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

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GOVERNMENT NOTICES

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

No. 445

13 May 2005



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)

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

MARKETING

publishes the following qualifications and unit standards for public comment.

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

Comment on the qualification and unit standards should reach SAQA at the address ***below and no later than 13 June 2005***. All correspondence should be marked **Standards Setting – SGB Marketing** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. Eddie Brown

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Private Bag X06

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DUGMORE MPHUTHING

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Bachelor of Arts: Visual Communications

SAQA QUAL ID		QUALIFICATION TITLE	
49603		Bachelor of Arts: Visual Communications	
SGB NAME		NSB 03	PROVIDER NAME
SGB Marketing		Business, Commerce and Management Studies	
QUAL TYPE		FIELD	SUBFIELD
National First Degree		Business, Commerce and Management Studies	Marketing
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	410	Level 6	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose:

The purpose of this Qualification is to build the necessary knowledge, understanding, abilities, skills and attitudes required for learning towards becoming a competent person in art direction, graphic design and multimedia. It also serves as the entry qualification into the creative field of marketing. In the context of the advertising, marketing and communication industries, this qualification will enable creative, feasible, innovative and exciting individual and teamwork possibilities. This qualification will be registered at: NQF Level 6 and is designed to ensure portability across all other Marketing Qualifications registered with SAQA.

Whilst it is clearly evident that the learner should be competent in using modern information technology, most of the Unit Standards contained in this Qualification avoid reference to specific methods of processing data. The knowledge, skills, values and attitudes required by the learner are defined in terms of outcomes rather than processes or procedures.

This Qualification supports the objectives of the National Qualifications Framework (NQF) in that it provides learners with clear learning pathways, which provide access to, and mobility and progression within the marketing industry as a whole. Such improvements increase the learners' employment opportunities. The increased knowledge and skill base in this Qualification has a wider implication, namely the enhancement of the functional and intellectual capability of the nation at large.

Rationale:

This Qualification has been developed as a coherent set of generic competences in the field of visual communications that it applies to a wide range of careers in the areas of Art Direction, Graphic Design and Multimedia, in a variety of contexts. Transferable core competences for broadly defined areas of visual communications have been identified and included in the visual communications role in different contexts.

The Bachelor of Arts: Visual Communications NQF Level 6 is designed to meet the needs of those learners who enter the field of Art Direction, Graphic Design and Multimedia. The Bachelor of Arts: Visual Communications NQF Level 6 will provide a broad knowledge and skills needed in the industry for learners who:

> Have attained an FETC and who wish to proceed on a path of life-long learning, specialising in visual

communications.

- > Have performed some function in visual communications in their organisation without a formal Qualification in this area.
- > Were previously disadvantaged and who were unable to engage in learning in the Higher Education band.
- > Wish to extend their range of skills and knowledge of the Marketing Communications profession so that they can become knowledgeable workers in the sector.
- > Have recently taken up position as a support staff member in a visual communications section of an organisation.
- > Could be contracted in a Learnership in the marketing and advertising sectors.

The National First Degree in Visual Communications: Level 6 is a Qualification that rewards the learner for the knowledge, skills, attitudes, values and creativity that have been mastered through awarding them with a Nationally recognised Qualification that formally recognises those competencies. It aims to develop individuals who are informed and skilled in the Visual Communications areas of Art Direction, Graphic Design or Multimedia.

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

- > Advertising.
- > Packaging.
- > Television Advertising Production.
- > Publications.
- > Film Making.
- > Corporate Identity.
- > Event Marketing.
- > Exhibitions.
- > Sponsorships.
- > Sales Promotions.

The qualification is structured in a way that exposes individuals to a set of core competencies to give a broad understanding of marketing electives, which will allow for a reflexive competence in visual communications. It will also allow for maximum flexibility and mobility for the competence to the learner to adjust to the changing needs within this dynamic industry.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

It is assumed that learners wishing to enter a programme leading to this qualification will have demonstrated competence in Visual Communications equivalent to NQF Level 5 or in any related field.

Recognition of prior learning:

The structure of this Unit Standard - based Qualification makes the Recognition of Prior Learning possible, if the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this qualification. This qualification may be achieved in part or whole through the recognition of prior learning.

This Recognition of Prior Learning may allow:

- > For accelerated access to further learning.
- > Gaining of credits towards a unit standard.

All recognition of Prior Learning is subject to quality assurance by the relevant accredited Education Training Quality Assurance (ETQA) Body and is conducted by a registered workplace assessor.

QUALIFICATION RULES

The National Degree is made up of a combination of learning outcomes from Fundamental, Core and Elective components, totalling 410 credits (minimum).

In this qualification the credits are allocated as follows:

> Fundamental:

- > 32 Credits at Level 6
- > Total: 32 Credits - 8%

> Core:

- > 203 Credits at Level 5
- > 53 Credits at Level 6
- > Total: 256 Credits - 62%

> Elective:

- > Art Direction:
 - > 25 Credits at Level 5
 - > 97 Credits at Level 6
 - > Total: 122 Credits - 30%

OR

- > Graphic Design:
 - > 112 Credits at Level 6
 - > Any other 10 Credits from Electives
 - > Total: 122 Credits - 30%

OR

- > Multi - Media:
 - > 27 Credits at Level 5
 - > 69 Credits at Level 6
 - > Any other 26 Credits from Electives
 - > Total: 122 Credits - 30%

- > Total: 410 Credits (minimum) - 100%

Motivation for number of credits assigned to core and elective:

Core:

256 credits have been allocated to the Core Unit Standards. This is to ensure that the qualification has a strong visual communications focus.

The Core Unit Standards offer a broad contextual understanding and will enable the learners to gain a complete picture of visual communications within the marketing context.

Elective:

A minimum of 122 credits have been allocated to the Elective Component of the Qualification. This is to ensure that the qualification has a strong focus on the 'elective' component and to differentiate each Elective component from each other.

EXIT LEVEL OUTCOMES

On achieving this qualification, the learner will be able to:

1. Explain and apply professional values and ethics.
2. Communicate workplace data to stakeholders.
3. Demonstrate an ability to work as a member of a creative team.
4. Identify and explain target markets and product positioning within markets.
5. Demonstrate the function of an advertising agency/design company.

6. Apply conceptual and lateral thinking in the copy developmental and graphic design processes.
7. Explain the production and application of marketing communications.
8. Apply marketing and advertising creative processes.
9. Develop campaign, media and creative strategies.
10. Develop creative solutions in art direction for a variety of mediums.
11. Develop creative solutions in graphic design for a variety of mediums.
12. Demonstrate an understanding of computer systems and packages and apply skills and techniques to create systems based marketing.

ASSOCIATED ASSESSMENT CRITERIA

On achieving this qualification, the learner will be able to:

1:

- > Values and ethics for company are determined.
- > Values and ethics are applied throughout business activities.

2:

- > Workplace data is communicated in required timeframe and format.
- > Workplace data is communicated to all stakeholders.

3:

- > Communication is clear and barriers to understanding are dealt with and feedback is given on all communications received.
- > Team progress is reported on to authorised individuals.
- > Contributions to team decisions, behavioural and ethical practices as well as roles and responsibilities of team members are outlined and described.
- > Conflict situations are identified and handled using collaborative facilitation methods.

4:

- > Target markets are identified and explained for own industry.
- > Product positioning strategies are identified and explained.
- > Products are positioned within required market based on target market analysis findings.

5:

- > Roles and responsibilities of an advertising agency/design company are listed and explained.
- > Workflow, structure and policies governing a advertising agency/design company are listed and explained.
- > Relationships between suppliers and customers are explained and confidentiality criteria listed and explained.

