacy, Protocol and Foreign Affairs Assist		Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION		
Law, Military Science and Security		Sovereignty of the State		
UNIT STANDARD CODE		UNIT STANDARD TYPE	NQF LEVEL	CREDITS
LMS-SST-0-SGB DIP		Regular	Level 6	10

SPECIFIC OUTCOME   1

Differentiate between national, private international and public international law.

SPECIFIC OUTCOME   2

Outline the principles underlying the formation of an international trade contract.

SPECIFIC OUTCOME   3

Assess the various types of contractual agreements.

SPECIFIC OUTCOME   4

Determine the available options to parties in a contract in the event of a dispute.

SPECIFIC OUTCOME   5

Determine the categories of intellectual property that require protection in a contract and apply the procedures to secure protection.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 3

Demonstrate an understanding of the international financial environment

SAQA US ID	UNIT STANDARD TITLE			
118026	Demonstrate an understanding of the international financial environment			
SGB NAME		ABET BAND	PROVIDER NAME	
SGB Diplomacy, Protocol and Foreign Affairs Assist		Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION		
Law, Military Science and Security		Sovereignty of the State		
UNIT STANDARD CODE		UNIT STANDARD TYPE	NQF LEVEL	CREDITS
LMS-SST-0-SGB DIP		Regular	Level 6	7

SPECIFIC OUTCOME   1

Identify the reasons for the flow of funds internationally.

SPECIFIC OUTCOME   2

Indicate how the international financial infrastructure facilitates the flow of funds between countries.

SPECIFIC OUTCOME   3

Outline the key financial considerations which should be taken into account by exporters and importers when entering into international trade transactions.

SPECIFIC OUTCOME   4

Outline the risks inherent in trade related financial transactions.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 4

Demonstrate an understanding of the international trade environment

SAQA US ID	UNIT STANDARD TITLE			
118023	Demonstrate an understanding of the international trade environment			
SGB NAME	ABET BAND		PROVIDER NAME	
SGB Diplomacy, Protocol and Foreign Affairs Assist	Undefined			
FIELD DESCRIPTION	SUBFIELD DESCRIPTION			
Law, Military Science and Security	Sovereignty of the State			
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
LMS-SST-0-SGB DIP	Regular	Level 6		12

SPECIFIC OUTCOME   1

Differentiate between local and international trade, and between trade in different product groups and services.

SPECIFIC OUTCOME   2

Analyse how international trade contributes to the creation of wealth in countries and enterprises.

SPECIFIC OUTCOME   3

Differentiate between risk areas applicable to international trade as a whole and to trade with particular regions.

SPECIFIC OUTCOME   4

Demonstrate an understanding of tariffs and non tariff barriers that are used to inhibit trade.

SPECIFIC OUTCOME   5

Analyse how international trade organizations facilitate trade.

SPECIFIC OUTCOME   6

Demonstrate an understanding of the steps taken by the South African government and private sector to improve the country's international trade performance.

No. 62 **28 January 2005**

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

Transport and Logistics Operations

Registered by NSB 11, Services, 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.saqa.org.za**. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum, 1067 Arcadia Street, Hatfield.

Comment on the qualifications and unit standards should reach SAQA at the address *below and no later than 27 February 2005.* All correspondence should be marked **Standards Setting – SGB** for Transport and Logistics Operations 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

DUGMORE MPHUTHING
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Incident Management

SAQA QUAL ID	QUALIFICATION TITLE	
49398	National Certificate: Incident Management	
SGB NAME	SGB Transport and Logistics Operations	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
SRV-5-National Certificate	National Certificate	Transport, Operations and Logistics
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
145	Level 5	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DAT	REGISTRATION END DATE

PURPOSE AND RATIONALE OF THE QUALIFICATION

This qualification will contribute to increasing levels of efficiency and effectiveness and will develop a common integrated and co-ordinated approach to transport or other related incident management. It provides learners with a formal qualification that allows for recognition, further mobility and transportability. A person acquiring this qualification will be able to have an understanding of transport or other related incidents, transport or other related incident management, protocols and planning. The learner will be able to obtain the necessary applied competence to improve service delivery, accept responsibility and accountability for actions taken, acknowledge and recognise special expertise, improve ways to manage transport or other related incidents, make informed decisions and action plans, and use technology optimally.

The qualification aims at developing a competent and professional work force to manage a transport or other related incident. The learner is sensitised to the specific culture, opportunities and demands of the transport or other related incident management. The skills, knowledge, values and understanding demonstrated within this qualification are essential for a positive impact on social and economic transformation and upliftment within the democratic South African society.

Rationale of the qualification

This qualification provides learners with access to employment opportunities within the broader community in order to effectively and efficiently through an integrated approach, manage transport or other related incidents and to develop and implement contingency plans. Transport or other related incidents are declared where two or more agencies are involved. It reflects the need of the community, Government and employers to enable the learner to obtain the essential skills needed to facilitate a pathway for further learning and to receive recognition for existing skills and knowledge. This qualification aims to promote professionalism, work ethics and good governance. It will allow clarification of the specific roles of each discipline on a transport or other related incident. The level of flexibility within the range of electives will also allow the individual to pursue further career specialisation within managing transport or other related incidents.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that the leaner entering this qualification will have the following knowledge and skills:
> English at NQF level 4
> Numeracy at NQF level4
> Communication at NQF level 4
> Computer literacy at NQF level 1
> Emergency service response at NQF level 4

Recognition of prior learning

This qualification may be achieved in part or completely through the recognition of prior learning, which includes formal, informal and non-formal learning and work experience. The learner should be thoroughly briefed on the mechanism to be used and support and guidance should be provided. Care should be taken that the mechanism used provides the learner with an opportunity to demonstrate competence and is not so onerous as to prevent learners from taking up the RPL option towards gaining a qualification.

QUALIFICATION RULES

EXIT LEVEL OUTCOMES

Qualifying learners are able to:

1. Apply self and business management principles to establish and manage effective workplace relationships by utilising business skills and processes; and communication skills.
2. Assess and analyse an incident in the context of the district, provincial, national and international environment.
3. Establish a joint an incident management team.
4. Co-ordinate and manage an incident management team.
5. Provide and maintain continuous evaluation and feedback of an incident.

ASSOCIATED ASSESSMENT CRITERIA

1.
> Competing demands are prioritised to achieve personal, team and the organisation's goals and objectives
> Technology is used efficiently and effectively to manage work priorities and commitments
> Information to achieve work responsibilities is collected from appropriate sources
> The methods used in communication is appropriate to the audience and takes into account social and cultural diversity
> People are treated with integrity, respect and empathy regardless of culture, gender, class, "race" and belief systems
> The organisation's social, ethical, and business standards are used to develop and maintain positive relationships aligned to human rights
> Problems are identified and analysed during conflict resolution and action is taken to rectify the situation with minimal disruption to performance

2.
> Incidents are assessed and analysed utilising the political, economic, social, technological and environmental factors applicable to transport or other related incident management
> Incident scenes are isolated and secured consistent with the geography and topography relevant to transport or other related incidents management
> Incident management is established demonstrating a clear knowledge of the roles, functions, scope and mandates of various agencies involved in responding to incidents
> Sectors are set up in accordance with standard operating procedures
> Incidents involving hazardous materials and conditions are identified and dealt with in accordance with operational procedures

3.
> A joint management team is established and managed to effectively deal with an incident
> An incident management plan is developed to address the requirements of effectively addressing the incident
> The incident plan is implemented effectively

4.
> Management and co-ordination principles are applied for effective resolution to the incident.
> Resources are mobilised to meet requirements of the operation
> Various support structures are established, managed and maintained before during and post the incident.
> Evidence is preserved to ensure that the incident management process is successfully concluded

5.
> Verbal and non-verbal communication skills are used effectively in transport or other related incident management

> Systems, standard operating procedures, protocols and equipment are continuously reviewed and updated
> Recommendations are made, using appropriate methods and statistics to update and review transport or other related incident management
> Debriefing sessions are conducted for successful conclusion of the intervention and continuous improvement practices

Integrated Assessment

The applied competence (practical, foundational and reflexive competencies) of this qualification will be achieved if a candidate is able to explain the broad context and concept of transport or other related incident management in South Africa and the greater environment. This will enable a learner to apply and maintain standard operating procedures and protocols in order to assist and support the achievement of the objectives of transport or other related incident management.

The effective use of technology, communication skills, literacy, decision-making and numeracy as well as self management and life skills must be assessed. Furthermore the world as a set of related systems must be assessed during any combination of practical, foundational and reflexive competencies assessment methods and tools to determine the whole person development and integration of applied knowledge and skills.

A detailed portfolio of evidence is required to prove the applied competencies of the learner.

Assessors and moderators should develop and conduct their own integrated assessment by making use of a range of formative and summative assessment methods. Assessors should assess and give credit for the evidence of learning that has already been acquired through formal, informal and non-formal learning and work experience.

INTERNATIONAL COMPARABILITY

South Africa has a world class and highly sophisticated transport system. It is imperative to keep transportation means open to ensure continuous economic development e.g. Incidents could have a negative impact on the transport of necessary goods. It is therefore important to develop a qualification that will underpin the objectives of the NQF, especially with regards to economic and social development, as well as to compare this qualification with international qualifications. In selecting countries for international comparison it is important to consider countries where the economic context in which the qualification is to be used is similar to the South African context. Ideally, the South African incident management qualification should be compared to qualifications from a country with a developed economy and a second developing country with an emerging economy in order to include contexts that have similarities to the South African situation. Canada and Malaysia have been chosen. The following websites were searched for qualifications that relates to incident management.
> Transport Research Board: www.trb.org
> International codes on transportation of hazardous material and goods: http://hazmat.dot.gov
> Ministry of Transportation: Ontario: www.tc.gc.ca

Various reports on Freeway Traffic Management are available, but no "qualification" could be identified. The reports deal with issues of improved safety, optimisation of real capacity of highways and better service delivery to motorists. It also deals with Highway maintenance procedures dealing with hazardous material incidents.

An attempt to do a comparison with a country with an emerging economy, the following websites were searched:
> Malaysian Accrediting Body: Lenbaga Akreditasi Negara: www.lan.gov.mv
> Mexican Accrediting Body: COPAES: www.copaes.org.mx
> National Assessment and Accreditation Council (India): www.naac-india.com
> Nigeria: www.nigeria.com

This qualification could not be compared to a qualification in a country with an emerging economy because the websites are not presented in English or there is no information available on the accreditation of learning programmes against national unit standards and/or qualifications. Some of the websites are inaccessible and limited relevant information is available e.g. education in schools.

No international comparison could therefore be found. From consultation with the various stakeholders involved in the generation of these standards, it was found that no such qualification exists in any of the South African Developing Countries and that they are looking towards South Africa to take the lead.

ARTICULATION OPTIONS

This qualification is a first for learners dealing with transport or other related incidents. It is intended for learners who deal with incidents on a daily basis (emergency management services, fire and rescue, SAPS, SANDF, SANRAL) and will enable the qualifying candidate to progress to learning for other qualifications such as providing entry to any other related qualifications. There are unit standards that relates to the following qualifications:
> National Certificate in Project Management: NQF level 4
> Health and safety

MODERATION OPTIONS

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

CRITERIA FOR THE REGISTRATION OF ASSESSORS

For an applicant to register as an assessor, the applicant needs:
> Assessment competencies and subject matter experience of the assessor can be established by recognition of prior learning.
> Well developed interpersonal skills, subject matter and assessment experience.
> To be competent in the planning and conducting assessment of learning outcomes as described in the unit standards Plan and Conduct assessment of Learning outcomes NQF level 5.
> Well developed subject matter experience within the areas of transport or other related incident management, legislation, the concept of transport or other related incident management, and transport or other related incident management processes.
> A relevant tertiary qualification and/or 5 years experience in the relevant field.
> To be registered with the relevant Education and Training Quality Assurance Body.
> Detailed documentary proof of educational qualification, practical training undergone, and experience gained by the applicant must be provided (Portfolio of evidence).

NOTES

The elective unit standard category is open ended to allow the learner to choose the 20 credits associated to the elective unit standards from any discipline that would add value to the purpose of the qualification or the learners own development on a learning pathway.