6:

- > Conceptual and lateral thinking techniques are identified, analysed and applied.
- > Research practices to aid in lateral thinking are applied.
- > The difference between metaphor, concept and message is explained.
- > Creative solutions for graphic design in editorial graphics and documents are described and explained.

7:

- > Printing processes and production categories and processes are listed and explained.
- > Marketing processes, principles and communication techniques are listed and explained.
- > Marketing communication campaign team is managed and objectives evaluated.

8:

- > Marketing communications concepts are developed using: interpretation skills, evaluation or platform, art direction, design and pre-testing techniques.

- > Concept is implemented following a plan, production schedule, quality assurance of key elements during production and inspection and approval of final product.
- > Graphic design, typography and art direction principles are described and applied.
- > Rendering and illustration techniques are described and applied.

9:

- > Marketing objectives and strategies are researched, developed and final media briefs prepared and implemented according to budget.
- > Marketing communications campaign is monitored against outcomes and variances or out of line areas addressed.
- > Desktop publishing principles, tools and processes are applied.

10:

- > Art direction in television, world wide web, print, promotional; and point of sale material is described and techniques applied.
- > Art direction in special applications, campaigns and advocacy advertising is described and techniques applied.
- > Art direction in corporate and outdoor advertising is described and applied.

11:

- > Graphic design in television, web design, information graphics and print advertising is described and techniques applied.
- > Graphic design in corporate identity, campaigns, packaging and events advertising is described and applied.
- > Graphic design in special applications is described and applied.

12:

- > A web site and interactive media strategy is developed using creative techniques.
- > Sound, motion graphics and video techniques are applied to enhance the multimedia marketing strategy.
- > CD Rom based media is described and techniques applied for a strategy.
- > Computer games and animations are designed and built according to system skills and techniques.
- > Still photographs and films are edited using systems skills and techniques.

Integrated Assessment:

Integrated assessment at the level of qualification provides an opportunity for learners to show that they are able to integrate concepts, ideas and actions across unit standards to achieve competence that is grounded and coherent in relation to the purpose of the qualification. Integrated assessment should show how already demonstrated competence in individual areas can be linked and applied for the achievement of a holistic outcome.

Integrated assessment must judge the quality of the observable performance, and also the quality of thinking that lies behind it. Assessment tools must encourage learners to explain the thinking and decision-making that underpin their demonstrated performance.

The assessment criteria in the unit standards are performance-based (applied competence as opposed to required knowledge only). This means that workplace experience may be recognised when awarding credits towards this qualification. A broad range of task-orientated and theoretical assessment tools may be used, with the distinction between practical knowledge and disciplinary knowledge maintained so that each takes its rightful place. Unit standards in the qualification must be used to assess specific and critical cross-fields outcomes. During integrated assessment the assessor should make use of formative and summative assessment methods and should assess combinations of practical, applied, foundational and reflexive competencies.

INTERNATIONAL COMPARABILITY

Benchmarking was done by comparing this qualification to unit standards, outcomes of learning, levels, credits and performance criteria found in the:

New Zealand Qualifications Authority:

- > National Certificate in Marketing. The credits awarded here are 52 compulsory and 68 electives.
- > National Diploma in Marketing: The credits awarded here are 240 in total.

Australian Qualification Authority - no direct comparison could be made due to limited access to their Qualifications.

International Advertising Association (USA):

- > Diploma in Marketing Communications - IAA Creative/Production Model with a minimum of 300 hours. The subjects included: Basic Marketing, Principles of Advertising/Promotion, Advertising/Marketing Research, Consumer Behaviour, Creative Fundamentals, Art and/or Design, Graphics/Print Production. Graphics/ Electronic Media, International marketing/Advertising, Integrated Marketing Communications - Campaign, Advanced International Advertising Creative Topic and Internship - Related to Advertising Creativity.

American Marketing Association:

- > Programme in Marketing - The subjects include: Marketing Analysis and Planning/Segmenting, Targeting and Positioning/The 4 P's of Marketing: Product and Pricing/The 4 P's of Marketing: Consumer and Trade Promotion and Advertising/The 4 P's of Marketing: Distribution/Developing and Implementing a Market-Focused Strategy.

Guildford College - United Kingdom - the following courses were considered:

- > Art and Design FNQ Foundation course - 1 year fulltime NVQ Level 1.
- > Art and Design FNUQ Foundation course - 1 year 4 days per week - NVQ Level 2.
- > Art and Design: Graphics A5 / A2 course - 2 years - NVQ level 3.
- > Art and Design: National Diploma - 2 years - NVQ Level 3.
- > Graphic design: National Diploma - 2 years - NVQ Level 3.
- > Media Communication and Production course - 1 year - NVQ Level 2.
- > Media Studies A5 / A2 course - 2 years - NQV Level 3.
- > Media Studies National Diploma - 2 years - NQV Level 3.
- > Printing and Graphic Communications (city and curds) 1 year - NQV Level 3.

Qualifications and Curriculum Authority (QCA - Ireland) - the following courses were considered:

- > Professional Diploma in Marketing - NVQ Level 4.
- > Diploma in Market and Social Research - NVQ Level 7.
- > EDEXCEL - Artistic Programming - NVQ Level 4.
- > EDEXCEL - Visual and Applied Arts Practice - NVQ Level 4.
- > City & Guilds - Higher Professional Diploma in Creative Arts - NVQ Level 4.
- > TCL - National Diploma in Professional Production Skills - NVQ Level 4.
- > EDEXCEL - Higher National Certificate in Graphic Design - NVQ Level 4.
- > EDEXCEL - Higher National Diploma in Graphic Design - NVQ Level 4.

In general this qualification and its related unit standards compared well with their international counterparts. The only major differences are in formatting, scope of coverage or focus. The differences identified in the level structures did, however, make direct equivalation difficult in some cases.

ARTICULATION OPTIONS

Horizontal articulation possibilities lie with other NQF level 6 Qualifications and Unit Standards in the Learning areas:

- > National First Degree: Marketing Communications - NQF Level 6 - NLRD 20905.
- > National First Degree: Marketing Research - NQF Level 6 - NLRD 20897.
- > Bachelor of Arts: Generic (Communication Studies) - NQF Level 6 - NLRD 23375.
- > Bachelor of Arts: Literature and Creative Writing - NQF Level 6 - NLRD 12121.
- > Bachelors Degree: Creative Brand Communications - NQF Level 6 - NLRD 24516.

Vertical progression can be achieved by embarking on the study of related NQF Level 7 or higher Qualifications:

> National Diploma: Marketing Communication - NQF Level 7 - NLRD 22873.

MODERATION OPTIONS

Moderation of assessment and accreditation of providers shall be at the discretion of relevant ETQA as long as it complies with the SAQA requirements. The ETQA is responsible of 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 ETQA's and in terms of the moderation guideline details 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 programmes 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.

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 needs to be declared competent in terms of the qualification purpose and exit levels 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	10041 Conduct a marketing situational analysis	Level 5	5	Reregistered
Core	10043 Develop, implement and manage a project / activity plan	Level 5	5	Reregistered
Core	10048 Identify brand mix elements	Level 5	8	Reregistered
Core	10051 Coach others on principles of marketing in an organisation	Level 5	5	Reregistered
Core	10064 Investigate and explain marketing communications concepts	Level 5	8	Reregistered
Core	10065 Demonstrate an understanding of marketing communications roles	Level 5	12	Reregistered
Core	117581 Demonstrate an understanding of an advertising agency/design company	Level 5	8	Registered
Core	117627 Demonstrate an understanding of the history of art, design and advertising	Level 5	3	Registered
Core	117633 Source and apply creative ideas in visual communications	Level 5	8	Registered
Core	117635 Demonstrate an understanding of graphic design principles	Level 5	10	Registered
Core	117637 Demonstrate an understanding of the composition and dynamics of a creative team.	Level 5	6	Registered
Core	117641 Demonstrate an understanding of and apply typography principles and techniques	Level 5	10	Registered
Core	117644 Demonstrate an understanding of the principles of art direction	Level 5	10	Registered
Core	117645 Lead a marketing communications campaign team	Level 5	6	Registered
Core	117654 Demonstrate an understanding of advanced conceptual processes	Level 5	8	Registered
Core	117661 Demonstrate an understanding of advertising production	Level 5	8	Registered
Core	117662 Prepare for DTP and print reproduction	Level 5	4	Registered
Core	117663 Construct layouts to various formats	Level 5	12	Registered
Core	117665 Change and improve images	Level 5	12	Registered
Core	117666 Demonstrate an understanding of the principles, tools and process of desktop publishing	Level 5	4	Registered
Core	117680 Demonstrate an understanding of rendering techniques and apply them	Level 5	15	Registered
Core	117682 Demonstrate an understanding of illustration techniques and apply them	Level 5	15	Registered

Core	119522 Demonstrate an understanding of and define integrated marketing communications and its role	Level 5	6	Draft - Prep for P Comment
Core	10078 Integrate ethics policy into marketing policy	Level 6	6	Reregistered
Core	117601 Develop and implement the marketing and advertising creative process	Level 6	18	Registered
Core	117634 Demonstrate an understanding of packaging design	Level 6	10	Registered
Core	117640 Develop and present an Integrated Marketing Communication (IMC) campaign	Level 6	10	Registered
Core	117648 Explain and apply the principles of conceptual thinking	Level 6	10	Registered
Core	117651 Manage the advertising research process	Level 6	5	Registered
Elective	117690 Explain and utilize computer software applicable to art direction	Level 5	15	Registered
Elective	117695 Demonstrate an understanding of computer software used in web sites	Level 5	4	Registered
Elective	119523 Develop a web site	Level 5	10	Draft - Prep for P Comment
Elective	119528 Explain CD ROM based multimedia and develop a portfolio on a CD Rom	Level 5	13	Draft - Prep for P Comment
Elective	117628 Design interactive media	Level 6	10	Registered
Elective	117629 Explain and develop creative solutions for graphic design in print advertising	Level 6	14	Registered
Elective	117630 Design and build computer games	Level 6	13	Registered
Elective	117631 Explain and develop creative solutions for graphic design in corporate identity	Level 6	10	Registered
Elective	117636 Explain and develop creative solutions for graphic design in editorial graphics	Level 6	5	Registered
Elective	117639 Explain and develop creative solutions for graphic design in documents	Level 6	5	Registered
Elective	117642 Explain and develop creative solutions for graphic design in events	Level 6	5	Registered
Elective	117643 Demonstrate an understanding of the graphic design process	Level 6	6	Registered
Elective	117646 Explain and develop creative solutions for graphic design in promotional and point-of-sale material	Level 6	8	Registered
Elective	117647 Explain and develop creative solutions for graphic design in television	Level 6	8	Registered
Elective	117649 Explain and develop creative solutions for graphic design in web design	Level 6	10	Registered
Elective	117652 Create animation and edit stills and films	Level 6	13	Registered
Elective	117653 Demonstrate an understanding of the art direction process	Level 6	10	Registered
Elective	117658 Explain and develop creative solutions for art direction in television	Level 6	15	Registered
Elective	117660 Explain and develop creative solutions for art direction in print	Level 6	15	Registered
Elective	117664 Explain and develop creative solutions for art direction in advocacy advertising	Level 6	10	Registered
Elective	117681 Explain and develop creative solutions for art direction in corporate advertising	Level 6	5	Registered
Elective	117684 Explain and develop creative solutions for art direction in outdoor advertising	Level 6	5	Registered
Elective	117686 Explain and develop creative solutions for art direction in promotional and point-of-sale material	Level 6	15	Registered
Elective	117687 Explain and develop creative solutions for graphic design in information graphics	Level 6	10	Registered
Elective	117688 Explain and develop creative solutions for art direction in World Wide Web	Level 6	10	Registered
Elective	117689 Explain and develop creative solutions for art direction in campaigns	Level 6	10	Registered
Elective	117691 Explain and develop creative solutions for graphic design in special applications	Level 6	5	Registered
Elective	117692 Demonstrate an understanding of the Internet and elements of a web site	Level 6	8	Registered
Elective	117693 Explain and develop creative solutions for graphic design in campaigns	Level 6	12	Registered
Elective	117694 Explain and develop creative solutions for graphic design in packaging	Level 6	14	Registered
Elective	117697 Explain and develop creative solutions for art direction in special applications	Level 6	12	Registered
Elective	117699 Create and mix sound to enhance the interactive multimedia experience	Level 6	12	Registered
Elective	117700 Create motion graphics and video for multimedia	Level 6	13	Registered
Fundamental	8046 Communicating at an advanced level and maintaining interpersonal relations	Level 6	20	Reregistered
Fundamental	14505 Apply the principles of ethics and professionalism to a business environment	Level 6	6	Registered
Fundamental	14510 Demonstrate knowledge and insight into the impact of HIV/AIDS on financial products, markets and the workforce	Level 6	6	Registered



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Demonstrate an understanding of and define integrated marketing communications and its role

SAQA US ID	UNIT STANDARD TITLE		
119522	Demonstrate an understanding of and define integrated marketing communications and its role		
SGB NAME	NSB 03	PROVIDER NAME	
SGB Marketing	Business, Commerce and Management Studies		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Business, Commerce and Management Studies	Marketing	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	6	Level 5	Regular

SPECIFIC OUTCOME 1

Define integrated marketing communications.

SPECIFIC OUTCOME 2

Define and explain the objectives of integrated marketing communications.

SPECIFIC OUTCOME 3

Describe integrated marketing communications tools.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Develop a web site

SAQA US ID	UNIT STANDARD TITLE		
119523	Develop a web site		
SGB NAME		NSB 03	PROVIDER NAME
SGB Marketing		Business, Commerce and Management Studies	
UNIT STANDARD TYPE		FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Business, Commerce and Management Studies	Marketing
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	10	Level 5	Regular

SPECIFIC OUTCOME 1

Plan the web site.

SPECIFIC OUTCOME 2

Use Hyper Text Markup Language in developing the web site.

SPECIFIC OUTCOME 3

Use appropriate multimedia tools to develop the web site.

SPECIFIC OUTCOME 4

Present web site to client.

SPECIFIC OUTCOME 5

Posting the web site on the Internet.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Explain CD ROM based multimedia and develop a portfolio on a CD Rom

SAQA US ID		UNIT STANDARD TITLE	
119528		Explain CD ROM based multimedia and develop a portfolio on a CD Rom	
SGB NAME		NSB 03	PROVIDER NAME
SGB Marketing		Business, Commerce and Management Studies	
UNIT STANDARD TYPE		FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Business, Commerce and Management Studies	Marketing
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	13	Level 5	Regular

SPECIFIC OUTCOME 1

Demonstrate an understanding of CD Rom based multimedia design and tools.

SPECIFIC OUTCOME 2

Demonstrate an understanding on how to design CD Rom based multimedia.

SPECIFIC OUTCOME 3

Prepare a portfolio on CD.

SPECIFIC OUTCOME 4

Create a portfolio on CD.