Management of an incident: Person who accepts responsibility to facilitate the incident in order to ensure maximum co-ordination of all resources on a scene.

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	10135 Work as a project team member	Level 4	8	Registered
Core	10136 Plan, organise and support project meetings and workshops	Level 4	4	Registered
Core	13224 Monitor the application of safety, health and environmental protection procedures	Level 4	4	Registered
Core	13947 Motivate a team	Level 4	6	Registered
Core	13951 Demonstrate knowledge and understanding of the Occupational Health and Safety Act 85 of 1993 (OHSA) (as amended) and the responsibilities of management in terms of the Act	Level 4	4	Registered
Core	14048 Apply Self Management Concepts	Level 4	3	Registered
Core	119031 Assess and analyse an incident	Level 5	6	Draft - Prep for P Comment
Core	119032 Identify and deal with dangerous goods	Level 5	13	Draft - Prep for P Comment

Core	119033 Implement an incident Management Plan	Level 5	6	Draft - Prep for P Comment
Core	119034 Develop an incident management plan	Level 5	6	Draft - Prep for P Comment
Core	119035 Isolate and secure a scene	Level 5	6	Draft - Prep for P Comment
Core	119036 Provide support structure	Level 5	5	Draft - Prep for P Comment
Core	119037 Establish incident management	Level 5	8	Draft - Prep for P Comment
Core	119038 Preserve evidence on a scene	Level 5	3	Draft - Prep for P Comment
Core	119039 Set up sectors	Level 5	6	Draft - Prep for P Comment
Core	119040 Conduct a debriefing meeting	Level 5	8	Draft - Prep for P Comment
Core	119043 Establish and manage a joint management team	Level 5	6	Draft - Prep for P Comment
Elective	12432 Use mathematical and statistical techniques effectively	Level 5	20	Registered
Elective	14144 Assessing and using data, and liasing with relevant stakeholders to ensure required resources are in place for a disaster	Level 5	15	Registered
Elective	116787 Plan, monitor and control the financial resources for a small company or business unit	Level 5	10	Registered
Fundamental	9224 Implement policies regarding HIV/AIDS in the workplace	Level 5	4	Reregistered
Fundamental	12433 Use communication techniques effectively	Level 5	8	Registered
Fundamental	14609 Participate in management of conflict	Level 5	4	Registered
Fundamental	15225 Identify and interpret related legislation and its impact on the team, department or division and ensure compliance	Level 5	4	Registered
Fundamental	114226 Interpret and manage conflicts within the workplace	Level 5	8	Registered

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

Assess and analyse an incident

SAQA US ID	UNIT STANDARD TITLE			
119031	Assess and analyse an incident			
SGB NAME		**ABET BAND**	**PROVIDER NAME**	
SGB Transport and Logistics Operations		Undefined		
FIELD DESCRIPTION		**SUBFIELD DESCRIPTION**		
Services		Transport, Operations and Logistics		
UNIT STANDARD CODE		**UNIT STANDARD TYPE**	**NQF LEVEL**	**CREDITS**
SRV-TOL-0-SGB T&LO		Regular	Level 5	6

SPECIFIC OUTCOME 1

Respond to an incident.

SPECIFIC OUTCOME 2

Declare an incident.

SPECIFIC OUTCOME 3

Predict and respond to a hazard.

SPECIFIC OUTCOME 4

Identify agencies to deal with incident.

SPECIFIC OUTCOME 5

Determine resource provision.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:　　　　　　2

Conduct a debriefing meeting

SAQA US ID	UNIT STANDARD TITLE			
119040	Conduct a debriefing meeting			
SGB NAME		ABET BAND	PROVIDER NAME	
SGB Transport and Logistics Operations		Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION		
Services		Transport, Operations and Logistics		
UNIT STANDARD CODE		UNIT STANDARD TYPE	NQF LEVEL	CREDITS
SRV-TOL-0-SGB T&LO		Regular	Level 5	8

SPECIFIC OUTCOME　1

Coordinate and meet all agencies.

SPECIFIC OUTCOME　2

Evaluate roles of various agencies.

SPECIFIC OUTCOME　3

Identify areas of success and concerns.

SPECIFIC OUTCOME　4

Follow through and implement recommendations.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 3

Develop an incident management plan

SAQA US ID	UNIT STANDARD TITLE			
119034	Develop an incident management plan			
SGB NAME	ABET BAND		PROVIDER NAME	
SGB Transport and Logistics Operations	Undefined			
FIELD DESCRIPTION	SUBFIELD DESCRIPTION			
Services	Transport, Operations and Logistics			
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
SRV-TOL-0-SGB T&LO	Regular	Level 5		6

SPECIFIC OUTCOME   1

Initialise and evaluate necessity for an incident management plan.

SPECIFIC OUTCOME   2

Evaluate possible critical incidents.

SPECIFIC OUTCOME   3

Design appropriate incident management plans.

SPECIFIC OUTCOME   4

Simulate and monitor the implementation of the plan.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 4

Establish and manage a joint management team

SAQA US ID	UNIT STANDARD TITLE			
119043	Establish and manage a joint management team			
SGB NAME	ABET BAND		PROVIDER NAME	
SGB Transport and Logistics Operations	Undefined			
FIELD DESCRIPTION	SUBFIELD DESCRIPTION			
Services	Transport, Operations and Logistics			
UNIT STANDARD CODE	UNIT STANDARD TYPE	NQF LEVEL		CREDITS
SRV-TOL-0-SGB T&LO	Regular	Level 5		6

SPECIFIC OUTCOME 1

Identify relevant experts who will form the joint management team.

SPECIFIC OUTCOME 2

Identify and appoint a coordinator.

SPECIFIC OUTCOME 3

Manage the team.

SPECIFIC OUTCOME 4

Complete the required reports and documentation.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 5

Establish incident management

SAQA US ID	UNIT STANDARD TITLE			
119037	Establish incident management			
SGB NAME		**ABET BAND**	**PROVIDER NAME**	
SGB Transport and Logistics Operations		Undefined		
FIELD DESCRIPTION		**SUBFIELD DESCRIPTION**		
Services		Transport, Operations and Logistics		
UNIT STANDARD CODE		**UNIT STANDARD TYPE**	**NQF LEVEL**	**CREDITS**
SRV-WHR-5-SGB T&LO		Regular	Level 5	8

SPECIFIC OUTCOME 1

Establish forward control point and management of all operations directly applicable to the incident.

SPECIFIC OUTCOME 2

Collect, evaluate, disseminate and use information of the incident and resources.

SPECIFIC OUTCOME 3

Provide facilities, services, material and support to all the agencies directly involved with the incident.

SPECIFIC OUTCOME 4

Establish monitoring procedures and keeping records.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 6

Identify and deal with dangerous goods

SAQA US ID	UNIT STANDARD TITLE				
119032	Identify and deal with dangerous goods				
SGB NAME		ABET BAND		PROVIDER NAME	
SGB Transport and Logistics Operations		Undefined			
FIELD DESCRIPTION		SUBFIELD DESCRIPTION			
Services		Transport, Operations and Logistics			
UNIT STANDARD CODE		UNIT STANDARD TYPE	NQF LEVEL		CREDITS
SRV-TOL-0-SGB T&LO		Regular	Level 5		13

SPECIFIC OUTCOME 1

Understand and apply different types of dangerous goods Legislation, Protocols and Conventions.

SPECIFIC OUTCOME 2

Identify protective action factors.

SPECIFIC OUTCOME 3

Apply protective actions.

SPECIFIC OUTCOME 4

Apply safety precautions.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 7

Implement an Incident Management Plan

SAQA US ID	UNIT STANDARD TITLE			
119033	Implement an Incident Management Plan			
SGB NAME		ABET BAND	PROVIDER NAME	
SGB Transport and Logistics Operations		Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION		
Services		Transport, Operations and Logistics		
UNIT STANDARD CODE		UNIT STANDARD TYPE	NQF LEVEL	CREDITS
SRV-TOL-0-SGB T&LO		Regular	Level 5	6

SPECIFIC OUTCOME   1

Conduct an incident situational analysis.

SPECIFIC OUTCOME   2

Determine and implement a plan of action.

SPECIFIC OUTCOME   3

Monitor and evaluate the implemented plan.

SPECIFIC OUTCOME   4

Clean up the Incident Management Team.

SPECIFIC OUTCOME   5

Demobilise the Incident Management Team.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 8

Isolate and secure a scene

SAQA US ID	UNIT STANDARD TITLE				
119035	Isolate and secure a scene				
SGB NAME		ABET BAND		PROVIDER NAME	
SGB Transport and Logistics Operations		Undefined			
FIELD DESCRIPTION		SUBFIELD DESCRIPTION			
Services		Transport, Operations and Logistics			
UNIT STANDARD CODE		UNIT STANDARD TYPE		NQF LEVEL	CREDITS
SRV-TOL-0-SGB T&LO		Regular		Level 5	6

SPECIFIC OUTCOME   1

Close routes and identify alternative routes.

SPECIFIC OUTCOME   2

Cordon off the scene.

SPECIFIC OUTCOME   3

Develop an evacuation plan.

SPECIFIC OUTCOME   4

Mobilise and dispatch resources.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 9

Preserve evidence on a scene

SAQA US ID	UNIT STANDARD TITLE			
119038	Preserve evidence on a scene			
SGB NAME		ABET BAND	PROVIDER NAME	
SGB Transport and Logistics Operations		Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION		
Services		Transport, Operations and Logistics		
UNIT STANDARD CODE		UNIT STANDARD TYPE	NQF LEVEL	CREDITS
SRV-TOL-0-SGB T&LO		Regular	Level 5	3

SPECIFIC OUTCOME   1

Conduct preliminary assessment of the incident.

SPECIFIC OUTCOME   2

Assess and secure evidence.

SPECIFIC OUTCOME   3

Secure the scene and apply access control.

SPECIFIC OUTCOME   4

Protect and preserve the evidence and document findings.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 10

Provide support structure

SAQA US ID	UNIT STANDARD TITLE			
119036	Provide support structure			
SGB NAME		ABET BAND	PROVIDER NAME	
SGB Transport and Logistics Operations		Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION		
Services		Transport, Operations and Logistics		
UNIT STANDARD CODE		UNIT STANDARD TYPE	NQF LEVEL	CREDITS
SRV-TOL-0-SGB T&LO		Regular	Level 5	5

SPECIFIC OUTCOME 1

Identify and provide support structures.

SPECIFIC OUTCOME 2

Identify and organise relevant equipment and materials.

SPECIFIC OUTCOME 3

Identify and mobilise specialists.

SPECIFIC OUTCOME 4

Establish and set-up a communication post.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 11

Set up sectors

SAQA US ID	UNIT STANDARD TITLE			
119039	Set up sectors			
SGB NAME	**ABET BAND**		**PROVIDER NAME**	
SGB Transport and Logistics Operations	Undefined			
FIELD DESCRIPTION	**SUBFIELD DESCRIPTION**			
Services	Transport, Operations and Logistics			
UNIT STANDARD CODE	**UNIT STANDARD TYPE**	**NQF LEVEL**		**CREDITS**
SRV-TOL-0-SGB T&LO	Regular	Level 5		6

SPECIFIC OUTCOME 1

Determine, identify and establish an incident command post.

SPECIFIC OUTCOME 2

Establish access and egress routes to the scene and within the scene.

SPECIFIC OUTCOME 3

Identify and establish casualty, treatment, safety and rest areas.

SPECIFIC OUTCOME 4

Identify and establish areas for support functions.

No. 63 28 January 2005

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

Translation , Interpreting and Language Editing

Registered by NSB 04, Communication Studies and Language, publishes the following 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.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 27 February 2005.* All correspondence should be marked Standards Setting – SGB for **Translation,** Interpreting and Language Editing and addressed to

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

DUGMORE MPHUTHING
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Text Editing and Document Design

SAQA QUAL ID	QUALIFICATION TITLE	
49316	National Certificate: Text Editing and Document Design	
SGB NAME	SGB Translation, Interpreting and Language Editing	
ABET BAND	PROVIDER NAME	
Undefined		
QUALIFICATION CODE	QUAL TYPE	SUBFIELD
COM-7-National Diploma	National Diploma	Communication Studies
MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
145	Level 7	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DAT	REGISTRATION END DATE

PURPOSE AND RATIONALE OF THE QUALIFICATION

This qualification is aimed at practising and aspirant text editors and document designers. For the purpose of this qualification, text is defined as a piece of language usage experienced and accepted by the text participants involved as a unit on the basis of syntactic, semantic and pragmatic grounds (based on a definition by Carstens, 1997). The qualification aims to enhance the quality of education and training in text editing and document design by ensuring that both practical and underpinning theoretical components are incorporated. The qualification also contributes to an integrated national framework for learning achievements through its articulation with other qualifications in this field and sub-field.

For many learners who have been practicing in the field of text editing, this qualification will provide recognition of their competence. It will facilitate access to the NQF by recognizing learner competence, and improve their mobility and progression within education, training and career paths at higher levels on the NQF. This qualification will also allow new entrants to achieve and ensure their employability and productivity as text editors, thereby improving their employment opportunities. Qualified, competent text editors and document designers will ensure that South African published text is of suitable quality, and will contribute to transforming South Africa's reading culture. In addition, quality text contributes to the development of a multi-lingual society, especially in terms of languages that are in the process of further development and transformation for academic, economic, scientific and other purposes. A positive contribution can be made to increasing publishing in African languages by facilitating the documentation of existing terminology and the development of new and/or equivalent terminology in African languages.

Qualified learners are capable of:
> Using information sources in the editing process.
> Adapting text structure and sequence for intended medium, audience and purpose.
> Adapting language, style and presentation for intended medium and audience.
> Correcting language errors in a particular language.
> Ensuring accuracy and consistency in text based on specific requirements.
> Ensuring acceptability of language in terms of social and cultural context.
> Selecting editing method and strategies appropriate for specific contexts.
> Checking proofs in page layout form against design specification.
> Designing documents for intended purpose, medium and audience.

In addition, qualified learners elect to become capable of:
> Writing specialised information for specific audiences.
> Contextualising information in specialised text.
> Analysing technical information in text.
> Editing language usage in text in a second language.

Rationale

To date in South Africa no recognition has been given for competence in text editing and document design, and learning takes place mainly within an in-service context. There has been no structured career-oriented programme delivery. A National Certificate in Text Editing and Document Design (NQF Level 7) is required because there is a need for improved competence and recognition for competence in these areas. Currently there are fewer opportunities for in-service training than in the past. Moreover, in-service training has focused primarily on learners' attaining practical experience and has not included sufficiently underpinning theory.

There is a need for the improvement of standards in text editing and document design in South Africa, where the application of these competencies in a professional capacity will ensure that qualifying learners are market-ready and productive as soon as they qualify.

Learners include users of all official South African and any other languages. The qualification has also been designed to provide access to education and training by means of Recognition of Prior Learning within the competence areas. The qualification design includes a planned combination of outcomes aimed at meeting the demand for:
> Increased employability of qualifying learners.
> Enhanced quality of text in order to increase credibility and readability, for improved communication. Learners are mostly freelancers who prepare text for publication (i.e., editing such text) in one or more medium, for print or electronic media.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

The qualification design and size is based on the assumption that a learner embarking on learning towards this qualification has already attained a first degree (NQF Level 6). It is specifically assumed that the learner is already able to:
> Conduct basic research across a major discipline.
> Analyse, evaluate and reformat a wide range of information.
> Formulate appropriate responses to resolve both concrete and abstract problems.
> Generate ideas by analysing information and concepts at an abstract level.

Recognition of prior learning (RPL)

This qualification can be achieved wholly, or in part, through recognition of prior learning. Evidence can be presented in a variety of forms, including previous international or local qualifications, reports, testimonials, mentoring, functions performed, portfolios, work records and performance records. As such, evidence should be judged according to the general principles of assessment described in the notes to assessors below. Learners who have met the requirements of any Unit Standard that forms part of this qualification may apply for recognition of prior learning to the relevant Education and Training Quality Assurance body (ETQA). The applicant must be assessed against the specific outcomes and with the assessment criteria for the relevant Unit Standards. A qualification will be awarded should a learner demonstrate that the exit level outcomes of the qualification have been attained.

QUALIFICATION RULES

> All the Fundamental Component Unit Standards are compulsory (12 credits).
> All the Core Component Unit Standards are compulsory (113 credits).
> For the Elective Component learners are required to attain at least 20 credits out of 206 available credits.

The unit standard entitled: Edit Language usage in text appears in both Core and Elective components. In the Core component a refer to the learner's first language and the elective it refer to the learner's second language.

EXIT LEVEL OUTCOMES

Fundamental and Core

1. Use information sources in the editing process Range: Information sources can include persons, reference books, etc.
2. Adapt text structure and sequence for intended medium, audience and purpose.
3. Adapt language, style and presentation for intended medium and audience.

4. Correct language errors in a particular languageRange: errors include spelling, usage, vocabulary, grammar, punctuation and style errors.
5. Ensure accuracy and consistency in text based on specific requirementsRange: specific requirements can be based on expert knowledge, general knowledge, format requirements, logic, facts, and conventions
6. Ensure acceptability of language in terms of social and cultural context, medium and audience
7. Select editing method and strategies appropriate for specific contextsRange: editing method is on-screen or paper; method has implications for strategies, methodologies, techniques, etc.
8. Check proofs in page layout form against design specifications.
9. Design documents for intended purpose, media and audiences.

Elective (achievement of one outcome is required to qualify)

10. Write specialised information for specific audiencesRange: specific audiences can be specialist or general audiences.
11. Contextualise information in specialised text.
12. Analyse technical information in text.
13. Edit language usage in text in a second language.

ASSOCIATED ASSESSMENT CRITERIA

Fundamental and Core

1.
> Sources identified are relevant for specific content.
> Subject specialists are consulted where appropriate.
> Original text is consulted in the case of translated text where relevant and possible.
> Specified ethical and professional requirements are met.

2.
> Criteria used for assessment of suitability (of structure and sequence) are in line with identified standards and conventions
Range: standards and conventions can include length, complexity, register, etc.
> Any deletions, additions and rearrangements improve suitability.
> Changes to text structure and sequence (to suit the intended mediumand audience) have been justified in terms of identified standards and conventions.
> Changes adhere to standards of textuality.
Range: standards include logic, coherence, cohesion (e.g. links, references), etc.
> Text is analysed according to identified methodologies of text analysis.
> Text analysis identifies purpose and function of text.
> Intended audience is accurately described in terms of relevant characteristics.
> Specified ethical and professional requirements are met.

3.
> Sentence complexity (including length) and choice of vocabulary are suitable for identified medium and audience.
> Sentence complexity (including length) and choice of vocabulary have been justified in terms of medium and audience requirements.
> Register and level of formality are appropriate for specific medium and audience.
> Selected presentation form is appropriate for content.
Range: presentation form can include prose, tables, graphs, diagrams, illustrations, lists, etc.
> Selected presentation form is appropriate for specific audience.
> Inappropriate jargon, redundancy and ambiguity have been eliminated.
> Handling of elements of other languages is appropriate for specific medium and audience.
> Use of standard proofreading symbols is effective for specific contexts.
> Use of stylistic devices has been justified in terms of medium and audience.
Range: Stylistic devices include metaphors, figures of speech, clichés, idioms, proverbs, inversions, etc.
> Specified ethical and professional requirements are met.

4.
> Relevant rules and standards of spelling, usage, grammar and punctuation are adhered to.
> Errors are correctly identified.
> Corrections address common errors in a particular language.
> Use of standard proofreading symbols is effective for specific contexts.
> Specified ethical and professional requirements are met.

5.

> Sources selected are appropriate for checking accuracy and consistency.

Range: sources may include source text in the case of editing translated text.

> Aspects for checking have been justified in relation to own and author's frame of reference/background.

> Given categories are checked for accuracy.

Range: categories can include dates, numbers, acronyms, etc.

> Corrections made are consistent.

> Elements requiring checking are referred to author or relevant subject specialist.

> Internal consistency is ensured.

Range: internal consistency relates to headings, subheadings, tables, figures, captions, lists, running headers, table of contents, cross-references, etc.

> Given style sheets are adhered to.

> Style sheets developed are appropriate and adequate for specific contexts.

Range: A style sheet is developed if one is not supplied.

> References are included, correct and consistent.

> Specified ethical and professional requirements are met.

6.

> Strategies selected for avoiding language that is unacceptable for a specific social and cultural context, medium and audience are effective.

> Language that is unacceptable for a specific social and cultural context, medium and audience is eliminated.

> Language that is unacceptable for a specific social and cultural context, medium and audience is identified correctly.

> Specified ethical and professional requirements are met.

7.

> Selected editing method is appropriate for specific contexts.

> Selected strategies, methodologies and techniques are appropriate for the selected editing method.

> Textual changes are negotiated with authors where appropriate.

> Negotiation strategies are appropriate for the type of suggested change.

> Strategies selected take into account author preferences.

> Specified ethical and professional requirements are met.

8.

> Elements of page layout that do not adhere to design specifications are identified accurately.

> Identified elements of page layout that do not adhere to design specifications are communicated to relevant persons in an effective manner.

> Errors resulting from electronic conversion of material are accurately identified.

> Final stage tasks are completed satisfactorily for particular context.

Range: final stage tasks cannot be done before proof stage; final stage tasks include page numbers in table of contents and index, running heads, footnotes, etc.

> Specified ethical and professional requirements are met.

9.

> Specified ethical and professional requirements are met.

> Document design meets identified requirements of audiences, contexts, media and purpose of documents.

> Evaluation of document designs identify improvements that are relevant for specific contexts and justified in terms of audiences, contexts, media and purpose of documents.

> Text is created or laid out according to own or designer specifications.

> Typographic and design principles are used correctly.

> Document design principles and elements are used effectively in terms of audiences, contexts, media and purpose of documents.

> Documents are organised, coherent, easy to understand, and visually appealing in terms of specified audience requirements.

Elective (achievement of one outcome is required to qualify)

10.

> Written specialised information is appropriate for a variety of specific audiences.

> Use of technical language meets identified standards and conventions.

> Reformulation of specialised information is appropriate for any audience.

11.

> Methods used to collect and collate background information are appropriate for specific purposes.
> Research planning meets specified requirements.
> Specified ethical and professional requirements are met.
> Technical information and terminology used are technically correct.

12.
> Analysis of technical information is justified in terms of identified sources and source texts.
> Interpretation of technical information is justified in terms of identified sources and source messages.

13.
> Linguistic structures are accurately identified.
> Analysis of linguistic structures meets identified process and methodology requirements.
> Errors in spelling and grammar are accurately identified and corrected.
> Editing of language usage improves text and clarity.
Range: language usage includes spelling and grammar, usage of vocabulary and terminology, punctuation marks, elements of other languages, style, register, level of formality.
> Editing of language usage is consistent.
> Edited text is appropriate for specific media and audiences.
> Language that is unacceptable for specific media and audiences is eliminated.

Integrated assessment

The assessment criteria in the unit standards are performance-based, assessing applied competence rather than only knowledge, or skills. In addition, learners must demonstrate that they can achieve the outcomes in an integrated manner, dealing effectively with different and random demands related to the environmental conditions in occupational contexts, to qualify. Evidence is required that the learner is able to achieve the exit level outcomes of the qualification as a whole and thus its purpose, at the time of the award of the qualification. Workplace experience can be recognised when assessing towards this qualification.

Assessment should not consist only of a single, summative assessment. Formative assessment should be included in assessment plans and implementation, for the purpose of diagnosing, development and remediation. The formative assessment results could form part of a portfolio of evidence for a summative assessment of the overall purpose of learning.

INTERNATIONAL COMPARABILITY

Internationally, editing competence is mostly achieved via short training courses, the shortest being one day, and these courses are often software focused. The area of competence is generally located within the sub-field of publishing in the field of communication, and is described as copy editing, text editing, or language editing. Structured education and training is presented in Italy, the United Kingdom, Spain, the Netherlands, Austria, Germany, Australia, Canada, the United Arab Emirates, the United States of America, Japan, etc.