No. 446

13 May 2005

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ADMINISTRATION

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DUGMORE MPHUTHING

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

QUALIFICATION:

Further Education and Training Certificate: e Records Management

SAQA QUAL ID	QUALIFICATION TITLE		
49627	Further Education and Training Certificate: e Records Management		
SGB NAME	NSB 03	PROVIDER NAME	
SGB Administration	Business, Commerce and Management Studies		
QUAL TYPE	FIELD	SUBFIELD	
National Certificate	Business, Commerce and Management Studies	Office Administration	
ABET BAND	MINIMUM CREDITS	NQF LEVEL	QUALIFICATION CLASS
Undefined	173	Level 4	Regular-Unit Stds Based

PURPOSE AND RATIONALE OF THE QUALIFICATION

Purpose of the qualification

The aim of the e-Records Management Qualification is to advance the data gathering, manipulation, management, analysis, interpretation and information dissemination capabilities of learners working with data, thereby improving decision-making and service delivery.

The Qualification is aimed at developing and enhancing the analytical skills and computer end-user skills of the learners. It is required that learners apply their theoretical learning towards practical challenges that they will face in different contexts. In particular, the following quantitative skills are essential to the effectiveness of the e-Records Management Qualification.

- > Data gathering, capturing and manipulation
- > Data analysis
- > Data interpretation and dissemination

In addition, learners need to have general communication skills (verbal and written) as well as research skills. These are the qualitative skills that will assist learners in planning an assignment or task, designing the research component, motivating the assignment, executing it according to plan and reporting on the results. These skills will also empower learners when interacting with the various role-players in their particular environment, in getting the approval, buy-in and cooperation required from others to successfully execute an assignment.

The Qualification is designed for use in any sector where administration-related practices are necessary for sound administration. Learners will be able to contextualise activities for different situations having gained appropriate knowledge of administration, through understanding the administrative value chain of departments, such as a government department or any other department that impacts on business processes.

Learners have the option of selecting elective standards from each of 3 broad streams. Learners should select at least 1 standard from each stream to achieve a minimum of 20 credits in the Elective Component.

Credit allocation for each component is as follows:

- > 56 credits required in the Fundamental Component
- > 97 credits required in the Core Component
- > 20 credits required in the elective Component where selections are made from each of the streams

Rationale of the qualification:

FETC: e Records Management NQF Level 4 supports the objectives of the NQF and provides learners access to the National Qualifications Framework. It will therefore ensure that the quality of education and training is enhanced and of a world-class standard.

The Qualification allows the learner to work towards a nationally recognised Qualification and follows on from a level 3 Qualification in a related field where there is portability across the fields. This Qualification will allow both those in formal education and those already employed in organisations in any economic sector access to a Qualification that can benchmark their competence against local and international standards.

Learners will benefit from this qualification because practical work experience is supported by appropriate theoretical knowledge. Both the practical and theoretical work will be aimed at developing and enhancing the analytical skills of learners, including unemployed learners.

The rationale for this qualification can be summarised in the following objectives:

- > Offer exposure to development issues in specific sectors or fields, and build very critical capacity in information analysis in those sectors. Example: Competencies are developed to analyse and extract valuable information from huge volumes of data sourced. In the process, reports that are critical inputs for development decision scenarios become available in the workplace.
- > Provide career-paths and opportunities for learners to gain experience and develop their investment in education.
- > Contribute to the digitizing of administration across all sectors and enhance performance.

RECOGNIZE PREVIOUS LEARNING?

Y

LEARNING ASSUMED TO BE IN PLACE

- > Communication at NQF level 3 or equivalent
- > Mathematical Literacy at NQF level 3 or equivalent
- > Computer Literacy at NQF level 3 or equivalent

Recognition of prior learning

The structure of this Unit Standard based Qualification makes the Recognition of Prior Learning possible, if the learner is able to demonstrate competence in the knowledge, skills, values and attitudes implicit in this e Records Management Qualification. Recognition of Prior Learning will be done by means of an Integrated Assessment as mentioned below.

This Recognition of Prior Learning may allow

- > Accelerated access to further learning
- > Gaining of credits towards a unit standard
- > Obtaining this Qualification in whole or in part

All Recognition of Prior Learning is subject to quality assurance by the relevant accredited Education, Training, Quality Assurance Body and is conducted by a registered workplace assessor.

QUALIFICATION RULES

Levels, credits and Learning components assigned to the qualification

Rules of Combination

Fundamental: Level 3 ,20 - Level 4 ,36 - Total 56

Core: Level 3, 14 - Level 4, 60 - Level 5, 23 - Total 97
 Elective: Level 4, 53 - Level 5, 44 - Total Minimum 20
 Total : 173

The qualification is made up of a combination of unit standards from Fundamental, Core and Elective components, totaling 173 credits

The total minimum number of credits for the Qualification is 173 credits.

Fundamental Credits

56 credits have been allocated to the Fundamental unit standards.

Communication in a First Language (at NQF Level 4) twenty credits, Communication in a Second Language (at NQF Level 3) twenty credits and Mathematical Literacy (at NQF Level 4) sixteen credits.

All the unit standards are compulsory.

Core

97 credits have been allocated to the Core Unit Standards.

All the unit standards are compulsory.

Elective

A minimum of 20 credits must be selected by the learner from the Elective component. There are three different streams totaling 78 credits, from which learners should select credits from each stream to obtain a minimum total of 20 credits. Hence:

Stream 1

- > ID 14933: Demonstrate an understanding of creating multimedia/web-based computer applications with scripting (Level 4) 6 credits
- > ID 14930: Demonstrate an understanding of the principles of developing software for the Internet (Level 4) 3 credits
- > ID 13806: Code a web page (Level 5) 4 credits
- > ID 114048: Create database access for a computer application using structured query language. (Level 5) 9 credits
- > ID 114055: Demonstrate an awareness of ethics and professionalism for the computer industry in South Africa (Level 5) 3 credits
- > ID 114050: Explain the principles of business and the role of information technology (Level 5) 4 credits
- > ID 114056: Describe enterprise systems management and its role in IT systems support (Level 5) 3 credits

Stream 2

- > ID 113964: Demonstrate and apply knowledge of role and responsibility of local government in South Africa (Level 4) 6 credits
- > ID 113958: Demonstrate and apply knowledge of role and responsibility of provincial government in South Africa (Level 4) 6 credits

Stream 3

- > ID 15214: Recognise areas in need of change, make recommendations and implement change in the team, department or division (Level 5) 3 credits
- > ID 13835: Contribute to project initiation, scope definition and scope change control (Level 4) 9 credits
- > ID 10136: Plan, organise and support project meetings and workshops (Level 4) 4 credits
- > ID 10149: Support the project environment and activities to deliver project objectives (Level 5) 14 credits
- > ID 15216: Create opportunities for innovation and lead projects to meet innovative ideas (Level 5) 4 credits

EXIT LEVEL OUTCOMES

1. Gather, capture and manipulate data.
2. Analyse data.
3. Interpret and disseminate information.
4. Plan and execute assignments.
5. Understand the role of an administrative body in the private and in the public sector.
6. Demonstrate broad understanding of a range of systems, principles, concepts and processes relating to data, information and knowledge.

7. Relate and work with a range of stakeholders.

ASSOCIATED ASSESSMENT CRITERIA

1.

- > Data available in various contexts and sources are accessed using existing standard systems.
- > A broad understanding of a particular work environment is demonstrated with explanations covering the processes and practices of the workplace.
- > All theoretical aspects of how to gather data and what data to gather are documented and explained, supplying the steps and the required supporting information.
- > All relevant data is gathered, captured, manipulated, managed and stored using appropriate software programme tools.

2.

- > Data is analyzed and organized for dissemination to all intended users in the required format.
- > Quantitative analysis skills, including basic statistics to gain the required information to analyse and interpret data, are applied where the analysed data is accurate and complete.
- > Software programme tools are used for data analysis.

3.