In Japan, the Netherlands and Germany, editing is presented primarily in the form of short courses. Competence addressed includes equivalent components of the South African qualification: briefing of authors, evaluation of text quality, outline-level restructuring of text, structure analysis and improvement, correcting text, and using images.

In Australia, most programs combine editing with publishing or writing competence. The qualification that is the equivalent of this South African qualification (in terms of level and credits), a Postgraduate Certificate in Editing, addresses the following areas of competence:
> Structural Editing.
> Editorial English.
> The Contemporary Publishing Industry: Australia and Asia Pacific.
> Business and Professional Communications.
> Technical Writing and Editing.
> Editing and Publishing for the Internet.
> Print Production and Design.

In the United Kingdom, editing and publishing are also combined in qualifications. Proofreading and editing programs run over one year, and include the following:

> Proofread text and collate corrections-Edit text-Edit tables, academic apparatus and indexes.
> Edit images-The editor's role -Reading proofs.
> The production process -Marking the typescript -Structure and headings.

> Spelling and vocabulary -Grammar -Meaning and clarity.
> Punctuation -Capitals and hyphens -Dialogue and extracts.
> Perspective and level -The author's voice -Consistency and house style.
> Numbers and mathematics -Use of italic -Styling a bibliography.
> Notes and short title references -Author- date references -Making cuts.
> Tables -Poetry and drama -Lists.
> Design and layout -Specific mark-up -Illustrations.
> Figures -Captions -Editing the index.
> Permissions and libel -Prelim pages -Jacket blurbs .

In the United Arab Emirates, editing is included as a short course as part of journalism programs. Courses include editing of written articles or spoken presentations and editing of reports in the media.

Language barriers prevented comparison with Spain, Austria, Italy, and Germany.

A Certificate in Editing program offered in the Unit States of America (USA) includes copy-editing, indexing, manuscript work for publishing and information services, grammar, usage, style, punctuation, content, spelling, how to edit and rewrite text on paper or in digital form. The program design differs from this South African qualification, especially in terms of the Elective component: the USA programs include areas of specialisation such as financial copy editing, book indexing, disk and online editing, manuscript editing, production editing, magazine copyediting, scientific/technical/medical copyediting, legal proofreading, etc. Proofreading and copyediting are core.

In Canada, a certification program in English editing is currently being developed. The program is based on an exam covering the following four core areas of skills and knowledge:
> Structural and stylistic editing.
> Copy editing.
> Proofreading.
> Elementary knowledge of the publishing process.

The Standards Generating Body for Translation, Interpreting and Language Editing wishes to acknowledge the following document consulted: Professional Editorial Standards (Copyright © 1999 by the Editors' Association of Canada/Association canadienne des réviseurs; published online at www.editors.ca). Also, some material in this document is adapted with permission, from Professional Editorial Standards (Copyright © 1999 by the Editors' Association of Canada/Association canadienne des réviseurs; published online at www.editors.ca).

ARTICULATION OPTIONS

Vertical articulation is possible with the National Certificate in Specialised Translation (NQF Level 6). Horizontal articulation on the NQF is possible with the National Diploma in Specialised Translation (NQF Level 7) and the National Diploma in Interpreting (NQF Level 7).

MODERATION OPTIONS

Moderation of assessment and accreditation of providers shall be at the discretion of a relevant ETQA as long as it complies with the SAQA requirements. The ETQA is responsible for moderation of learner achievements of learners who meet the requirements of this qualification. Particular moderation and accreditation requirements are:
> Any institution offering learning that will enable the achievement of this qualification must be accredited as a provider with the relevant ETQA. Providers offering learning towards achievement of any of the unit standards that make up this qualification must also be accredited through the relevant ETQA accredited by SAQA.
> The ETQA will oversee assessment and moderation of assessment according to their policies and guidelines for assessment and moderation, or in terms of agreements reached around assessment and moderation between the relevant ETQA and other ETQAs and in terms of the moderation guideline detailed here.
> Moderation must include both internal and external moderation of assessments for the qualification, unless the relevant ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described in Unit Standards as well as the integrated competence described in the qualification.
> Internal moderation of assessment must take place at the point of assessment with external moderation provided by a relevant ETQA according to the moderation guidelines and the agreed ETQA procedures.
> Anyone wishing to be assessed against this qualification may apply to be assessed by any assessment agency, assessor or provider institution that is accredited by the relevant ETQA.

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Assessment of learner achievements takes place at providers accredited by the relevant ETQA (RSA, 1998b) for the provision of programs that result in the outcomes specified for this qualification. Anyone assessing a learner or moderating the assessment of a learner against this qualification must be registered as an assessor with the ETQA. Assessors registered with the relevant ETQA must carry out the assessment of learners for the qualification and any of the Unit Standards that make up this qualification.

To register as an assessor, the following are required:
> Detailed documentary proof of relevant qualification/s, practical training completed, and experience gained at a level above the level of this qualification.
> NQF recognised assessor credit.

Assessors should keep the following general principles in mind when designing and conducting assessments:
> Focus the initial assessment activities on gathering evidence in terms of the main outcomes expressed in the titles of the Unit Standards to ensure assessment is integrated rather than fragmented. Remember that the learner should be declared competent in terms of the qualification purpose and exit level outcomes.
> Where assessment across Unit Standard titles or at Unit Standard title level is unmanageable, then focus assessment around each specific outcome, or groups of specific outcomes. Take special note of the need for integrated assessment.
> Make sure evidence is gathered across the entire range, wherever it applies.

In particular, assessors should assess that the learner demonstrates an ability to consider a range of options by:
> Measuring the quality of the observed practical performance as well as the theory and underpinning knowledge.
> Using methods that are varied to allow the learner to display thinking and decision making in the demonstration of practical performance.
> Maintaining a balance between practical performance and theoretical assessment methods to ensure each is measured in accordance with the level of the qualification.
> Taking into account that the relationship between practical and theoretical components is not fixed, but varies according to the type and level of qualification.

All assessments should be conducted in line with the following well-documented principles:
> 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.
> Manage: The methods used make for easily arranged cost-effective assessments that do not unduly interfere with learning.
> Integrate into work or learning: Evidence collection is integrated into the work or learning process where this is appropriate and feasible.
> Valid: The assessment focuses on the requirements laid down in the standards; i.e. the assessment is fit for purpose.
> Direct: The activities in the assessment mirror the conditions of actual performance as close 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 for assessment 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 than 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.)

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	115083 Explore research problems	Level 7	30	Registered

Core	117945 Design documents	Level 7	10	Draft - Prep for P Comment
Core	117946 Edit language usage in text	Level 7	20	Draft - Prep for P Comment
Core	117947 Edit text format and layout	Level 7	8	Draft - Prep for P Comment
Core	117948 Proofread text for production	Level 7	20	Draft - Prep for P Comment
Core	117949 Manage editing processes	Level 7	15	Draft - Prep for P Comment
Core	117950 Edit text structure	Level 7	10	Draft - Prep for P Comment
Elective	12157 Develop and produce information products for government	Level 6	4	Draft - Prep for P Comment
Elective	110361 Write stories for a variety of journalistic purpose in print	Level 6	12	Registered
Elective	115020 Use standardised technical language	Level 6	10	Registered
Elective	115021 Identify field-specific technical information of source texts	Level 6	10	Registered
Elective	115023 Contextualise technical information of source text	Level 6	10	Registered
Elective	115081 Write technical text within a specific field	Level 6	10	Registered
Elective	115085 Decode technical information of source text	Level 6	10	Registered
Elective	116804 Collect and collate background information for specific contexts	Level 6	15	Registered
Elective	115018 Select technical terminology	Level 7	10	Registered
Elective	115080 Analyse technical information of source texts	Level 7	20	Registered
Elective	115082 Formulate research plans	Level 7	20	Registered
Elective	115084 Reformulate specialised information for any audience	Level 7	25	Registered
Elective	116794 Analyse source messages	Level 7	15	Registered
Elective	116796 Analyse linguistic structures	Level 7	15	Registered
Fundamental	117951 Analyse text for editing purposes	Level 7	12	Draft - Prep for P Comment

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 1

Analyse text for editing purposes

SAQA US ID	UNIT STANDARD TITLE			
117951	Analyse text for editing purposes			
SGB NAME	**ABET BAND**		**PROVIDER NAME**	
SGB Translation, Interpreting and Language Editing	Undefined			
FIELD DESCRIPTION	**SUBFIELD DESCRIPTION**			
Communication Studies and Language	Communication Studies			
UNIT STANDARD CODE	**UNIT STANDARD TYPE**	**NQF LEVEL**		**CREDITS**
COM-CMS-0-SGB TILE	Regular	Level 7		12

SPECIFIC OUTCOME   1

Determine media through which texts are communicated.

SPECIFIC OUTCOME   2

Determine audiences for which texts are intended.

SPECIFIC OUTCOME   3

Determine purpose and function of texts within specific contexts.

SPECIFIC OUTCOME   4

Analyse structure of text using identified methodologies of text analysis.

SPECIFIC OUTCOME   5

Assess texts against requirements.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 2

Design documents

SAQA US ID	UNIT STANDARD TITLE				
117945	Design documents				
SGB NAME		ABET BAND		PROVIDER NAME	
SGB Translation, Interpreting and Language Editing		Undefined			
FIELD DESCRIPTION		SUBFIELD DESCRIPTION			
Communication Studies and Language		Communication Studies			
UNIT STANDARD CODE		UNIT STANDARD TYPE		NQF LEVEL	CREDITS
COM-CMS-0-SGB TILE		Regular		Level 7	10

SPECIFIC OUTCOME 1

Organise information presented in documents.

SPECIFIC OUTCOME 2

Select visual elements for documents.

SPECIFIC OUTCOME 3

Arrange text to meet specific requirements.

SPECIFIC OUTCOME 4

Evaluate document design against given specifications.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 3

Edit language usage in text

SAQA US ID	UNIT STANDARD TITLE			
117946	Edit language usage in text			
SGB NAME		**ABET BAND**	**PROVIDER NAME**	
SGB Translation, Interpreting and Language Editing		Undefined		
FIELD DESCRIPTION		**SUBFIELD DESCRIPTION**		
Communication Studies and Language		Communication Studies		
UNIT STANDARD CODE		**UNIT STANDARD TYPE**	**NQF LEVEL**	**CREDITS**
COM-CMS-0-SGB TILE		Regular	Level 7	20

SPECIFIC OUTCOME   1

Identify and correct errors in spelling and grammar.

SPECIFIC OUTCOME   2

Edit usage of vocabulary and terminology.

SPECIFIC OUTCOME   3

Use punctuation marks in a consistent manner to achieve clarity.

SPECIFIC OUTCOME   4

Treat elements of other languages appropriately.

SPECIFIC OUTCOME   5

Edit style, register and level of formality for specific media and audiences.

SPECIFIC OUTCOME   6

Eliminate language that is unacceptable for specific media and audiences.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:　　　　4

Edit text format and layout

SAQA US ID	UNIT STANDARD TITLE				
117947	Edit text format and layout				
SGB NAME		ABET BAND		PROVIDER NAME	
SGB Translation, Interpreting and Language Editing		Undefined			
FIELD DESCRIPTION		SUBFIELD DESCRIPTION			
Communication Studies and Language		Communication Studies			
UNIT STANDARD CODE		UNIT STANDARD TYPE		NQF LEVEL	CREDITS
COM-CMS-0-SGB TILE		Regular		Level 7	8

SPECIFIC OUTCOME 1

Correct inconsistencies in format, layout and presentation.

SPECIFIC OUTCOME 2

Ensure presentation of information is suitable for medium and audience.

SPECIFIC OUTCOME 3

Mark up design in hard copy according to agreed specifications.

SPECIFIC OUTCOME 4

Prepare electronic files for desk top publishers.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 5

Edit text structure

SAQA US ID	UNIT STANDARD TITLE				
117950	Edit text structure				
SGB NAME		**ABET BAND**		**PROVIDER NAME**	
SGB Translation, Interpreting and Language Editing		Undefined			
FIELD DESCRIPTION		**SUBFIELD DESCRIPTION**			
Communication Studies and Language		Communication Studies			
UNIT STANDARD CODE		**UNIT STANDARD TYPE**		**NQF LEVEL**	**CREDITS**
COM-CMS-0-SGB TILE		Regular		Level 7	10

SPECIFIC OUTCOME   1

Select appropriate text structure for specific media and audiences.