- > Data is interpreted and organized into "intelligence" for dissemination to all intended users in the required format.
- > Close collaboration between users and decision-makers is ensured by dealing with appropriate changes and actions as required.
- > Software programme tools are used to ensure that information is communicated and presented in the appropriate verbal and oral form.

4.

- > Research is carried out as appropriate to assignments set.
- > Basic project management techniques are carried out to ensure achievement of outcomes.
- > Skills in planning an assignment or task, designing the research component, motivating the assignment, executing it according to plan and reporting on the results are applied using accepted project management principles and techniques.
- > Interaction with various role-players in the work environment is achieved to obtain the approval, buy-in and cooperation required to successfully execute an assignment.
- > Appropriate end-user software is used that is relevant to the range of assignments set.

5.

- > Knowledge of administration is demonstrated with explanations covering all administration requirements.
- > Administrative roles and functions are understood and demonstrated in the value chain of a particular cluster. (For example: In the public sector, a cluster of departments in the integrated Justice system consists of the following departments: South African Police Services, Department of Justice and Department of Correctional Services. In the private sector, a cluster in the publishing industry consists of the following: Publishers, Printers, Distributors and Marketers.)
- > Data gathering and analysis are contextualized for a particular workplace context.
- > A basic understanding of an administration process is demonstrated where the process is documented in sequence and includes all elements of the process.

6.

- > Principles are described, documented and related to a range of workplace contexts.
- > Various concepts relating to the use of information, including prioritization are related to a range of workplace contexts.

7.

- > Relevant stakeholders are identified to enhance communication and the sound dissemination of information.
- > Stakeholders are informed and communications are kept up-to-date and accurate.

Integrated Assessment

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

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

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

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

The term 'Integrated Assessment' implies that theoretical and practical components should be assessed together and assessors will ensure that assessment against the whole qualification demonstrates evidence that the learner has integrated all components of all the fundamental, core and elective standards that make up the qualification. During integrated assessments the assessor should make use of formative and summative assessment methods and assess combinations of practical, applied, foundational and reflective competencies.

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

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

INTERNATIONAL COMPARABILITY

Local desk research on South African companies specializing in the area of records management was carried out. Local companies include DOCEX, Metrofile and Optiplan who specialize in the storage, organization, manipulation, dissemination and information security and in the use of electronic data management. These have based their techniques and practices from Germany and Switzerland. Research was also done on the National Archives of South Africa and on the joint projects between the GTZ and the Department of Science and Technology.

Key issues emerging from work carried out by Metrofile include:

- > Making business processes more efficient, effective and productive
- > Reducing risk
- > Minimizing risk through effective management of records

Workshops that were held in designing this qualification found congruence with the local companies in the following:

- > More cases could be processed and assignments completed as a result of the effective processing of information
- > Backlog and outstanding issues at a minimum
- > Greater efficiency by optimizing the use of tools available
- > Greater credibility of decisions through the effective presentation of information

In Germany, National Government departments such as the Justice department have strict policies in place to ensure speedy dissemination of information, where a "one stop shop" approach is used. The flow of information (and decisions taken based on the accuracy of information for a particular matter) is initiated, followed through and closed in the shortest possible time. Discussions with South African companies who base their practices on this approach confirm that the German Government has a cost effective system.

> A paper presented by the SASA dealing with "A strategy for the management and appraisal of electronic records in the public sector" demonstrates the need for this qualification.

> Web sites of the New Zealand Qualifications Authority, the Australian Qualifications Authority and from Learning Institutions in the UK were visited. Standards registered on the NZQF were linked as follows:

Unit Standard title in the e Records Management qualification

> Apply problem solving strategies - 14927 - 4 credits

Standards registered on the NZQF

> Interpersonal communications - Apply problem solving strategies - 4 credits

Relevance

> Standard is applicable to any context and is easily applied to the public sector

Unit Standard title in the e Records Management qualification

> Describe the principles of computer programming - 14918 - 5 credits

Standards registered on the NZQF

> Demonstrate an understanding of the principles of computer programming - 7 credits

Relevance

> Little relevance in terms of the level, yet the understanding of the principles is relevant

Unit Standard title in the e Records Management qualification

> Implement systems to meet the flow of information in a team, department or division - 15226 - 3 credits

Standards registered on the NZQF

> Manage the capture, storage, and service delivery of active records - 20 credits

> Manage record systems - 8 credits

Relevance

> High relevance as it applies to capture and accuracy of records, data in computer systems, data that is created or received and the storage of data as good evidence

ARTICULATION OPTIONS

Horizontal articulation with:

> FETC: Business Systems Operations: End User (ERP) NQF Level 4 (ID 49176) - IT sub field

> National Certificate: Marketing Research NQF level 4 (ID 20894) - Marketing sub field

> National Certificate: Generic Project Management NQF level 4 (ID 21160) - project Management sub field

> National Certificate: Business Administration Services NQF level 4 (ID 35928) - Administration sub field

Vertical articulation with:

> National Certificate: Business Consulting Practice (Enterprise Resource Planning) NQF Level 5 (ID 48874) IT sub field

> National Certificate: Datametrics NQF level 5 (ID 6123) - Administration sub field

> National Diploma: Marketing Research NQF level 5 (ID 20896) - Marketing sub field

> National Certificate: Project Management NQF level 5 (ID 24337) - project Management sub field

The Qualification also articulates with data mining, Information Technology and Court Management.

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 and Training Quality Assurance (ETQA) Body, or with an ETQA that has a Memorandum of Understanding (MoU) with the relevant ETQA.

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

> Assessment and moderation of assessment will be overseen by the relevant ETQA according to the ETQA's policies and guidelines for assessment and moderation; in terms of agreements reached around assessment and moderation between ETQAs (including professional bodies) and in terms of the moderation guideline detailed immediately below.

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

the competence described both in individual unit standards as well as the integrated competence described in the qualification.

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

CRITERIA FOR THE REGISTRATION OF ASSESSORS

> A minimum of 2 (two) years' practical, relevant occupational experience

> Competency in all the outcomes of the National Assessor Unit Standards as stipulated by the South African Qualifications Authority (SAQA)

> Qualification in Administration or Management at Level 5 or higher

NOTES

N/A

UNIT STANDARDS

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

	UNIT STANDARD ID AND TITLE	LEVEL	CREDITS	STATUS
Core	14918 Describe the principles of Computer Programming	Level 3	5	Registered
Core	113956 Demonstrate knowledge of and apply the Public Sector Code of Conduct in own work roles and context	Level 3	4	Registered
Core	10135 Work as a project team member	Level 4	8	Reregistered
Core	14015 Collect and interpret data	Level 4	4	Registered
Core	14503 Plan and conduct a research project	Level 4	6	Registered
Core	14667 Describe and apply the management functions of an organization	Level 4	10	Registered
Core	14910 Apply the principles of Computer Programming	Level 4	8	Registered
Core	14924 Demonstrate an understanding of information systems analysis	Level 4	3	Registered
Core	14927 Apply problem solving strategies	Level 4	4	Registered
Core	110021 Achieve personal effectiveness in business environment	Level 4	6	Registered
Core	113960 Demonstrate and apply knowledge of the ethical standards in the Public Sector	Level 4	4	Registered
Core	113965 Demonstrate and apply knowledge of role and responsibility of national government in South Africa	Level 4	6	Registered
Core	117927 Use a Graphical User Interface (GUI)-based database application to solve a given problem	Level 4	6	Registered
Core	10055 Present data to stakeholders	Level 5	5	Reregistered
Core	10171 Manage the capture, storage and retrieval of human resources information using an information system	Level 5	3	Reregistered
Core	10343 Develop and maintain a client database for Contact Centres	Level 5	12	Registered
Core	15226 Implement systems to meet the flow of information in a team, department or division	Level 5	3	Registered
Elective	10136 Plan, organise and support project meetings and workshops	Level 4	4	Reregistered
Elective	13835 Contribute to project initiation, scope definition and scope change control	Level 4	9	Reregistered
Elective	14930 Demonstrate an understanding of the principles of developing software for the internet	Level 4	3	Registered
Elective	14933 Demonstrate an understanding of creating multimedia/web-based computer applications with scripting	Level 4	6	Registered
Elective	113958 Demonstrate and apply knowledge of role and responsibility of provincial government in South Africa	Level 4	6	Registered
Elective	113964 Demonstrate and apply knowledge of role and responsibility of local government in South Africa	Level 4	6	Registered
Elective	10149 Support the project environment and activities to deliver project objectives	Level 5	14	Reregistered
Elective	13806 Code a web page layout	Level 5	4	Registered
Elective	15214 Recognise areas in need of change, make recommendations and implement change in the team, department or division	Level 5	3	Registered
Elective	15216 Create opportunities for innovation and lead projects to meet innovative ideas	Level 5	4	Registered