SPECIFIC OUTCOME   2

Improve the suitability of text structure for intended audiences and media.

SPECIFIC OUTCOME   3

Improve the consistency of text structure.

SPECIFIC OUTCOME   4

Re-order information where necessary.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 6

Manage editing processes

SAQA US ID	UNIT STANDARD TITLE				
117949	Manage editing processes				
SGB NAME		**ABET BAND**		**PROVIDER NAME**	
SGB Translation, Interpreting and Language Editing		Undefined			
FIELD DESCRIPTION		**SUBFIELD DESCRIPTION**			
Communication Studies and Language		Communication Studies			
UNIT STANDARD CODE		**UNIT STANDARD TYPE**		**NQF LEVEL**	**CREDITS**
COM-CMS-0-SGB TILE		Regular		Level 7	15

SPECIFIC OUTCOME   1

Select appropriate editing methods for specific contexts.

SPECIFIC OUTCOME   2

Select appropriate mark-up methods that meet agreed requirements.

SPECIFIC OUTCOME   3

Communicate with authors to obtain agreement.

SPECIFIC OUTCOME   4

Develop own editing approaches for different editing requirements.

SPECIFIC OUTCOME   5

Check or query the correctness of facts with appropriate sources.

SPECIFIC OUTCOME   6

Manage projects to meet agreed requirements.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 7

Proofread text for production

SAQA US ID	UNIT STANDARD TITLE			
117948	Proofread text for production			
SGB NAME		ABET BAND	PROVIDER NAME	
SGB Translation, Interpreting and Language Editing		Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION		
Communication Studies and Language		Communication Studies		
UNIT STANDARD CODE		UNIT STANDARD TYPE	NQF LEVEL	CREDITS
COM-CMS-0-SGB TILE		Regular	Level 7	20

SPECIFIC OUTCOME 1

Find and mark up errors using proofreading marks suitable for specific contexts.

SPECIFIC OUTCOME 2

Use different proofreading methods and strategies appropriate for specific contexts.

SPECIFIC OUTCOME 3

Query or correct deviations from editorial style sheet.

SPECIFIC OUTCOME 4

Incorporate authors' changes and other corrections as agreed.

SPECIFIC OUTCOME 5

Find and mark up errors associated with the use of computer tools to process text.

SPECIFIC OUTCOME 6

Finalise matters related to layout pagination to meet production requirements.

No. 64   **28 January 2005**

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

Manufacturing and Assembly Processes

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

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

Comment on the unit standards should reach SAQA at the address *below and no later than 27 February 2005.* All correspondence should be marked **Standards Setting – SGB for Manufacturing and Assembly Processes** 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

DUGMORE MPHUTHING
ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate: Steel Tube and Pipe Manufacturing (Seamless Hot-Finished OR Welded OR Cold-Formed)

SAQA QUAL ID	QUALIFICATION TITLE	
49400	National Certificate: Steel Tube and Pipe Manufacturing (Seamless Hot-Finished OR Welded OR Cold-Formed)	
SGB NAME	SGB Manufacturing and Assembly Processes	
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
135	Level 3	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DAT	REGISTRATION END DATE

PURPOSE AND RATIONALE OF THE QUALIFICATION

It is intended that qualifying learners will be able to work in the steel tube and pipe manufacturing environment and be able to perform a range of activities in steel tube and pipe manufacturing processes. This qualification recognises the skills, knowledge and values acquired by learners involved in setting up the manufacturing process for the production of steel tube and pipe and conducting first line maintenance on steel tube and pipe manufacturing and related equipment.

The chief skills that are recognised in this qualification are the ability to install tooling, produce first-off steel product and oversee the activities of team members in the steel tube and pipe manufacturing process. This capability requires a more advanced understanding of quality requirements, the conversion process as well as an understanding of communication, people management and people development theory.

Qualified learners will also understand how they should operate within the legislative, safety, health, environmental, quality and risk management systems that govern their workplace and how to apply the various policies and procedures related to these systems.

Qualifying in the exit level outcomes will allow learners to participate effectively in workplace activities. Learners will also have foundational competence in mathematics, science, reading, writing and speaking relevant to the steel tube and pipe manufacturing industry.

Rationale for the qualification:

The steel tube and pipe manufacturing industry is characterised by sophisticated manufacturing processes operating in a competitive and challenging environment. The manufactured products have to respond to a wide variety of exacting customer requirements. In addition the industry has to respond to global competition and ongoing development of new products as a result of changing customer needs and safety, health, environmental, quality and risk management issues.

This is the second qualification in a series designed for learners who want to follow a career in steel tube and pipe manufacturing. The series outlines a learning progression from NQF level 2 to NQF level 4 for learners learning and working in the following steel tube and pipe manufacturing processes; seamless hot-finished, welded and cold-formed. It reflects the skills, knowledge and understanding required to participate effectively in these manufacturing processes within the industry, whether in small, medium or large operations.
For those who have been in the workplace for a long time, this qualification represents part of the RPL process to acknowledge workplace skills acquired without the benefit of formal education or training. For the new entrant, this qualification recognises the applied competence needed by a productive person in a steel tube and pipe manufacturing workplace.

The qualification also forms the basis for further development in manufacturing and assembly processes, and the management thereof, in the further education and training band.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

This qualification assumes learners have a National Certificate in Steel Tube and Pipe Manufacturing: NQF Level 2 or equivalent. If the learner does not already have such a qualification, learning in preparation for this qualification would also have to include learning in:
> Mathematical Literacy at NQF Level 2
> Concepts of science and technology related to material, machinery and equipment in use in manufacturing processes at NQF Level 2
> Communication at NQF Level 2

Recognition of prior learning:
This qualification may be obtained through a process of RPL. The learner should be thoroughly briefed prior to the assessment and support provided and guidance should be provided to assist in the process of developing a portfolio. While this is primarily a workplace-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit-level outcomes.

Care should be taken that the process used provides the learner with an opportunity to demonstrate competence and is not too demanding as to prevent learners from taking up the RPL option towards gaining the qualification.

QUALIFICATION RULES

In order to be awarded this qualification, learners have to be declared competent in:
> All listed unit standards in the Fundamental category of the qualification
> All listed unit standards in the Core category of the qualification
> A choice of unit standards from the Elective category of the qualification totalling a minimum of 12 credits

EXIT LEVEL OUTCOMES

1. Demonstrate an understanding of, and an ability to, prepare and set up process equipment for steel tube and pipe manufacturing processes, working safely and with due care for fellow workers and the environment.
2. Select appropriate procedures to solve familiar problems within steel tube and pipe manufacturing processes and operate within clearly defined contexts, with some scope for personal decision-making and responsibility.
3. Demonstrate a familiarity with first line maintenance procedures and operations for process equipment in area of responsibility.
4. Demonstrate an understanding of, and the ability to, plan, organise and control individuals and work teams in area of responsibility to meet operational requirements.
5. Communicate with team members, internal customers and members of supervisory/management levels by demonstrating the ability to gather and summarise information from a range of sources and report this information.

ASSOCIATED ASSESSMENT CRITERIA

1.
> Use appropriate instruments to make adjustments or changes to process equipment set up
> Meet equipment specifications and manufacturing requirements
> Maintain process equipment availability and readiness for manufacturing processes
> Maintain a clean and safe work area
> Apply and adhere to applicable policies and procedures
> Respond to questions and discuss issues related to process equipment set up activities relevant to the outcomes

2.
> Select appropriate procedures to solve problems in an efficient and effective manner
> Report unfamiliar problems accurately to appropriate personnel
> Respond to questions and discuss issues related to familiar problems in the setting up and monitoring of process equipment for steel tube and pipe manufacturing

3.

> Perform first line maintenance regularly and consistently on process equipment
> Maintain process equipment availability and readiness for manufacturing processes
> Maintain a clean and safe work area
> Apply and adhere to applicable policies and procedures
> Respond to questions and discuss issues related to first line maintenance issues on process equipment

4.
> Align workplace performance to meet organisational goals, objectives and targets
> Organise resources to effectively meet workplace objectives
> Respond to questions and discuss issues related to planning, organising and controlling individuals and work teams

5.
> Gather information from a range of sources and accurately summarise and report on it in an appropriate and timely manner to relevant parties
> Discuss and resolve manufacturing issues in work area on a regular basis with other team members, internal customers and supervisors/management
> Establish and maintain relationships with peers and supervisory/management levels

Integrated Assessment:

>Integrated assessment at the level of the qualification provides an opportunity for learners to show they are able to integrate concepts, actions and ideas achieved across a range of unit standards and contexts.

Integrated assessment must evaluate the quality of observable performance as well as the thinking behind the performance, and must be based on a summative assessment guide. The guide will spell out how the assessor will assess different aspects of the performance and will include:
> Observing the learner at work (both in the primary activity as well as other interactions)
> Asking questions and initiating short discussions to test understanding
> Looking at records and reports in the portfolio and reviewing previous assessments

In some cases inference will be necessary to determine competence depending on the nature and context within which performance takes place.

It is necessary to ensure that the fundamental part of the qualification is also targeted to ensure that while the competence may have been achieved in a particular context, learners are able to apply it in a range of other contexts and for further learning. The assessment should also ensure that all the CRITICAL CROSS-FIELD OUTCOMES have been achieved.

The learner may choose in which language s/he wants to be assessed. This should be established as part of a process of preparing the learner for assessment and familiarising the learner with the approach being taken.

While this is primarily a workplace-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit-level outcomes. The assessment process should cover both the explicit tasks required for the qualification as well as the understanding of the concepts and principles that underpin the activities associated with the tube and pipe manufacturing process.

INTERNATIONAL COMPARABILITY

No comparative sources of outcomes-based, standards-based and/or learning material could be found during Internet searches. Subject matter experts in this field could not provide any additional references to research for comparison with this qualification. A comparison between this qualification and other international models is therefore not possible.

This qualification was however compared with existing machine-based South African qualifications:
> National Certificate in Iron and Steel manufacturing: NQF Level 3 (ID # 21009)
> National Certificate in Industrial Rubber Manufacturing (Mixing OR Extruding OR Moulding OR Calendaring): NQF Level 3 (ID # 23258)

It was evident that the technical content of this qualification for Steel Tube and Pipe Manufacturing corresponds with the level and content of the qualifications highlighted above, and is of similar quality and value to learners and the provision of learning according to NQF principles.

ARTICULATION OPTIONS

The qualification has been designed and structured so that qualifying learners can move both horizontally from one area of specialisation to another, and vertically, further specialising in a particular skills area.

This qualification allows learners to enter into the FETC in Steel Tube and Pipe Manufacturing (Seamless Finished or Welded or Cold Formed). This qualification should also, in terms of the fundamental, non-manufacturing unit standards and other portable skills, articulate with any other qualification at level 3 in the fields of:
> Engineering
> Machine-based manufacturing processes such as Product Coating and Iron and Steel Manufacturing

Employers or institutions should be able to evaluate the outcomes of these qualifications against the needs of their context and structure top-up learning appropriately. Equally, holders of other qualifications may be evaluated against this qualification for the purpose of RPL.

MODERATION OPTIONS

> Anyone assessing a learner or moderating the assessment of a learner against this qualification must be registered as an assessor with the relevant Education, Training, Quality, Assurance (ETQA) Body, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

> Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant Education, Training, Quality, Assurance (ETQA) Body, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

> Assessment and moderation of assessment will be overseen by the relevant Education, Training, Quality, Assurance (ETQA) Body, or by an ETQA that has a Memorandum of Understanding with the relevant ETQA, according to the ETQA's policies and guidelines for assessment and moderation.

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

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

CRITERIA FOR THE REGISTRATION OF ASSESSORS

The assessor should be in possession of:
> At least the NQF Level 4 Steel Tube and Pipe Manufacturing (Seamless Hot-Finished OR Welded OR Cold-Formed) qualification with relevant workplace experience of at least 12 months in the field of steel tube and pipe manufacturing.
> Registration as an assessor with the relevant ETQA.

NOTES

N/A

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

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	12466 Explain the individual's role within business	Level 2	4	Registered
Core	9913 Perform first line maintenance	Level 3	14	Registered
Core	12456 Explain and use organisational procedures	Level 3	6	Registered
Core	12457 Develop learning strategies and techniques	Level 3	3	Registered
Core	13223 Apply safety, health and environmental protection procedures	Level 3	8	Reregistered
Core	13234 Apply quality procedures	Level 3	8	Registered
Core	119053 Set up process for tube and pipe production	Level 3	30	Draft - Prep for P Comment
Core	10981 Supervise work unit to achieve work unit objectives (individuals and teams)	Level 4	12	Registered
Elective	8038 Operating lift trucks	Level 3	6	Reregistered
Elective	8039 Operating cranes	Level 3	10	Registered

Elective	12455 Perform the role of a safety, health and environmental protection representative	Level 3	4	Registered
Elective	13914 Conduct a formal meeting	Level 3	3	Registered
Elective	119048 Finish tube and pipe products	Level 3	20	Draft - Prep for P Comment
Fundamental	7456 Use mathematics to investigate and monitor the financial aspects of personal, business and national issues	Level 3	5	Reregistered
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Reregistered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Reregistered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Reregistered
Fundamental	8973 Use language and communication in occupational learning programmes	Level 3	5	Reregistered
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	Reregistered
Fundamental	9012 Investigate life and work related problems using data and probabilities	Level 3	5	Reregistered
Fundamental	9013 Describe, apply, analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 3	4	Reregistered
Fundamental	13915 Demonstrate knowledge and understanding of HIV/AIDS in a workplace, and its effects on a business sub-sector, own organisation and a specific workplace	Level 3	4	Registered

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

National Certificate in Steel Tube and Pipe Manufacturing (Seamless Hot-Finished OR Welded OR Cold-Formed)

SAQA QUAL ID	QUALIFICATION TITLE	
49402	National Certificate in Steel Tube and Pipe Manufacturing (Seamless Hot-Finished OR Welded OR Cold-Formed)	
SGB NAME	SGB Manufacturing and Assembly Processes	
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
120	Level 2	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DAT	REGISTRATION END DATE

PURPOSE AND RATIONALE OF THE QUALIFICATION

It is intended that qualifying learners will be able to work in the steel tube and pipe manufacturing environment and be able to perform a range of activities in steel tube and pipe manufacturing processes. This qualification is related to the inputs to and outputs from the conversion process, but not the conversion process itself. This qualification recognises the skills, knowledge and values acquired by learners involved in readying input material for steel tube and pipe manufacturing processes, checking the manufactured product against quality standards and working in enterprises that use such processes.

The chief skills that are recognised in this qualification are recognising and responding to observed changes that happen during the production process. This capability requires an understanding of quality requirements and of the conversion process. Hand skills play a large role in this qualification.

Qualified learners will also understand how they should operate within the legislative, safety, health, environmental, quality and risk management systems that govern their workplace and how to apply the various policies and procedures related to these systems.

Qualifying in the exit level outcomes will allow learners to participate effectively in workplace activities. What learners achieve in this qualification will also serve as a basis for further learning where they will engage more directly in steel tube and pipe manufacturing processes. Learners will also have foundational competence in mathematics, science, reading, writing and speaking relevant to the steel tube and pipe manufacturing industry.

Rationale for the qualification:

The steel tube and pipe manufacturing industry is characterised by sophisticated manufacturing processes operating in a competitive and challenging environment. The manufactured products have to respond to a wide variety of exacting customer requirements. In addition the industry has to respond to global competition and ongoing development of new products as a result of changing customer needs and safety, health, environmental, quality and risk management issues.

This is the first qualification in a series designed for learners who want to follow a career in steel tube and pipe manufacturing. The series outlines a learning progression from NQF level 2 to NQF level 4 for learners learning and working in the following steel tube and pipe manufacturing processes; seamless hot-finished, welded and cold-formed. It reflects the skills, knowledge and understanding required to participate effectively in these manufacturing processes within the industry, whether in small, medium or large operations.

For those who have been in the workplace for a long time, this qualification represents part of the RPL

process to acknowledge workplace skills acquired without the benefit of formal education or training. For the new entrant, this qualification recognises the applied competence needed by a productive person in a steel tube and pipe manufacturing workplace.

The qualification also forms the basis for further development in manufacturing and assembly processes, and the management thereof, in the further education and training band.

RECOGNIZE PREVIOUS LEARNING?

N

LEARNING ASSUMED TO BE IN PLACE

This qualification assumes learners have a National Certificate in Manufacturing, Engineering and Related Activities: NQF Level 1or equivalent.

If the learner does not already have such a qualification, learning in preparation for this qualification would also have to include NQF Level 1 learning in:
> Mathematical Literacy
> Communication

Recognition of prior learning:
This qualification may be obtained through a process of RPL. The learner should be thoroughly briefed prior to the assessment and support provided and guidance should be provided to assist in the process of developing a portfolio. While this is primarily a workplace-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit-level outcomes.

Care should be taken that the process used provides the learner with an opportunity to demonstrate competence and is not too demanding as to prevent learners from taking up the RPL option towards gaining the qualification.

QUALIFICATION RULES

In order to be awarded this qualification, learners have to be declared competent in:
> All listed unit standards in the Fundamental category of the qualification
> All listed unit standards in the Core category of the qualification
> A choice of unit standards from the Elective category of the qualification totalling a minimum of 19 credits

EXIT LEVEL OUTCOMES

1. Understand the manufacturing process and the quality requirements and recognise and respond to changes in the production process that will result in reduced levels of safety, health, quality or efficiency.

2. Demonstrate an ability to receive, store and ready input material for consumption in the manufacturing process

3. Apply appropriate procedures to solve familiar problems within steel tube and pipe manufacturing processes and operate within clearly defined contexts

4. Work effectively with others, understand own role in the organisation and understand the purpose of the organisation in the economy of the country

5. Communicate with peers and members of supervisory / management levels by demonstrating the ability to summarise information and express opinions on given information in spoken or written form

6. Demonstrate an understanding of options for further learning in this or a related field of learning and preparation requirements for such learning

ASSOCIATED ASSESSMENT CRITERIA

1.
> Minimise manufacturing of scrap or faulty product
> Report changes and responses accurately and clearly (orally or in writing)
> Maintain a clean and safe work area
> Respond to questions and discuss issues related to the manufacturing process relevant to the outcomes
> Apply and adhere to applicable policies and procedures

2.

> Make simple adjustments or changes to equipment and process
> Receive, verify and store materials
> Load and lay out material for input
> Minimise material or product damage
> Apply and adhere to applicable policies and procedures
> Recognise and report problems, changes and/or malfunctions
> Respond to questions and discuss issues related to readying materials

3.
> Apply appropriate procedures to solve problems in an efficient and effective manner
> Report problems accurately to appropriate personnel
> Respond to questions and discuss issues related to familiar problems in the readying of input material for steel tube and pipe manufacturing

4.
> Receive and act on information or decisions
> Report or pass on relevant information
> Respond to questions and discuss issues related to own role and purpose of the organisation

5.
> Conduct regular and on-going communication
> Discuss daily work schedules and manufacturing issues on a regular basis with other team members
> Gather, record and report information relevant to own work context and manufacturing process when required and in an appropriate manner
> Establish functioning relationships with team members and supervisory / management levels

6.
> Explain options
> Explain preparation requirements
> Develop a learning plan

Integrated Assessment:

Integrated assessment at the level of the qualification provides an opportunity for learners to show they are able to integrate concepts, actions and ideas achieved across a range of unit standards and contexts.

Integrated assessment must evaluate the quality of observable performance as well as the thinking behind the performance, and must be based on a summative assessment guide. The guide will spell out how the assessor will assess different aspects of the performance and will include:
> Observing the learner at work (both in the primary activity as well as other interactions)
> Asking questions and initiating short discussions to test understanding
> Looking at records and reports in the portfolio and reviewing previous assessments

In some cases inference will be necessary to determine competence depending on the nature and context within which performance takes place.

Since this is a foundational qualification, it is necessary to ensure that the fundamental part of the qualification is also targeted to ensure that while the competence may have been achieved in a particular context, learners are able to apply it in a range of other contexts and for further learning. The assessment should also ensure that all the critical cross-field outcomes have been achieved.

The learner may choose in which language s/he wants to be assessed. This should be established as part of a process of preparing the learner for assessment and familiarising the learner with the approach being taken.

While this is primarily a workplace-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit-level outcomes. The assessment process should cover both the explicit tasks required for the qualification as well as the understanding of the concepts and principles that underpin the activities associated with the tube and pipe manufacturing process.

INTERNATIONAL COMPARABILITY

No comparative sources of outcomes-based, standards-based and / or learning material could be found during Internet searches. Subject matter experts in this field could not provide any additional references to research for comparison with this qualification. A comparison between this qualification and other

international models is therefore not possible.

This qualification was however compared with existing machine-based South African qualifications:
> National Certificate in Iron and Steel manufacturing: NQF Level 2 (ID # 21008)
> National Certificate in Industrial Rubber Manufacturing (Mixing OR Extruding OR Moulding OR Calendaring): NQF Level 2 (ID # 23257)

It was evident that the technical content of this qualification for Steel Tube and Pipe Manufacturing corresponds with the level and content of these qualifications highlighted above, and is of similar quality and value to learners and the provision of learning according to NQF principles.

ARTICULATION OPTIONS

The qualification has been designed and structured so that qualifying learners can move both horizontally from one area of specialisation to another, and vertically, further specialising in a particular skills area.

This qualification allows learners to progress to the National Certificate in Steel Tube and Pipe Manufacturing (Seamless Hot-Finished or Welded or Cold-Formed): NQF Level 3.
This qualification should also, in terms of the fundamental, non-manufacturing unit standards and other portable skills, articulate with any other qualification at level 2 in the fields of:
> Engineering
> Machine-based manufacturing processes such as Product Coating and Iron and Steel Manufacturing

Employers or institutions should be able to evaluate the outcomes of these qualifications against the needs of their context and structure top-up learning appropriately. Equally, holders of other qualifications may be evaluated against this qualification for the purpose of RPL.

MODERATION OPTIONS

> Anyone assessing a learner or moderating the assessment of a learner against this qualification must be registered as an assessor with the relevant Education, Training, Quality, Assurance (ETQA) Body, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

> Any institution offering learning that will enable the achievement of this Qualification must be accredited as a provider with the relevant Education, Training, Quality, Assurance (ETQA) Body, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

> Assessment and moderation of assessment will be overseen by the relevant Education, Training, Quality, Assurance (ETQA) Body, or by an ETQA that has a Memorandum of Understanding with the relevant ETQA, according to the ETQA's policies and guidelines for assessment and moderation.

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

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

CRITERIA FOR THE REGISTRATION OF ASSESSORS

The assessor be in possession of:
1. At least the NQF Level 3 Steel Tube and Pipe Manufacturing (Seamless Hot-Finished OR Welded OR Cold-Formed) qualification with relevant workplace experience of at least 12 months in the field of steel tube and pipe manufacturing.