Elective	114048 Create database access for a computer application using structured query language	Level 5	9	Registered
Elective	114050 Explain the principles of business and the role of information technology	Level 5	4	Registered
Elective	114055 Demonstrate an awareness of ethics and professionalism for the computer industry in South Africa	Level 5	3	Registered
Elective	114056 Describe enterprise systems management and its role in IT systems support	Level 5	3	Registered
Fundamental	119457 Interpret and use information from texts	Level 3	5	Public Comment
Fundamental	119458 Analyse and respond to a variety of literary texts	Level 3	5	Public Comment
Fundamental	119465 Write/present/sign texts for a range of communicative contexts	Level 3	5	Public Comment
Fundamental	119472 Accommodate audience and context needs in oral/signed communication	Level 3	5	Public Comment
Fundamental	7468 Use mathematics to investigate and monitor the financial aspects of personal, business, national and international issues	Level 4	6	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
Fundamental	119459 Write/present/sign for a wide range of contexts	Level 4	5	Public Comment
Fundamental	119462 Engage in sustained oral/signed communication and evaluate spoken/signed texts	Level 4	5	Public Comment
Fundamental	119469 Read/view, analyse and respond to a variety of texts	Level 4	5	Public Comment
Fundamental	119470 Evaluate literary texts	Level 4	5	Public Comment

No. 447

13 May 2005

**SOUTH AFRICAN QUALIFICATIONS AUTHORITY (SAQA)**

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

WATER SECTOR

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.saqqa.org.za. Copies may also be obtained from the Directorate of Standards Setting and Development at the SAQA offices, Hatfield Forum West, 1067 Arcadia Street, Hatfield, Pretoria.

Comment on the qualification and unit standards should reach SAQA at the address ***below and no later than 13 June 2005***. All correspondence should be marked **Standards Setting – SGB Water Sector** and addressed to

The Director: Standards Setting and Development
SAQA

Attention: Mr. Eddie Brown
Postnet Suite 248
Private Bag X06
Waterkloof
0145
or faxed to 012 – 431-5144
e-mail: ebrown@saqa.co.za


DUGMORE MPHUTHING

ACTING DIRECTOR: STANDARDS SETTING AND DEVELOPMENT



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

1

Read and interpret process, electrical, instrumentation and construction drawings

SAQA US ID		UNIT STANDARD TITLE	
116973		Read and interpret process, electrical, instrumentation and construction drawings	
SGB NAME		NSB 12	PROVIDER NAME
SGB Water Sector		Physical Planning and Construction	
UNIT STANDARD TYPE		FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Physical Planning and Construction	Civil Engineering Construction
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 4	Regular

SPECIFIC OUTCOME 1

Interpret basic drawings.

SPECIFIC OUTCOME 2

Identify and interpret construction drawings.

SPECIFIC OUTCOME 3

Define symbols and the principles of process drawings.

SPECIFIC OUTCOME 4

Demonstrate an understanding of instrumentation drawing.

SPECIFIC OUTCOME 5

Define symbols and concepts in an electrical circuit.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

2

Demonstrate an understanding of national water related authorisation procedures

SAQA US ID	UNIT STANDARD TITLE		
116967	Demonstrate an understanding of national water related authorisation procedures		
SGB NAME	NSB 12	PROVIDER NAME	
SGB Water Sector	Physical Planning and Construction		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Physical Planning and Construction	Civil Engineering Construction	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 5	Regular

SPECIFIC OUTCOME 1

Demonstrate an understanding of national water related authorisations.

SPECIFIC OUTCOME 2

Demonstrate an understanding of the General Authorisation Procedures.

SPECIFIC OUTCOME 3

Demonstrate an understanding of the Water Use licensing process.

SPECIFIC OUTCOME 4

Demonstrate an understanding of the reserve determination process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

3

Demonstrate knowledge of advanced processes for treating water

SAQA US ID	UNIT STANDARD TITLE		
116998	Demonstrate knowledge of advanced processes for treating water		
SGB NAME	NSB 12	PROVIDER NAME	
SGB Water Sector	Physical Planning and Construction		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Physical Planning and Construction	Civil Engineering Construction	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	16	Level 5	Regular

SPECIFIC OUTCOME 1

Explain the theory and application of Dissolved Air Flotation (DAF) Processes.

SPECIFIC OUTCOME 2

Demonstrate knowledge and application of ozonation processes in water treatment.

SPECIFIC OUTCOME 3

Explain the applications of membrane processes.

SPECIFIC OUTCOME 4

Demonstrate knowledge and application of fluoridation and de-fluoridation techniques.

SPECIFIC OUTCOME 5

Explain the application of activated carbon in water treatment and the processes used.

SPECIFIC OUTCOME 6

Demonstrate understanding of the theory and application of the water stabilisation processes.

SPECIFIC OUTCOME 7

Explain and apply the theory and practice of demineralisation in water treatment.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

4

Demonstrate knowledge of environmental management tools for permitting and auditing in the water services sector

SAQA US ID	UNIT STANDARD TITLE		
117005	Demonstrate knowledge of environmental management tools for permitting and auditing in the water services sector		
SGB NAME	NSB 12	PROVIDER NAME	
SGB Water Sector	Physical Planning and Construction		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Physical Planning and Construction	Civil Engineering Construction	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	12	Level 5	Regular

SPECIFIC OUTCOME 1

Demonstrate an understanding of Best Available Technology (BAT) concept using case studies within own scope of work.

SPECIFIC OUTCOME 2

Demonstrate an understanding of Cleaner Production (CP) and Waste Minimisation using case studies in own scope of work.

SPECIFIC OUTCOME 3

Demonstrate knowledge of Environmental Management Systems (EMS) and the application of its elements using a case study in own scope of work.

SPECIFIC OUTCOME 4

Demonstrate the ability to set an Industrial Effluent Standards using case studies.

SPECIFIC OUTCOME 5

Demonstrate the ability to evaluate impact of a discharge on infrastructure and receiving water resource environment.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

5

Demonstrate knowledge of good financial management practices

SAQA US ID	UNIT STANDARD TITLE		
116969	Demonstrate knowledge of good financial management practices		
SGB NAME	NSB 12	PROVIDER NAME	
SGB Water Sector	Physical Planning and Construction		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Physical Planning and Construction	Civil Engineering Construction	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	6	Level 5	Regular

SPECIFIC OUTCOME 1

Conduct work in an ethical and professional manner in accordance with workplace policies and procedures and relevant legislation.

SPECIFIC OUTCOME 2

Investigate alternative vendors and / or products to improve current cost and quality.