2. Registered as an assessor with the relevant ETQA

NOTES

N/A

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

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	9322 Work in a team	Level 2	3	Registered
Core	12216 Select, use and care for engineering hand tools	Level 2	8	Registered
Core	12219 Select, use and care for engineering power tools	Level 2	6	Registered
Core	12466 Explain the individual's role within business	Level 2	4	Registered
Core	12476 Select, use and care for engineering measuring equipment	Level 2	4	Registered
Core	12481 Sling loads	Level 2	4	Registered
Core	12654 Monitor the quality of the output	Level 2	12	Registered
Core	13220 Keep the work area safe and productive	Level 2	8	Registered
Core	13222 Deal with safety, health and environmental emergencies in the workplace	Level 2	4	Reregistered
Elective	14445 Frame and implement an individual action plan to improve productivity within an organisational unit	Level 1	3	Registered
Elective	9324 Communicate with fellow workers and supervisors	Level 2	4	Reregistered
Elective	12215 Read, interpret and produce basic engineering drawings	Level 2	6	Registered
Elective	12465 Develop a learning plan and a portfolio for assessment	Level 2	6	Registered
Elective	12483 Perform basic first aid	Level 2	4	Reregistered
Elective	12484 Perform basic fire fighting	Level 2	4	Reregistered
Elective	13202 Apply study and learning techniques	Level 2	3	Registered
Elective	119044 Receive and store raw materials	Level 2	12	Draft - Prep for P Comment
Elective	119047 Select and load material for input	Level 2	12	Draft - Prep for P Comment
Fundamental	7469 Use mathematics to investigate and monitor the financial aspects of personal and community life	Level 2	2	Reregistered
Fundamental	7480 Demonstrate understanding of rational and irrational numbers and number systems	Level 2	3	Reregistered
Fundamental	7547 Operate a personal computer system	Level 2	6	Reregistered
Fundamental	8962 Maintain and adapt oral communication	Level 2	5	Reregistered
Fundamental	8963 Access and use information from texts	Level 2	5	Reregistered
Fundamental	8964 Write for a defined context	Level 2	5	Reregistered
Fundamental	8967 Use language and communication in occupational learning programmes	Level 2	5	Reregistered
Fundamental	9007 Work with a range of patterns and functions and solve problems	Level 2	5	Reregistered
Fundamental	9008 Identify, describe, compare, classify, explore shape and motion in 2-and 3-dimensional shapes in different contexts	Level 2	3	Reregistered
Fundamental	9009 Apply basic knowledge of statistics and probability to influence the use of data and procedures in order to investigate life related problems	Level 2	3	Reregistered
Fundamental	10718 Use a personal budget to manage own money	Level 2	3	Registered
Fundamental	12463 Understand and deal with HIV/AIDS	Level 2	3	Registered

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate: Steel Tube and Pipe Manufacturing (Seamless Hot-Finished OR Welded OR Cold-Formed)

SAQA QUAL ID	QUALIFICATION TITLE	
49403	Further Education and Training Certificate: Steel Tube and Pipe Manufacturing (Seamless Hot-Finished OR Welded OR Cold-Formed)	
SGB NAME	SGB Manufacturing and Assembly Processes	
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
159	Level 4	Regular-Unit Stds Based
SAQA DECISION NUMBER	REGISTRATION START DAT	REGISTRATION END DATE

PURPOSE AND RATIONALE OF THE QUALIFICATION

It is intended that qualifying learners will be able to work in the steel tube and pipe manufacturing environment and be able to perform a range of activities in steel tube and pipe manufacturing processes. This qualification recognises the skills, knowledge and values acquired by learners involved in the actual forming/ manufacturing of seamless or welded or cold-formed steel tube and pipe products.

The chief skills that are recognised in this qualification are the ability to control the production of a range of steel tube and pipe products and enhance the performance of team members. This capability requires an in-depth understanding of the conversion process, product quality requirements, as well as an understanding of communication, people management and people development theory.

Qualified learners will also understand how they should operate within the legislative, safety, health, environmental, quality and risk management systems that govern their workplace and how to apply the various policies and procedures related to these systems.

Qualifying in the exit level outcomes will allow learners to participate effectively in workplace activities. Learners will also have foundational competence in mathematics, science, reading, writing and speaking relevant to the steel tube and pipe manufacturing industry.

Rationale for the qualification:

The steel tube and pipe manufacturing industry is characterised by sophisticated manufacturing processes operating in a competitive and challenging environment. The manufactured products have to respond to a wide variety of exacting customer requirements. In addition the industry has to respond to global competition and ongoing development of new products as a result of changing customer needs and safety, health, environmental, quality and risk management issues.

This is the third qualification in a series designed for learners who want to follow a career in steel tube and pipe manufacturing. The series outlines a learning progression from NQF level 2 to NQF level 4 for learners learning and working in the following steel tube and pipe manufacturing processes; seamless hot-finished, welded and cold-formed. It reflects the skills, knowledge and understanding required to participate effectively in these manufacturing processes within the industry, whether in small, medium or large operations.

For those who have been in the workplace for a long time, this qualification represents part of the RPL process to acknowledge workplace skills acquired without the benefit of formal education or training. For the new entrant, this qualification recognises the applied competence needed by a productive person in a steel tube and pipe manufacturing workplace.

The qualification also forms the basis for further development in manufacturing and assembly processes, and the management thereof, in the higher education and training band.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

This qualification assumes learners have a National Certificate in Steel Tube and Pipe Manufacturing: NQF Level 3 or equivalent. If the learner does not already have such a qualification, it is assumed that learners are competent in:
> Communication and Mathematical Literacy at NQF Level 3
> Concepts of science and technology related to material, machinery and equipment in use in manufacturing processes at NQF Level 3

Recognition of prior learning:

This qualification may be obtained through a process of RPL. The learner should be thoroughly briefed prior to the assessment and support provided and guidance should be provided to assist in the process of developing a portfolio. While this is primarily a workplace-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit-level outcomes.

Care should be taken that the process used provides the learner with an opportunity to demonstrate competence and is not too demanding as to prevent learners from taking up the RPL option towards gaining the qualification.

QUALIFICATION RULES

In order to be awarded this qualification, learners have to be declared competent in:
> All listed unit standards in the Fundamental and Core category of the qualification
> All the unit standard(s)in one of the three specialisations:
  Cold-Formed Tube and Pipe Manufacturing OR
  Welded Tube and Pipe Manufacturing OR
> Seamless Tube and Pipe Manufacturing

The learner may also choose additional elective unit standards in excess of the minimum required.

EXIT LEVEL OUTCOMES

1. Demonstrate the ability to produce steel tube and pipe products, and an ability to meet quality, safety, health, environmental and risk management specifications.
2. Demonstrate an understanding of, and ability to perform on-plant product tests, analyse and interpret test results gathered to identify problems and determine trends
Range: Understanding of quality specifications and an ability to interpret these and evaluate fabricated components to determine compliance with specifications.
3. Demonstrate a familiarity with process machinery operations and procedures in order to diagnose and troubleshoot machinery functioning.
4. Maintain and support procedures to solve a variety of manufacturing process problems, both familiar and unfamiliar, and operate within familiar and new situations, taking responsibility and making decisions.
5. Demonstrate the ability to enhance manufacturing team performance.
6. Communicate and present information clearly and reliably.

ASSOCIATED ASSESSMENT CRITERIA

1.
> Monitor and control manufacturing processes according to manufacturing and customer requirements
> Maintain a clean and safe work area
> Monitor and control actual manufacturing cost against budget
> Apply and adhere to applicable policies and procedures
> Respond to questions and discuss issues related to steel tube and pipe manufacturing processes relevant to the outcomes

2.
> Perform product tests and interpret test results
> Record actions related to product tests for future reference
> Respond to questions and discuss issues related to product tests

> Explain relevance of quality specifications and importance of adherence to these

3.
> Establish root cause of problems and categorise defect types
> Communicate equipment repair and preventive maintenance need to maintenance specialists
> Respond to questions and discuss issues related to maintenance issues on machinery

4.
> Base solutions to production problems on a clear analysis of information gathered through diagnostic procedures
> Modify procedures to respond to unfamiliar problems where appropriate
> Record actions related to problem solving for future reference
> Respond to questions and discuss issues related to familiar and unfamiliar problems arising in the manufacturing process

5.
> Select employees to fill defined positions
> Understand the dynamics within a specific group
> Implement procedures related to legislation
> Assess learning outcomes
> Develop a plan of action and enhance team performance

6.
> Conduct meetings with team members, peers, management and maintenance specialists
> Report and discuss conditions, evidence and incidences accurately and in a timely manner
> Make records available for scrutiny and future reference

Integrated Assessment:

Integrated assessment at the level of the qualification provides an opportunity for learners to show they are able to integrate concepts, actions and ideas achieved across a range of unit standards and contexts.

Integrated assessment must evaluate the quality of observable performance as well as the thinking behind the performance, and must be based on a summative assessment guide. The guide will spell out how the assessor will assess different aspects of the performance and will include:
> Observing the learner at work (both in the primary activity as well as other interactions)
> Asking questions and initiating short discussions to test understanding
> Looking at records and reports in the portfolio and reviewing previous assessments

In some cases inference will be necessary to determine competence depending on the nature and context within which performance takes place.

It is necessary to ensure that the fundamental part of the qualification is also targeted to ensure that while the competence may have been achieved in a particular context, learners are able to apply it in a range of other contexts and for further learning. The assessment should also ensure that all the critical cross-field outcomes have been achieved.

The learner may choose in which language s/he wants to be assessed. This should be established as part of a process of preparing the learner for assessment and familiarising the learner with the approach being taken.

While this is primarily a workplace-based qualification, evidence from other areas of endeavour may be introduced if pertinent to any of the exit-level outcomes. The assessment process should cover both the explicit tasks required for the qualification as well as the understanding of the concepts and principles that underpin the activities associated with the tube and pipe manufacturing process.

INTERNATIONAL COMPARABILITY

No comparative sources of outcomes-based, standards-based and/or learning material could be found during Internet searches. Subject matter experts in this field could not provide any additional references to research for comparison with this qualification. A comparison between this qualification and other international models is therefore not possible.

This qualification was however compared with existing South African unit standards-based qualifications:
> National Certificate in Iron and Steel manufacturing: NQF Level 4 (ID # 21010)

> National Certificate in Industrial Rubber Manufacturing (Mixing OR Extruding OR Moulding OR Calendaring): NQF Level 4 (ID # 23259)

It was evident that the technical content of this qualification for Steel Tube and Pipe Manufacturing corresponds with the level and content of the qualifications highlighted above, and is of similar quality and value to learners and the provision of learning according to NQF principles.

ARTICULATION OPTIONS

The qualification has been designed and structured so that qualifying learners can move both horizontally from one area of specialisation to another, and vertically, further specialising in a particular skills area.

This qualification has been designed so that the learner can meaningfully articulate into the higher education and training band at NQF Level 5 in steel tube and pipe manufacturing. This qualification should also, in terms of the fundamental, non-manufacturing unit standards and other portable skills, articulate with any other qualification at level 4 in the fields of:
> Engineering
> Machine-based manufacturing processes such as Product Coating and Iron and Steel Manufacturing

Employers or institutions should be able to evaluate the outcomes of these qualifications against the needs of their context and structure top-up learning appropriately. Equally, holders of other qualifications may be evaluated against this qualification for the purpose of RPL.

MODERATION OPTIONS

> Anyone assessing a learner or moderating the assessment of a learner against this unit standard must be registered as an assessor with the relevant Education, Training, Quality, Assurance (ETQA) Body, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

> Any institution offering learning that will enable the achievement of this unit standard must be accredited as a provider with the relevant Education, Training, Quality, Assurance (ETQA) Body, or with an ETQA that has a Memorandum of Understanding with the relevant ETQA.

> Assessment and moderation of assessment will be overseen by the relevant Education, Training, Quality, Assurance (ETQA) Body, or by an ETQA that has a Memorandum of Understanding with the relevant ETQA, according to the ETQA's policies and guidelines for assessment and moderation.

> Moderation must include both internal and external moderation of assessments, unless ETQA policies specify otherwise. Moderation should also encompass achievement of the competence described in the Unit Standard.

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

CRITERIA FOR THE REGISTRATION OF ASSESSORS

Assessors should be in possession of:
> Appropriate qualification and preferably relevant workplace practical experience of at least 12 months in the field of Manufacturing and/or Operational Management at or above NQF level 5. The subject matter experience of the assessor can be established by recognition of prior learning.
> Registered as an assessor with the relevant ETQA.