SPECIFIC OUTCOME 3

Demonstrate 'value chain' concepts and the principles of 'just in time' procurement.

SPECIFIC OUTCOME 4

Verify and recommend information from source documents, store and retrieve information.

SPECIFIC OUTCOME 5

Record cost information and prepare reports and returns in accordance with workplace procedures.

SPECIFIC OUTCOME 6

Describe the responsibilities, functions and qualities of the audit function.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

6

Demonstrate knowledge of industrial effluent permitting

SAQA US ID	UNIT STANDARD TITLE		
116985	Demonstrate knowledge of industrial effluent permitting		
SGB NAME	NSB 12	PROVIDER NAME	
SGB Water Sector	Physical Planning and Construction		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Physical Planning and Construction	Civil Engineering Construction	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 5	Regular

SPECIFIC OUTCOME 1

Demonstrate an understanding of legal environment and enforcement.

SPECIFIC OUTCOME 2

Demonstrate an understanding of permit administrative systems and processes in own scope of work.

SPECIFIC OUTCOME 3

Explain how standards are set.

SPECIFIC OUTCOME 4

Demonstrate an ability to collect and assess company information.

SPECIFIC OUTCOME 5

Demonstrate an ability to define monitoring requirements and assess company monitoring programme for the permit.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

7

Demonstrate knowledge of pollution Incident management and remediation

SAQA US ID	UNIT STANDARD TITLE		
116971	Demonstrate knowledge of pollution Incident management and remediation		
SGB NAME		NSB 12	PROVIDER NAME
SGB Water Sector		Physical Planning and Construction	
UNIT STANDARD TYPE		FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Physical Planning and Construction	Civil Engineering Construction
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	10	Level 5	Regular

SPECIFIC OUTCOME 1

Explain the procedures for the management of a pollution incident prior to going on site using relevant legislation.

SPECIFIC OUTCOME 2

Manage the source of a pollution incident.

SPECIFIC OUTCOME 3

Manage the clean up of the receiving environment in a pollution incident when the source can be traced.

SPECIFIC OUTCOME 4

Manage the clean up of the receiving environment in a pollution incident when the source cannot be traced.

SPECIFIC OUTCOME 5

Demonstrate an understanding of post incident management.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

8

Demonstrate knowledge of the principles and processes of environmental costs and water service charges

SAQA US ID	UNIT STANDARD TITLE		
116968	Demonstrate knowledge of the principles and processes of environmental costs and water service charges		
SGB NAME	NSB 12	PROVIDER NAME	
SGB Water Sector	Physical Planning and Construction		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Physical Planning and Construction	Civil Engineering Construction	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	4	Level 5	Regular

SPECIFIC OUTCOME 1

Demonstrate knowledge and understanding of the legal principles underpinning environmental costs and water service charges.

SPECIFIC OUTCOME 2

Explain the principles of pollution and service charges.

SPECIFIC OUTCOME 3

Explain the different ways in which the cost of pollution affects industry and the problems associated with implementing the Polluter Pays Principle.

SPECIFIC OUTCOME 4

Demonstrate an understanding of the Waste Discharge Charge System.

SPECIFIC OUTCOME 5

Complete administration tasks related to industrial effluent charges in accordance with own work procedures.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

9

Demonstrate knowledge of water quality control

SAQA US ID		UNIT STANDARD TITLE	
116982		Demonstrate knowledge of water quality control	
SGB NAME		NSB 12	PROVIDER NAME
SGB Water Sector		Physical Planning and Construction	
UNIT STANDARD TYPE		FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Physical Planning and Construction	Civil Engineering Construction
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	7	Level 5	Regular

SPECIFIC OUTCOME 1

Demonstrate knowledge and understanding of the content of SABS 241 of 2001: Drinking Water.

SPECIFIC OUTCOME 2

Explain the health related aspects of water quality.

SPECIFIC OUTCOME 3

Explain the need for and methods of achieving the stabilisation of water.

SPECIFIC OUTCOME 4

Demonstrate the use of software packages to control water quality.

SPECIFIC OUTCOME 5

Explain the protection of the reticulation system against corrosion and scaling.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

10

Demonstrate knowledge of water related legislation and the responsibilities of management in terms of the acts

SAQA US ID	UNIT STANDARD TITLE		
116979	Demonstrate knowledge of water related legislation and the responsibilities of management in terms of the acts		
SGB NAME	NSB 12	PROVIDER NAME	
SGB Water Sector	Physical Planning and Construction		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Physical Planning and Construction	Civil Engineering Construction	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 5	Regular

SPECIFIC OUTCOME 1

Demonstrate knowledge and understanding of the basic principles of the Act and Regulations in terms of own sector.

SPECIFIC OUTCOME 2

Explain the requirements for minimum compliance stipulated in the Acts.

SPECIFIC OUTCOME 3

Interpret the management controls required to achieve compliance.

SPECIFIC OUTCOME 4

Keep records in accordance with the requirements of the Acts and the Regulations.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

11

Demonstrate knowledge of water resources management

SAQA US ID		UNIT STANDARD TITLE	
116984		Demonstrate knowledge of water resources management	
SGB NAME		NSB 12	PROVIDER NAME
SGB Water Sector		Physical Planning and Construction	
UNIT STANDARD TYPE		FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Physical Planning and Construction	Civil Engineering Construction
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	7	Level 5	Regular

SPECIFIC OUTCOME 1

Explain catchment management and catchment management strategies.

SPECIFIC OUTCOME 2

Demonstrate an understanding of hybrid pollution control methodology.

SPECIFIC OUTCOME 3

Demonstrate knowledge of integrated pollution control in the water sector.

SPECIFIC OUTCOME 4

Analyse risk and make recommendations.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

12

Demonstrate the use of simulation software to understand the principal mechanisms in wastewater treatment and sludge production processes

SAQA US ID	UNIT STANDARD TITLE		
116977	Demonstrate the use of simulation software to understand the principal mechanisms in wastewater treatment and sludge production processes		
SGB NAME	NSB 12	PROVIDER NAME	
SGB Water Sector	Physical Planning and Construction		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Physical Planning and Construction	Civil Engineering Construction	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	7	Level 5	Regular

SPECIFIC OUTCOME 1

Use activated sludge process simulation programs.

SPECIFIC OUTCOME 2

Interpret activated sludge process simulation data.

SPECIFIC OUTCOME 3

Use secondary clarifier simulation programs.

SPECIFIC OUTCOME 4

Predict the affect of specific industrial effluents on the effluent discharged from a specific treatment works.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

13

Demonstrate understanding of sections of the occupational health and safety act (act 85 of 1993) applicable to the water sector

SAQA US ID	UNIT STANDARD TITLE		
117003	Demonstrate understanding of sections of the occupational health and safety act (act 85 of 1993) applicable to the water sector		
SGB NAME	NSB 12	PROVIDER NAME	
SGB Water Sector	Physical Planning and Construction		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Physical Planning and Construction	Civil Engineering Construction	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	6	Level 5	Regular

SPECIFIC OUTCOME 1

Demonstrate an understanding of the structure of the Act and the Regulations and the basic principles of the Act.

SPECIFIC OUTCOME 2

Explain the relevance of Section 16 and 37 of the Occupational Health and Safety Act and their application in the workplace.

SPECIFIC OUTCOME 3

Explain the relevance of Section 8,9,13, and 14 of the Occupational Health and Safety Act and their application in the workplace.

SPECIFIC OUTCOME 4

Demonstrate knowledge of the General Administrative Regulations and compliance with these regulations in terms of own workplace.

SPECIFIC OUTCOME 5

Demonstrate knowledge of health and safety representatives and health and safety committees in terms of section 17, 18, 19 and 20.

SPECIFIC OUTCOME 6

Evaluate if the applicable sections of the General Safety Regulations and Major Hazard Regulations are correctly interpreted and applied in the workplace.

SPECIFIC OUTCOME 7

Evaluate the application of General Machinery Regulations in own workplace.

SPECIFIC OUTCOME 8

Explain the applicable sections of the Construction Regulations.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

14

Implement water reticulation and sanitation systems at the customer interface

SAQA US ID	UNIT STANDARD TITLE		
116972	Implement water reticulation and sanitation systems at the customer interface		
SGB NAME	NSB 12	PROVIDER NAME	
SGB Water Sector	Physical Planning and Construction		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Physical Planning and Construction	Civil Engineering Construction	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	6	Level 5	Regular

SPECIFIC OUTCOME 1

Explain different levels of water and sanitation services and evaluate services with respect to both the consumer and the service provider.

SPECIFIC OUTCOME 2

Explain and evaluate various financial models and resources for implementing water and sanitation services.

SPECIFIC OUTCOME 3

Explain the implementation and monitoring of institutional and social development programmes.

SPECIFIC OUTCOME 4

Evaluate performance and success of water and sanitation scheme.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

15

Manage and maintain water or wastewater reticulation

SAQA US ID	UNIT STANDARD TITLE		
116974	Manage and maintain water or wastewater reticulation		
SGB NAME	NSB 12	PROVIDER NAME	
SGB Water Sector	Physical Planning and Construction		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Physical Planning and Construction	Civil Engineering Construction	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	18	Level 5	Regular

SPECIFIC OUTCOME 1

Plan resources for water / wastewater reticulation management.

SPECIFIC OUTCOME 2

Plan and monitor water / wastewater network maintenance programme.

SPECIFIC OUTCOME 3

Manage new and existing reticulation and maintenance operations.

SPECIFIC OUTCOME 4

Evaluate and analyse water / wastewater reticulation systems.

SPECIFIC OUTCOME 5

Monitor compliance of operations with established criteria at own.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

16

Manage the disposal of effluents, solids and sludge from a wastewater treatment works in terms of relevant legislation and guidelines

SAQA US ID	UNIT STANDARD TITLE		
116970	Manage the disposal of effluents, solids and sludge from a wastewater treatment works in terms of relevant legislation and guidelines		
SGB NAME	NSB 12	PROVIDER NAME	
SGB Water Sector	Physical Planning and Construction		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Physical Planning and Construction	Civil Engineering Construction	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	5	Level 5	Regular

SPECIFIC OUTCOME 1

Manage effluent re-use in accordance with relevant legislation and guidelines.

SPECIFIC OUTCOME 2

Manage effluent disposal to a water resource in accordance with relevant legislation.

SPECIFIC OUTCOME 3

Manage the disposal of solids (including screenings and grit/ detritus) in accordance with relevant legislation and guidelines.

SPECIFIC OUTCOME 4

Manage the beneficial disposal of sludge in accordance with relevant legislation and guidelines.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

17

Manage water treatment processes

SAQA US ID	UNIT STANDARD TITLE		
116980	Manage water treatment processes		
SGB NAME	NSB 12	PROVIDER NAME	
SGB Water Sector	Physical Planning and Construction		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Physical Planning and Construction	Civil Engineering Construction	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	7	Level 5	Regular

SPECIFIC OUTCOME 1

Manage a raw water reservoir.

SPECIFIC OUTCOME 2

Manage the inlet of the works.

SPECIFIC OUTCOME 3

Monitor water balances and losses.

SPECIFIC OUTCOME 4

Plan routine and preventative maintenance and repairs.

SPECIFIC OUTCOME 5

Manage water reservoir.

SPECIFIC OUTCOME 6

Optimise operational costs.

SPECIFIC OUTCOME 7

Manage the disposal of waste products at own works.



Established in terms of Act 58 of 1995

SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

18

Monitor and control anaerobic and aerobic sludge digestion processes

SAQA US ID	UNIT STANDARD TITLE		
116994	Monitor and control anaerobic and aerobic sludge digestion processes		
SGB NAME	NSB 12	PROVIDER NAME	
SGB Water Sector	Physical Planning and Construction		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Physical Planning and Construction	Civil Engineering Construction	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 5	Regular

SPECIFIC OUTCOME 1

Explain and monitor the sludge digestion process.

SPECIFIC OUTCOME 2

Explain and monitor the heating process for anaerobic sludge digestion.

SPECIFIC OUTCOME 3

Explain and monitor biogas production and biogas usage.

SPECIFIC OUTCOME 4

Monitor and control digester performance.

SPECIFIC OUTCOME 5

Monitor maintenance and safety awareness of digestion process.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

19

Monitor and control the mechanisms and processes of sludge thickening, dewatering and drying

SAQA US ID	UNIT STANDARD TITLE		
117008	Monitor and control the mechanisms and processes of sludge thickening, dewatering and drying		
SGB NAME	NSB 12	PROVIDER NAME	
SGB Water Sector	Physical Planning and Construction		
UNIT STANDARD TYPE	FIELD DESCRIPTION	SUBFIELD DESCRIPTION	
Regular	Physical Planning and Construction	Civil Engineering Construction	
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	15	Level 5	Regular

SPECIFIC OUTCOME 1

Describe and monitor the sludge thickening process.

SPECIFIC OUTCOME 2

Describe and monitor sludge dewatering process.

SPECIFIC OUTCOME 3

Describe and monitor sludge drying processes.

SPECIFIC OUTCOME 4

Describe and monitor the chemical dosing processes in the thickening, dewatering and drying of sludges.

SPECIFIC OUTCOME 5

Explain the effect of filtrate and centrate.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

20

Monitor and control the mechanisms of aerobic processes comprising of activated sludge, biofilter processes, ponds and wetlands

SAQA US ID		UNIT STANDARD TITLE	
117000		Monitor and control the mechanisms of aerobic processes comprising of activated sludge, biofilter processes, ponds and wetlands	
SGB NAME		NSB 12	PROVIDER NAME
SGB Water Sector		Physical Planning and Construction	
UNIT STANDARD TYPE		FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Physical Planning and Construction	Civil Engineering Construction
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	18	Level 5	Regular

SPECIFIC OUTCOME 1

Explain the theory of the activated sludge and biological filter processes.

SPECIFIC OUTCOME 2

Explain the theory of ponds and wetlands.

SPECIFIC OUTCOME 3

Evaluate and monitor the behaviour and design of secondary settling tanks.

SPECIFIC OUTCOME 4

Control nutrient removal using chemicals.



SOUTH AFRICAN QUALIFICATIONS AUTHORITY

UNIT STANDARD:

21

Undertake regulatory environmental auditing in the water sector

SAQA US ID	UNIT STANDARD TITLE		
116975	Undertake regulatory environmental auditing in the water sector		
SGB NAME		NSB 12	PROVIDER NAME
SGB Water Sector		Physical Planning and Construction	
UNIT STANDARD TYPE		FIELD DESCRIPTION	SUBFIELD DESCRIPTION
Regular		Physical Planning and Construction	Civil Engineering Construction
ABET BAND	CREDITS	NQF LEVEL	UNIT STANDARD TYPE
Undefined	8	Level 5	Regular

SPECIFIC OUTCOME 1

Demonstrate knowledge of administrative and legal framework for environmental auditing.

SPECIFIC OUTCOME 2

Demonstrate knowledge of communication, planning and audit tools using a simulation or a case study.

SPECIFIC OUTCOME 3

Demonstrate the ability to perform a regulatory environmental audit using simulation or a case study within own scope of work.

SPECIFIC OUTCOME 4

Demonstrate the ability to perform an in depth regulatory environmental audit using simulation or a case study within own scope of work.



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