NOTES

N/A

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

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	13912 Apply knowledge of self and team in order to develop a plan to enhance team performance	Level 3	5	Registered
Core	13914 Conduct a formal meeting	Level 3	3	Registered
Core	13194 Perform statistical process control	Level 4	12	Registered
Core	13224 Monitor the application of safety, health and environmental protection procedures	Level 4	4	Registered

Core	13235 Maintain the quality assurance system	Level 4	5	Registered
Core	13254 Contribute to the implementation and maintenance of business processes	Level 4	10	Registered
Core	119054 Perform tube and pipe product tests and interpret results	Level 4	4	Draft - Prep for P Comment
Elective	12135 Represent stakeholders in consultations and discussions on matters that arise at shop floor level	Level 3	3	Registered
Elective	12429 Develop a personal financial plan	Level 3	2	Registered
Elective	12455 Perform the role of a safety, health and environmental protection representative	Level 3	4	Registered
Elective	12457 Develop learning strategies and techniques	Level 3	3	Registered
Elective	10978 Recruit and select candidates to fill defined positions	Level 4	10	Registered
Elective	119051 Prepare material chemically for input	Level 4	10	Draft - Prep for P Comment
Elective	119052 Produce cold-formed tube and pipe	Level 4	50	Draft - Prep for P Comment
Elective	119055 Produce seamless hot-finished tube and pipe	Level 4	60	Draft - Prep for P Comment
Elective	119058 Produce welded tube and pipe	Level 4	60	Draft - Prep for P Comment
Fundamental	8968 Accommodate audience and context needs in oral communication	Level 3	5	Reregistered
Fundamental	8969 Interpret and use information from texts	Level 3	5	Reregistered
Fundamental	8970 Write texts for a range of communicative contexts	Level 3	5	Reregistered
Fundamental	8973 Use language and communication in occupational learning programmes	Level 3	5	Reregistered
Fundamental	7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6	Reregistered
Fundamental	8974 Engage in sustained oral communication and evaluate spoken texts	Level 4	5	Reregistered
Fundamental	8975 Read analyse and respond to a variety of texts	Level 4	5	Reregistered
Fundamental	8976 Write for a wide range of contexts	Level 4	5	Reregistered
Fundamental	8979 Use language and communication in occupational learning programmes	Level 4	5	Reregistered
Fundamental	9015 Apply knowledge of statistics and probability to critically interrogate and effectively communicate findings on life related problems	Level 4	6	Reregistered
Fundamental	9016 Represent analyse and calculate shape and motion in 2-and 3-dimensional space in different contexts	Level 4	4	Reregistered

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 1

Receive and store raw materials

SAQA US ID	UNIT STANDARD TITLE			
119044	Receive and store raw materials			
SGB NAME		ABET BAND	PROVIDER NAME	
SGB Manufacturing and Assembly Processes		Undefined		
FIELD DESCRIPTION		SUBFIELD DESCRIPTION		
Manufacturing, Engineering and Technology		Fabrication and Extraction		
UNIT STANDARD CODE		UNIT STANDARD TYPE	NQF LEVEL	CREDITS
MET-FBE-0-SGB MAP		Regular	Level 2	12

SPECIFIC OUTCOME 1

Plan and prepare for activity.

SPECIFIC OUTCOME 2

Receive, verify and store raw materials.

SPECIFIC OUTCOME 3

Recognise and report problems, changes and/or malfunctions.

SPECIFIC OUTCOME 4

Work safely with due care for self, fellow workers, equipment, materials and the environment.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 2

Select and load material for input

SAQA US ID	UNIT STANDARD TITLE		
119047	Select and load material for input		
SGB NAME		**ABET BAND**	**PROVIDER NAME**
SGB Manufacturing and Assembly Processes		Undefined	
FIELD DESCRIPTION		**SUBFIELD DESCRIPTION**	
Manufacturing, Engineering and Technology		Fabrication and Extraction	
UNIT STANDARD CODE	**UNIT STANDARD TYPE**	**NQF LEVEL**	**CREDITS**
MET-FBE-0-SGB MAP	Regular	Level 2	12

SPECIFIC OUTCOME 1

Plan and prepare for activity.

SPECIFIC OUTCOME 2

Organise, inspect and prepare mechanical aids, handling equipment, tools, consumables and the work area.

SPECIFIC OUTCOME 3

Identify and report defects and hazardous conditions.

SPECIFIC OUTCOME 4

Check, transfer, load and lay out material for input.

SPECIFIC OUTCOME 5

Dispose of scrap material and segregate recyclable material.

SPECIFIC OUTCOME 6

Identify defects, non-conformances and hazardous conditions and take corrective action.

SPECIFIC OUTCOME 7

Work safely with due care for self, fellow workers, equipment, materials and the environment.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 3

Finish tube and pipe products

SAQA US ID	UNIT STANDARD TITLE			
119048	Finish tube and pipe products			
SGB NAME		**ABET BAND**	**PROVIDER NAME**	
SGB Manufacturing and Assembly Processes		Undefined		
FIELD DESCRIPTION		**SUBFIELD DESCRIPTION**		
Manufacturing, Engineering and Technology		Manufacturing and Assembly		
UNIT STANDARD CODE		**UNIT STANDARD TYPE**	**NQF LEVEL**	**CREDITS**
MET-MNA-0-SGB MAP		Regular	Level 3	20

SPECIFIC OUTCOME 1

Plan and prepare for process.

SPECIFIC OUTCOME 2

Inspect and prepare tools, equipment, consumables and the work area.

SPECIFIC OUTCOME 3

Identify, inspect for wear and damage, install and set up tooling.

SPECIFIC OUTCOME 4

Finish tube and pipe product.

SPECIFIC OUTCOME 5

Identify non-conformances and take corrective action.

SPECIFIC OUTCOME 6

Execute changeover process.

SPECIFIC OUTCOME 7

Work safely with due care for self, fellow workers, equipment, materials and the environment.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 4

Set up process for tube and pipe production

SAQA US ID	UNIT STANDARD TITLE			
119053	Set up process for tube and pipe production			
SGB NAME		**ABET BAND**	**PROVIDER NAME**	
SGB Manufacturing and Assembly Processes		Undefined		
FIELD DESCRIPTION		**SUBFIELD DESCRIPTION**		
Manufacturing, Engineering and Technology		Manufacturing and Assembly		
UNIT STANDARD CODE		**UNIT STANDARD TYPE**	**NQF LEVEL**	**CREDITS**
MET-MNA-0-SGB MAP		Regular	Level 3	30

SPECIFIC OUTCOME   1

Plan and prepare for activity.

SPECIFIC OUTCOME   2

Organise, inspect and prepare handling and measuring equipment, tools, consumables and the work area.

SPECIFIC OUTCOME   3

Set up, inspect and install tooling.

SPECIFIC OUTCOME   4

Start and test operational functioning of auxiliary systems and equipment.

SPECIFIC OUTCOME   5

Set equipment operational parameters, produce first off product and inspect against specification.

SPECIFIC OUTCOME   6

Identify defects, non-conformances and hazardous conditions and take corrective action.

SPECIFIC OUTCOME   7

Work safely with due care for self, fellow workers, equipment, materials and the environment.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 5

Perform tube and pipe product tests and interpret results

SAQA US ID	UNIT STANDARD TITLE			
119054	Perform tube and pipe product tests and interpret results			
SGB NAME		**ABET BAND**	**PROVIDER NAME**	
SGB Manufacturing and Assembly Processes		Undefined		
FIELD DESCRIPTION		**SUBFIELD DESCRIPTION**		
Manufacturing, Engineering and Technology		Fabrication and Extraction		
UNIT STANDARD CODE		**UNIT STANDARD TYPE**	**NQF LEVEL**	**CREDITS**
MET-FBE-0-SGB MAP		Regular	Level 4	4

SPECIFIC OUTCOME   1

Plan and prepare for activity.

SPECIFIC OUTCOME   2

Identify, select, mark and process product samples.

SPECIFIC OUTCOME   3

Perform on-plant product tests and interpret test results.

SPECIFIC OUTCOME   4

Demonstrate understanding of laboratory product tests/testing processes.

SPECIFIC OUTCOME   5

Identify defects, non-conformances and hazardous conditions and take corrective action.

SPECIFIC OUTCOME   6

Work safely with due care for self, fellow workers, equipment, materials and the environment.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 6

Prepare material chemically for input

SAQA US ID	UNIT STANDARD TITLE			
119051	Prepare material chemically for input			
SGB NAME	**ABET BAND**		**PROVIDER NAME**	
SGB Manufacturing and Assembly Processes	Undefined			
FIELD DESCRIPTION	**SUBFIELD DESCRIPTION**			
Manufacturing, Engineering and Technology	Manufacturing and Assembly			
UNIT STANDARD CODE	**UNIT STANDARD TYPE**		**NQF LEVEL**	**CREDITS**
MET-MNA-0-SGB MAP	Regular		Level 4	10

SPECIFIC OUTCOME 1

Plan the process.

SPECIFIC OUTCOME 2

Select and check availability of consumables, materials, tools and equipment necessary for process.

SPECIFIC OUTCOME 3

Prepare and chemically treat input material.

SPECIFIC OUTCOME 4

Analyse process chemicals, determine and affect required adjustments.

SPECIFIC OUTCOME 5

Identify defects, non-conformances and hazardous conditions and take corrective action.

SPECIFIC OUTCOME 6

Work safely with due care for self, fellow workers, equipment, materials and the environment.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 7

Produce cold-formed tube and pipe

SAQA US ID	UNIT STANDARD TITLE			
119052	Produce cold-formed tube and pipe			
SGB NAME		**ABET BAND**	**PROVIDER NAME**	
SGB Manufacturing and Assembly Processes		Undefined		
FIELD DESCRIPTION		**SUBFIELD DESCRIPTION**		
Manufacturing, Engineering and Technology		Manufacturing and Assembly		
UNIT STANDARD CODE		**UNIT STANDARD TYPE**	**NQF LEVEL**	**CREDITS**
MET-MNA-0-SGB MAP		Regular	Level 4	50

SPECIFIC OUTCOME 1

Plan the manufacturing process.

SPECIFIC OUTCOME 2

Draw cold-formed product.

SPECIFIC OUTCOME 3

Identify defects, non-conformances and hazardous conditions and take corrective action.

SPECIFIC OUTCOME 4

Execute changeover process.

SPECIFIC OUTCOME 5

Work safely with due care for self, fellow workers, equipment, materials and the environment.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 8

Produce seamless hot-finished tube and pipe

SAQA US ID	UNIT STANDARD TITLE			
119055	Produce seamless hot-finished tube and pipe			
SGB NAME		**ABET BAND**	**PROVIDER NAME**	
SGB Manufacturing and Assembly Processes		Undefined		
FIELD DESCRIPTION		**SUBFIELD DESCRIPTION**		
Manufacturing, Engineering and Technology		Manufacturing and Assembly		
UNIT STANDARD CODE		**UNIT STANDARD TYPE**	**NQF LEVEL**	**CREDITS**
MET-MNA-0-SGB MAP		Regular	Level 4	60

SPECIFIC OUTCOME 1

Plan the manufacturing process.

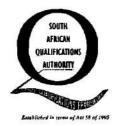### *SPECIFIC OUTCOME* 2

Roll hot-finished product.

SPECIFIC OUTCOME 3

Identify defects, non-conformances and hazardous conditions and take corrective action.

SPECIFIC OUTCOME 4

Execute changeover process.

SPECIFIC OUTCOME 5

Work safely with due care for self, fellow workers, equipment, materials and the environment.

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD: 9

Produce welded tube and pipe

SAQA US ID	UNIT STANDARD TITLE				
119058	Produce welded tube and pipe				
SGB NAME		**ABET BAND**		**PROVIDER NAME**	
SGB Manufacturing and Assembly Processes		Undefined			
FIELD DESCRIPTION		**SUBFIELD DESCRIPTION**			
Manufacturing, Engineering and Technology		Manufacturing and Assembly			
UNIT STANDARD CODE		**UNIT STANDARD TYPE**		**NQF LEVEL**	**CREDITS**
MET-MNA-0-SGB MAP		Regular		Level 4	60

SPECIFIC OUTCOME 1

Plan the manufacturing process.

SPECIFIC OUTCOME 2

Form product.

SPECIFIC OUTCOME 3

Weld product.

SPECIFIC OUTCOME 4

Identify defects, non-conformances and hazardous conditions and take corrective action.

SPECIFIC OUTCOME 5

Execute changeover process.

SPECIFIC OUTCOME 6

Work safely with due care for self, fellow workers, equipment, materials and the environment.